CREATNET EDUCATION

Cluster Leadership Development Program

CLDP Facilitator Development Annual Offsite,

Nainital, 24th to 29th of June, 2023

Reflection and Synthesis.

In this united frame, labels become irrelevant as we stand as leaders. There's no need for titles or positions to define us. Hierarchies fade away, and we focus on leading together as a team rather than managing others. In this harmonious environment, our strong sense of purpose drives us forward. We lead with passion, inspiring and empowering those around us. Our goal is not merely to manage but to create a collective vision and work together towards its realization. In this united spirit, we embrace diversity and value each individual's unique contributions. Collaboration and cooperation become the cornerstones of our approach, fostering a culture of trust, respect, and open communication.

Together, we recognize that leadership is not about exerting authority, but about fostering a shared sense of purpose and common goals. We lead by example, nurturing the potential within each team member, and encouraging their growth and development.

As united leaders, we stand strong, driven by a shared vision and a commitment to making a positive impact. Our focus is not on individual achievements but on the collective success of the team and the fulfillment of our common purpose. In this frame of unity and purpose, we forge ahead, breaking down barriers, and reaching new heights together. With a strong bond and a shared passion, we redefine leadership and create a lasting and meaningful impact on those we serve.

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About the Leadership Frame of CLDP

1. **Introduction of CLDP & Annual Offsite:**

From 23rd June 2023 to 29th June 2023, SCERT Delhi, in collaboration with Creatnet Education, organized the 'Cluster Leadership Development Program' (CLDP) Annual Offsite in the serene and picturesque Himalayan lake town of Nainital. This program aimed to enhance the leadership competencies of Principals and Heads of Schools from the Directorate of Education, GNCT of Delhi.

Facilitators are the key leaders who take this vision forward. Since 2014, an annual offsite for facilitator development has been a key initiative to support the capacity building of the facilitators. This year 117 facilitators will be leading 87 clusters in Delhi. 27 new facilitators have joined this family. Our annual facilitator development offsite envisions inspiring and building capacity toward our collective vision as facilitators for our clusters and augmenting our growth in our role as school leaders, who participated from 23rd June 2023 to 29th June 2023. During this five-day offsite training, participants were immersed in a process of learning, sharing, and reflecting on various aspects of facilitation, which would help them hone their leadership skills for the upcoming year. The tranquil setting of Nainital provided the perfect backdrop for the program, allowing the facilitators to delve into the vast world of facilitation and gain valuable insights to improve their roles as school leaders. The participants embarked on a journey of continuous learning and sharing throughout the five-day offsite program. Dr. Gulab Singh and Ms. Jasmeet from the Creatnet Team provided a clear overview of the schedule on the first evening, dividing the participants into smaller groups with facilitator developers to facilitate engaging discussions.

Overall, the CLDP offered a unique opportunity for Principals and Heads of Schools to grow as leaders, equipping them with the necessary tools and knowledge to foster excellence in their respective schools and contribute to the overall development of education in Delhi.

The vision of CLDP: Every child has access to high-quality education for holistic growth. This is enabled by an education system that is a continuously growing learning organization.

Objectives for the annual offsite 2023-24

- Growth in **self-leadership** by deepening practices of self-observation and awareness

- Strengthen **facilitator development** for all facilitators through practice and feedback on facilitation competencies

- Strengthen **pedagogical and community leadership** in school

- Build an understanding of the larger context of the world we live in, national policy, and

grow in **systemic leadership**

Who are the facilitators?

Facilitators are individuals who play a key role in guiding and supporting the participating school principals throughout the program. These facilitators are experienced educators, trainers, or professionals with expertise in leadership development and educational practices. Their primary responsibility is to create a conducive learning environment, lead discussions, deliver sessions, and facilitate various activities aimed at enhancing the leadership competencies of the school principals attending the program. Facilitators ensure that the CLDP participants gain valuable insights, exchange knowledge, and develop practical approaches to excel as effective leaders in their respective schools.

What is facilitators' development offsite?

Before the actual CLDP for school principals takes place, the facilitators undergo a dedicated training offsite. This training aims to equip them with the necessary skills, knowledge, and strategies to effectively facilitate discussions, lead sessions, and create a positive learning environment for the school principals.

During the facilitators' development offsite, they receive comprehensive guidance on the program's objectives, themes, and desired outcomes. They learn about the specific content that will be covered during the CLDP, as well as techniques for engaging the participants and promoting active participation.

The facilitators' development offsite ensures that the facilitators are well-prepared and confident in their roles, which is crucial for the success of the CLDP. They are trained to effectively navigate discussions, handle diverse perspectives, and address any challenges that may arise during the program.

By investing in the professional development of the facilitators, the CLDP aims to ensure a high-quality learning experience for the school principals, fostering a positive impact on their leadership competencies and, ultimately, the overall improvement of education in the participating schools.

2. Design of the offsite:

How was the Offsite designed? What was the learning process?

1. **Small group learning** is a key process for CLDP. Learning takes place in smaller groups of 8. For this offsite, the large group of facilitators (117) and FDs were divided into **15 groups of 5-8 participants** each over the course of five days for an interactive and immersive learning experience. And alos each group had names.
   a. Group 1. Flourishing
   b. Group 2. Seekers
   c. Group 3. Chetna
   d. Group 4. PNR
   e. Group 5. Rainbow
   f. Group 6. Prarambh
   g. Group 7. Explorers
   h. Group 8. Visionary
   i. Group 9. Drishti
   j. Group 10. Abhivyakti
   k. Group 11. Manthan
   l. Group 12. Kumbh
   m. Group 13. Hand holders
   n. Group 14. Emergence
   o. Group 15. For runners
2. Each group was facilitated by a facilitator developer. (who is also a CLDP facilitator).
3. Each day corresponded to a **theme - deepening one facilitator's competency**
2. The offsite consisted of 16 sessions, which include closing and opening sessions, 5 core sessions, and 11 facilitator practice sessions that were facilitated using different themes.

3. **Every facilitator got a chance to facilitate and everyone received feedback** in the form of CREA[1] which is a technology built for group reflection and enabling feedback. All days of the offsite closed with a feedback and synthesis session for the facilitators of each group and session.

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[1] The online platform which organized by Creatnet Education

2. Journey of CLDP

Background:

SCERT and the Delhi education department share a common vision: to foster excellence within all government schools in Delhi. One of the key factors in achieving this goal is the pivotal role of School Leadership. These leaders play a crucial part in creating a positive learning environment and guiding all stakeholders connected with the school ecosystem.

School leaders are tasked with managing multiple and complex responsibilities. They are expected to continuously improve the quality of teaching and learning within their schools, all while adapting to a constantly changing educational landscape.

To fulfill this purpose, Creatnet Education, in collaboration with SCERT, has taken proactive steps by introducing the Cluster Leadership Development Program. This program aims to equip school leaders with the necessary skills and knowledge to lead effectively, foster innovation, and drive positive change within their respective clusters of schools.

By investing in the professional development of school leaders through this program, the initiative seeks **to empowers leadership at the levels of self, operational role, community builders, systemic leadership**. Moreover, this collaboration underscores the commitment of both organizations to elevate the standards of education in Delhi's government schools and create a brighter future for the students and the community they serve.

Introduction of CLDP:

1. When
2. CLDP Vision and Purpose:
3. Small group learnings and about clusters

4. Objectives of this program

Reflection and Synthesis Day by day:

Day 0: Arrival and Orientation

As soon as the participants reached the venue, they were given ample time to settle into their respective rooms and unwind after the journey. Ensuring their comfort and well-being was a priority for us, as we wanted them to feel refreshed and ready for the upcoming activities.

On Day 0, all participants embarked on their journey from Delhi to the venue, arriving in the evening. Given the long and tiring journey, we decided not to overload the participants with formal sessions but instead provided a warm and relaxed welcome. The evening began with a small introduction session that allowed everyone to get to know each other.

During the introduction session, we covered essential aspects of the program. Firstly, we familiarized the participants with the hostel rules, ensuring a harmonious and respectful living environment for everyone. Next, we provided a comprehensive overview of the 5-day plan, giving participants a clear understanding of the schedule and the exciting activities that awaited them.

To foster a supportive and collaborative learning environment, we thoughtfully organized the participants into small groups that would remain together throughout the 5-day program. This deliberate group formation aims to facilitate interactions and encourage teamwork among participants.

Setting the context for the entire program was essential, and we did so by emphasizing its purpose, goals, and expected outcomes. Additionally, we took the opportunity to introduce each member of the organizing team, creating a friendly and approachable atmosphere that encouraged open communication.

In the evening, just before dinner, we conducted a two-hour session that focused on engaging activities. This session served as an icebreaker, helping participants break the ice, and forge connections within their groups. The positive and welcoming environment created during this session set a cheerful tone for the upcoming days.

Towards the end of Day 0, we provided an overview of the next day's activities. Facilitators leading the group sessions on Day 1 met with their respective groups to discuss session goals and address any questions participants might have had. This preparation ensured a smooth start to the formal sessions on Day 1, as everyone was well-informed and ready to actively participate.

By thoughtfully structuring Day 0 in this manner, we aimed to strike a balance between relaxation and productivity, allowing participants to rest and connect while also getting acquainted with the program's objectives. As we looked forward to the days ahead, the interactive and inclusive elements of Day 0 promised an enriching and enjoyable experience for all involved.

The program focused on various themes essential to leadership, such as 'Leadership,' 'Utilizing Chat GPT,' 'National Education Policy 2020,' 'Assessment in the Educational Landscape,' 'Practices of Observation,' and 'Awareness and Growth in Self-leadership.' The heart of the program lay in profound discussions on the chosen themes. For instance, one such discussion was on 'Barriers of Effective Feedback,' facilitated by Ms. Jasmeet. During this session, participants brainstormed and identified key points that contribute to making feedback effective and easily understandable.

Journey Within: 5 Days of Mindfulness Meditation Practices

Embark on a transformative journey of self-discovery and inner peace as each day of our program begins with a gentle mindfulness activity, carefully crafted to awaken self-awareness and foster a profound connection with the world around us. Over the course of three enlightening days, our esteemed team member, Kritika, an adept heartfelt meditation practitioner, is guidede participants through three unique heartfelt practices. With Kritika's expert guidance, these soulful sessions are thoughtfully curated to nurture inner harmony and cultivate emotional well-being. Prepare to be enveloped in a serene atmosphere where you can explore the depths of your own being, finding solace in the present moment and unlocking the potential for lasting positive change. Join us on this harmonious quest to discover the transformative power of mindfulness and heartfulness, leading you to a newfound sense of inner serenity and balance.

These mindfulness activities served as powerful anchors for the start of each day, enabling participants to center themselves, find inner calm, and approach the upcoming sessions with a clear and focused mindset. By engaging in heartfelt practices, participants were encouraged to **explore their emotions, thoughts, and sensations,** fostering a deeper understanding of themselves and their responses to the experiences of the program.

The combination of mindfulness and heartfelt practices created a nurturing and supportive environment, allowing participants to embrace the present moment fully. As they connected with their inner selves and the environment around them, a sense of unity and camaraderie within the group blossomed, enhancing the overall experience and promoting a positive and transformative journey for all involved.

Empowering Participants: Energizing Sessions for relaxationand engaging the body, mind and heart

To enhance our energy and foster a deeper connection with each day's themes, we incorporated energizers into our daily routine over the course of the five days. These energizers not only boosted our enthusiasm and engagement but also helped usstay focused and connected to the key concepts. They served as breaks for the mind, body and heart

Physical Activity Breaks: In between sessions, take short breaks to engage in physical activities like stretching, a brisk walk, or simple exercises. This will invigorate your body and mind, keeping you alert and energized.

Creative Expression Breaks: Encourage participants to express the day's themes through various forms of creativity, such as drawing, writing, or even role-playing. This helps solidify learning and fosters a more profound connection with the material.

Energizing Snacks: Offer nutritious and energizing snacks during break times, such as fresh fruits, nuts, or granola bars. Avoid heavy and sugary foods that may cause energy crashes.

Music and Movement: Play energizing and uplifting music during transitions between sessions. Encourage participants to dance or move to the rhythm, which can boost morale and create a sense of community.

Yoga and Nature's Embrace: The Transformative Offsite Through Enchanted Walks

During the offsite, Organizing nature walks during the offsite was an excellent idea to promote well-being, relaxation, and a deeper **connection with nature.** Since different facilitators are involved in various activities like pranayama, yoga, and nature walks, it creates a diverse and enriching experience for the participants.

The mornings were dedicated to refreshing nature walks, each guided by a team member, taking groups on explorations of nearby forest trails, botanical gardens, beaches, and scenic spots. As participants embarked on these mindful walks, they were encouraged to immerse themselves in the beauty of nature, **engaging their senses and being fully present in the moment.**

Along the way, fun nature-based activities, such as birdwatching and identifying plants, added excitement and creativity to the walks. After each nature walk, the group gathered for reflection, where participants shared their insights and meaningful connections with nature. The experience instilled a **sense of gratitude for the natural world** and

left everyone feeling relaxation, rejuvenation, and a deeper connection to the environment.

In addition to the nature walk, the venue also offered **morning yoga and meditation sessions.** All the principals actively participated in various activities throughout the offsite. Some principals joined Renu Arya, a team member, for the nature walk, while others engaged in yoga and meditation sessions organized by Kritika. The offsite provided a wonderful opportunity for everyone

to immerse themselves in different activities that promoted relaxation, mindfulness, and a connection with nature.

Nurturing the Creative Core with ChatGPT During Break:

During the offsite, the ChatGPT session led by Mr. P.K. Gupta proved to be both insightful and thought-provoking. Participants engaged in a fruitful discussion exploring the diverse applications of ChatGPT in the educational landscape while also acknowledging the potential drawbacks and challenges associated with its usage. The session emphasized the importance of using technology, including ChatGPT, wisely and responsibly.

Mr. Karamveer emphasized the **need for caution when adopting new technology,** highlighting that uninformed or reckless usage can lead to significant harm.

Ms. Mamta Saluja shared a **practical experience of how ChatGPT assisted** her in composing an email when confronted with critical official matters, showcasing its benefits as a supportive tool.

Feedback form analysis data:

Before the offsite:
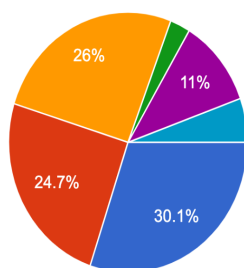
73 responses

- I had not heard of ChatGPT/ AI
- I had heard of ChatGPT/ AI but did not have much idea about it
- I knew about ChatGPT/ AI but I had never tried it myself
- I had tried to login to ChatGPT but didn't know what to do after that
- I had tried to use it a few times
- I was well versed with ChatGPT and was using it extensively

Mr. Parminder reinforced the idea that embracing and staying informed about emerging technologies is

crucial to avoid falling behind generations. Being receptive to new innovations ensures that we leverage technology to its full potential for a positive impact.

After the offsite:

73 responses

- I am not able to login to ChatGPT
- I can login, but am very uncomfortable with it
- I have tried a few prompts
- I am comfortable using it, if and when I want to
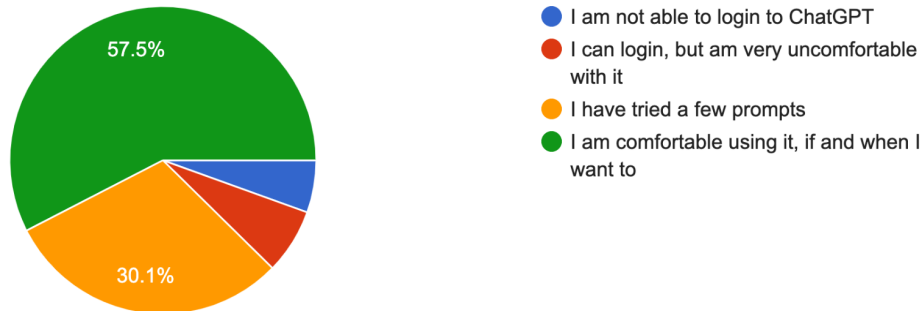
Dr. Anil Teotia emphasized a key takeaway from the session - viewing ChatGPT and AI as tools that serve us. By utilizing them judiciously in education, **we can harness their potential to benefit learners and educators alike.** However, it was also acknowledged that without responsible usage, technology could potentially dominate and control us, underscoring the importance of maintaining control over our technological advancements.

Overall, the ChatGPT session encouraged participants to **strike a balance between adopting new technology and being mindful of its potential consequences**. By doing so, they can harness the power of ChatGPT and AI as valuable educational tools while safeguarding against their misuse. The session served as a reminder that technology should be harnessed responsibly to serve humanity's progress rather than control it.

Harmony in Diversity: Enchanting Cultural Nights

During our 5-day offsite program, we understood that learning is an ongoing process, but people also need breaks from work. So, we planned four cultural nights and a day for film screenings, exclusively for the principals attending the event. These cultural nights were a chance for **participants to showcase their talents**, whether it was dancing, singing, or presenting poems.

We were lucky to have talented musicians like Prakash Arya from Manzil Mysticks' very own the enchanting singer, Sherry, who added an extra layer of magic to the atmosphere with their captivating performances.

The resort was filled with music and dance every day, creating a joyful and celebratory atmosphere. These cultural moments **brought everyone together, creating lasting memories and connections**. These breaks from regular learning allowed participants to relax, enjoy the arts, and bond with each other. It energized everyone and inspired them to continue their learning journey with enthusiasm.

Guiding Lights: A Day-by-Day Guide to Preparing for Successful Facilitation Sessions:

In the CLDP offsite, the daily routine included a crucial meeting after each session concludes, where all Facilitator Developers (FDs) gathered to discuss the day's sessions, their respective roles, and the day-by-day plans. Two essential practices that we prioritize consistently without fail are team alignment and preparing facilitators.

Team alignment holds immense significance as it ensures that all team members are fully supportive of the facilitators and FDs, providing the necessary backing wherever needed. Moreover, it fosters a sense of unity and cohesion among the team, enhancing communication, conflict resolution, and overall collaboration. This synergy contributes to more productive and enjoyable sessions for the participants, creating an enriching experience for all.

Equally vital is the preparation of facilitators, equipping them with the skills and confidence to deliver engaging sessions. Well-prepared facilitators are adept at handling challenges, keeping participants engaged, and achieving the desired outcomes. Their proficiency

elevates the quality of the offsite, ensuring a successful and valuable learning journey for everyone involved.

By emphasizing participant engagement, facilitators can design interactive and participant-focused activities, promoting active involvement and fostering a deeper learning experience. Additionally, proper preparation enables facilitators to set clear objectives and outcomes for each session, facilitating effective evaluation and measurement of the offsite's success in achieving its goals.

Through consistent focus on team alignment and facilitator preparation, the CLDP offsite cultivates an environment of growth, support, and excellence, resulting in a meaningful and lasting impact on all participants.

Understanding feedback and its importance in group learning:

The feedback loop was really helpful during the offsite. It helped people understand where they needed to improve and how to work better with parents, children, the community, staff, and colleagues. Giving feedback is a skill because you have to consider each person's personality and give feedback in the right way for it to be useful. The offsite made sure that **feedback was authentic and given with care**, knowing it could be sensitive.

Every day, there was a feedback session led by Jasmeet and some facilitators in small groups. With the help of Harsh Vardhan from Manzil, the feedback sessions went really well using the Crea[2], https://creaquest.net/ method. This platform made everyone comfortable with technology.

Valuable points were added by Dr.Anil Teotia stating that *the **feedback shared must be very specific.** Generic feedback does not convey a clear message. Interactions in various groups also emphasized on the pertinent point that the feedback given also needs to be authentic and supported with appropriate evidence. All the participants were asked to think of situations where it had not been possible for them to give authentic feedback.*

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[2] Crea is a online platform where all participants can their share feedback to each other and its visible for everyone. Its a Creanet Education platform.

What made the feedback sessions effective was that they had different themes. For example, on the first day, the focus was on "connection," and they used rubrics to give feedback. Ms. Ritu Singhal, *OSD Examination shared certain instances of official meetings where she mentioned that one-way communication existed*. After the Crea feedback session, small groups of Facilitator Developers (FDs) talked with the facilitator about each person's feedback. These sessions were meaningful, and people took the feedback positively.

The participants came up with the following reflections about the feedback session:
- The **listener at times is biased about/toward the speaker**
- The speaker at times doubts the genuine interest of the speaker.
- The listener sometimes listens with **certain preconceived notions and apprehensions** in mind.
- Many times, the **intent of giving or receiving feedback is not very clear.**
- The listener sometimes is not **ready to accept the feedback**

Overall, the feedback loop created a safe space for everyone to talk about how they can improve. It helped people grow personally and professionally, making the offsite experience even better for everyone involved.

For more information about feedback visit :"Reflections Unveiled: A Feedback Journey Through Daily" (Page.43)

Day 1 (24th). Self Leadership with the theme of the day <u>Connecting + Listening</u>

Day-wise schedule

Key ideas for the day:

<u>Central sessions</u>
1. Connecting and Listening
    a. Connect with each other
    b. Learn to listen to each other deeply
2. Understanding the importance of feedback

<u>Facilitator Practice Sessions</u>
1. Self-awareness
    a. Connecting to our being
    b. Understanding being
2. Understanding feelings and Needs
    a. Understanding our inner world- feelings and needs
    b. Understanding the inner world of others - empathizing with their feelings & needs
3. Feedback loop session

Facilitators Learnings/Reflections of the day:
- Knowing Self: Self-leadership begins with understanding and knowing oneself at a deep level.
- Self-Learning: Continuous learning about oneself is crucial for personal growth and development.
- Working on Being: Self-leadership involves actively working on becoming the best version of oneself.
- Improving Teamwork: Developing strong teamwork skills is essential for effective leadership.
- Communication Skills: Effective communication is key to successful self-leadership and connecting with others.
- Dealing with Digital Disaster: Being able to handle digital challenges and crises is vital in today's technology-driven world.
- Giving Time and Respecting Oneself: Self-leadership requires valuing one's time and respecting personal boundaries.
- Self-Growth Journey: Self-leadership is an ongoing journey of personal growth and development.
- Self-Connection and Connecting with Others: Understanding oneself is fundamental to connecting with and leading others.

- Human-Centric Approach: True self-leadership is always oriented towards the well-being of others.
- Embrace Uniqueness: Recognizing one's uniqueness and avoiding comparisons with others is essential for self-leadership.
- Deep Listening and Self-Understanding: Deep listening fosters better self-understanding and empathy towards others.
- Willingness to Help Others: Self-leadership involves a non-possessive attitude towards helping others grow
- Self-Reflection and Strengths: Regular self-reflection helps identify strengths and areas for improvement
- A journey from Outer to Inner: Self-leadership involves shifting focus from external influences to inner wisdom.
- Understanding and Respecting Others: Being open to different perspectives and feelings is crucial for effective leadership.
- Self-Realization: Achieving self-realization is a core aspect of self-leadership.
- Taking Responsibility: Owning responsibility for one's actions and choices is integral to self-leadership.
- Self-Management: Effectively managing oneself and emotions is essential in leadership.
- Learning to Respond: Developing the ability to respond thoughtfully instead of reacting impulsively.
- Self-Strengthening: Continuously working on personal growth and resilience.
- Self-Exploration with Competencies: Exploring oneself requires proficiency and skilled facilitation.
- Self Analysis: Conduct a self-evaluation using the SEF (Strengths, Experiences, and Feedback) framework.
- Embracing Failure: Learning opportunities arise when embracing and learning from failures.
- "Man's Search for Meaning" - A Book: A recommended read on finding purpose and meaning in life.

Facilitators sharing of feedback session:
- Our feelings and emotions are a critical part of us
- They need to be acknowledged
- They need acceptance
- Suppressing or avoiding them does not make them go away
- They express themselves in other ways
- Every feeling has an associated need behind it

Day 2 (25th). Pedagogical Leadership with the theme of the day <u>Connecting + Listening</u>

Key ideas for the day:

<u>**Central sessions**</u>

1. Teacher as facilitator: Teacher Competency Framework
    a. Understand the challenges of children
    b. Derive competencies required by today's teachers to address these challenges

Child-centric learning is collaborative, tailored to individual learning styles and contexts, empowering children to construct knowledge, value self-feedback, and take initiative. The Teacher Competency Framework, "शिक्षक-दक्षता ढांचा," enables teachers to become facilitators, fostering self-driven lifelong learners who realize their infinite potential.
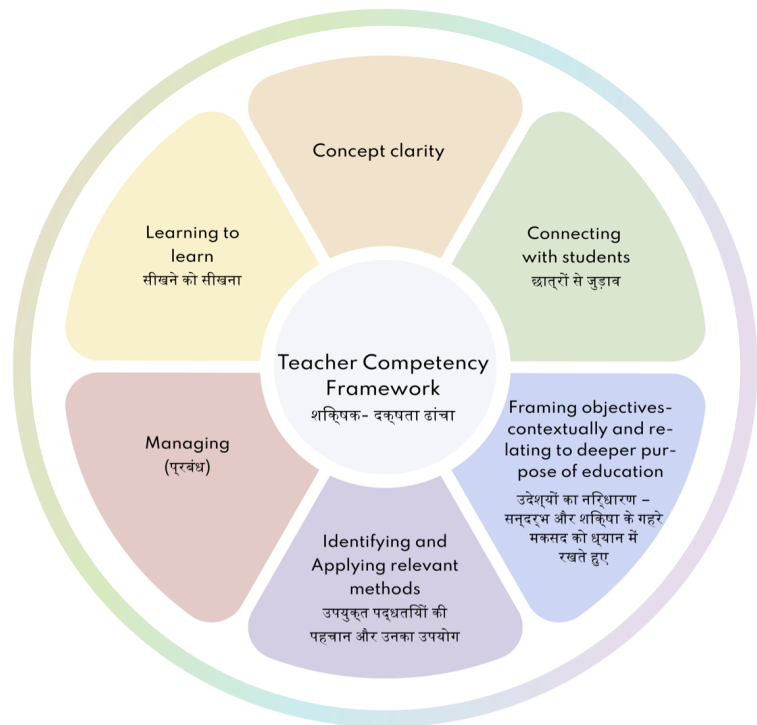
2. Math and its challenges led by Aavishkaar Team

Prapthi and Kavita, representatives from Aavishkaar[3], conducted a central session with facilitators to address math-related challenges and collaborate on solutions with teachers. After the session, facilitators provided feedback through a Google form, expressing their initial feelings and the positive impact the session had on them.

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[3] A STEM based organization. Visit the website for more information https://aavishkaar-palampur.org/

My own learning abt Math:
73 responses
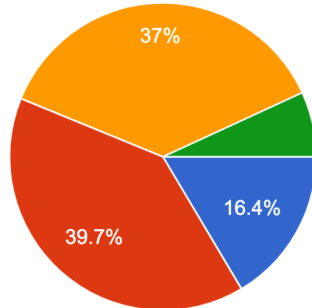
- 🔵 I am a Math teacher, so this was never a problem for me
- 🔴 I am not a Math teacher, but was always comfortable with Math
- 🟠 I used to have a phobia for Math but now I don't after the Aavishkaar session
- 🟢 I used to have a phobia for Math and still do

37%
16.4%
39.7%

My learning abt Math pedagogy for children:
73 responses
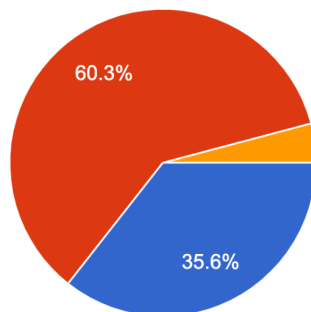
- 🔵 Math can actually be learned by fun ways
- 🔴 If children learn Math like this, it will be easier for them
- 🟠 I was already doing practises like these, I didn't learn anything new.

60.3%
35.6%

3. Math Mela:

Aavishkaar organized a Math Mela to explore how teachers can create engaging hands-on activities that make learning math enjoyable and fun for students. The event aimed to showcase innovative and interactive teaching methods to promote a positive and enjoyable math learning experience. **The synthesis of this session is that** Math is not just numbers and formulas; it is a language that helps us make sense of the world around us. By representing ideas and concepts through symbols, graphs, and diagrams, math can be made visual, making it more accessible and relatable. It goes beyond textbooks and classrooms; math is all around us, from the patterns in nature to the shapes in architecture. What makes math even more fascinating is that there are multiple ways to approach and solve problems. Justification is a crucial aspect of math, as it deepens our understanding by providing logical reasoning and evidence for our solutions. By quantifying relationships and phenomena, math enables us to measure, compare, and analyze various aspects of our lives, enriching our understanding of the world we live in.

Facilitators Practice Sessions

1. Teacher as a facilitator for Math:

During the session, facilitators emphasized the importance of teachers being prepared and ready to take on the role of facilitators in the classroom. As principals, they play a crucial role in supporting and empowering teachers in this transition. They can provide necessary training, resources, and mentorship to help teachers develop their facilitation skills effectively. By fostering a collaborative and encouraging environment, principals can create a conducive space for teachers to grow and flourish as facilitators in their schools.

2. Feedback loop session

Facilitators Learnings/Reflections of the day:
- Teacher as a Facilitator: Encourage teachers to adopt a facilitative approach to teaching.
- Challenges in Teaching Maths: Address the challenges in teaching maths and explore effective methods.
- Assessment and Evaluation: Use assessment to improve quality and evaluation to judge performance.
- Personalized Interaction: Connect with students by using their names to build rapport.
- Encourage Innovative Teaching Aids: Support teachers in using innovative teaching and learning materials (TLM).
- Strengthening Teaching Competencies: Work on enhancing teaching skills in maths and other subjects.

- Fostering Enjoyable Learning: Create an environment where students enjoy learning.
- Emphasize Math Language: Highlight the importance of learning math language for effective teaching.
- Align Teaching with Fun: Make math lessons fun and engaging to align with students' interests.
- Multiple Teaching Approaches: Explore various innovative methods of teaching.
- Student-Centric Learning: Focus on catering to individual learning preferences.
- Inclusive Classroom: Create a diverse and inclusive learning environment.
- Shift in Assessment: Move from assessing learning to supporting and improving learning.
- Space for Creativity: Provide room for creativity and expression in the classroom.
- Joyful Learning: Promote a positive and joyful learning experience.
- Active Student Involvement: Encourage active student participation in learning.
- Stress-Free Environment: Foster a stress-free environment for effective learning.
- Address Pedagogical Challenges: Work collaboratively to tackle pedagogical challenges.
- Concept Clarity: Focus on ensuring students grasp fundamental concepts.
- Embrace Mistakes as Learning Opportunities: Encourage learning from mistakes and view them positively.

Questions emerged from the session:

1. What kind of appreciation is most useful & why?
2. What is the meaning of pedagogical leadership?

Day 3 (26th). Systemic leadership with the theme for the day <u>Asking Questions + Managing</u>

Key ideas for day

<u>**Central Sessions**</u>

1. National Education Policy 2020

A session on discussing the National Education Policy 2020 was facilitated by Dr. Nandita Deb. Dr. Deb acquainted the participants with the salient features of the policy. The focus of the session was on recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres. Flexibility as a key feature of the policy was shared at length with the school leaders. A discussion on how feasible it is to implement the policy in a real sense was also taken up. Learners' ability to choose their learning trajectories and programs, thereby choosing their own paths in life according to their talents and interests is an important component of the policy was focussed upon. The session ignited a spark of discussion among Officers/Principals/Heads of Schools to talk about and work towards emphasizing conceptual understanding rather than rote learning and merely learning for exams.

My learning about NEP & linked assessments (check all that apply for you)
73 responses
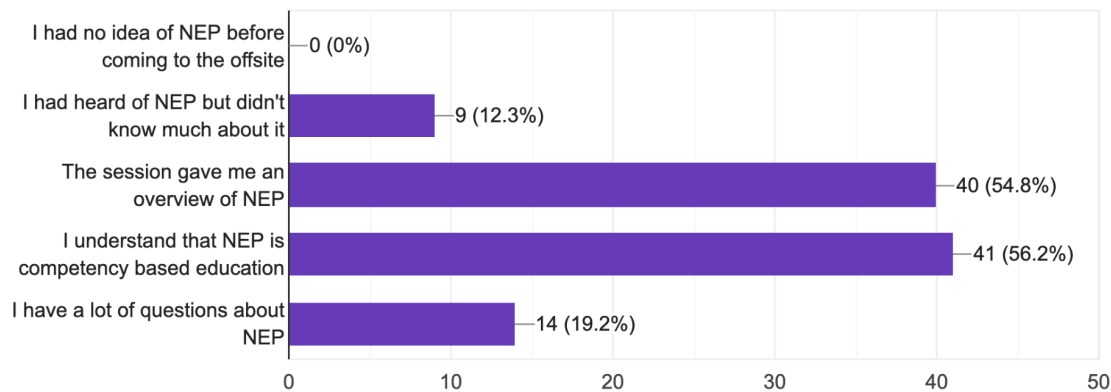
2. CBA - Assessment

A session on 'Assessment and Evaluation' in the educational scenario was facilitated by Mr. Parvinder. The session focussed on understanding the broader meaning of the term 'assessment' in the teaching-learning arena. Mr. Parvinder through certain videos and anecdotes explained the difference between the terms 'Assessment' and 'Evaluation'. He shared that the term 'assessment' does not merely refer to calculations or grading a particular child on the basis of his/her performance in one test. Assessment isn't merely an act of collecting information, making

certain judgments about a learner's knowledge and his ability to use it. The process is much broader. Mr. Parvinder further explained the concepts of 'Assessment for Learning' and 'Assessment of Learning'. Discussions were held on topics where assessment purpose was closely tied to the 'stakes' attached to testing, and it, therefore, governed the type of assessment tool that was used and the resources that were invested in its development. The relationships between assessment and teaching as multifaceted as the contexts and purposes of assessment were also discussed at length.

3. To build the competency of asking questions
    a. Deep Listening enables us to ask good questions.
    b. A good question enables learning and reflection.
    c. The way a question is framed and the tone it is asked is also very important.
    d. Questions that are **open-ended, stretch thinking (how), challenge (why not) or clarify understanding (what)** are often powerful. Asking such questions is our role.

Facilitator Practice Session
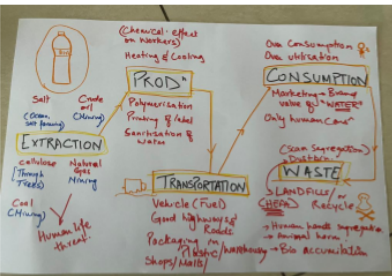
1. Understanding & acting on the climate crisis

    a. Understand the gravitas of the climate change crisis
    b. Reflect on our consumption patterns and their consequences
    c. Brainstorm on solutions as individuals and school leaders

Learnings/Reflections of the day:

- Multidimensional and Overall Development: They emphasized the significance of striving for holistic growth in all aspects of individuals and organizations.
- Addressing the Greenhouse Effect: Concrete steps were discussed to mitigate environmental impact and promote sustainability.
- Daily Actions for Environmental Conservation: The need for consistent efforts in preserving the environment through small actions was highlighted.
- Cultivating Self-Awareness: The participants recognized and understood the importance of self-awareness, acknowledging their strengths, weaknesses, and impact on others.
- Updated NEP Action Plan and Assessment Points: They made sure that the National Education Policy's action plan and assessment strategies were up-to-date.
- Climate Action through Technology Adoption: Emphasis was placed on adopting technology to address climate concerns.
- Focus on Assessment for Learning: The participants prioritized assessments that promoted continuous learning and growth.
- Engaging Stakeholders and Delivering Value: They actively involved all stakeholders and ensured value in the learning process.
- Need-Based Teaching-Learning: They tailored education to meet the specific needs of learners and the community.
- Integration of Strengths: The participants harnessed and integrated individual and organizational strengths.
- Procedural Flexibility: They adapted and remained open to change based on the situation.
- Human-Oriented Approach: People were placed at the center of decision-making and planning.
- Cultivating Systemic Awareness: They understood the interconnectedness of all elements in the system.
- Promoting Co-Existence: Emphasis was placed on harmonious coexistence with nature and other beings.
- Respecting Diverse Backgrounds and Inclusivity: The participants recognized and valued individual differences and planned accordingly.
- Collaboration and Supportive Environment: They fostered collaboration and created a supportive work atmosphere.
- Overcoming Challenges Together: They encouraged teamwork and mutual support to overcome challenges.
- Embracing Sustainability for a Better Future: They prioritized sustainable practices for a brighter future.

Questions emerged from the session:

1. How do we identify/ understand the being of the child? Does our system give us scope to understand/ measure it/ indicators/ tools/ descriptors?
2. When does assessment as learning become assessment for learning?
3. How to implement NEP in class from leader to teacher? methods/ pedagogy/ assessment tools
4. Student wanted to learn naturally but was forced to be in class to learn mechanically. What can a teacher/ HoS do to cater to these needs? Freedom, possibility
5. If we as a Principal bring in our own system, will it be acceptable?
6. Given that we are changing the assess,enys, what is the role of the teacher?
7. Given our current PTR (40 or upto 60), how will our students handle the role be given to them? How will we achieve the goals of NEP in this case?
8. Exams were made to assess not just the student, but also the teacher. Why are we only focusing on the child, and also holding accountability for the teacher & principal?
9. Holistic assessment. How will standardization be done to assess integrated skills and acquired skills?

Enchanting Excursion: Principals' Visit to Kainchi Dham Temple

Day 4 (27th). Community Leadership with the theme for the day <u>Asking Questions + Managing</u>

Key ideas for the day:

<u>Central Sessions</u>
1. Emotional Wellbeing of Students with Surabhi
    a. Understand the emotional/ mental challenges that students are facing in the school environment
    b. Exploring my role and possibilities to support and create an environment of wellness in my school
    c. Building competency of managing

<u>Facilitators Practice Sessions</u>
1. Emotional Wellness in my school
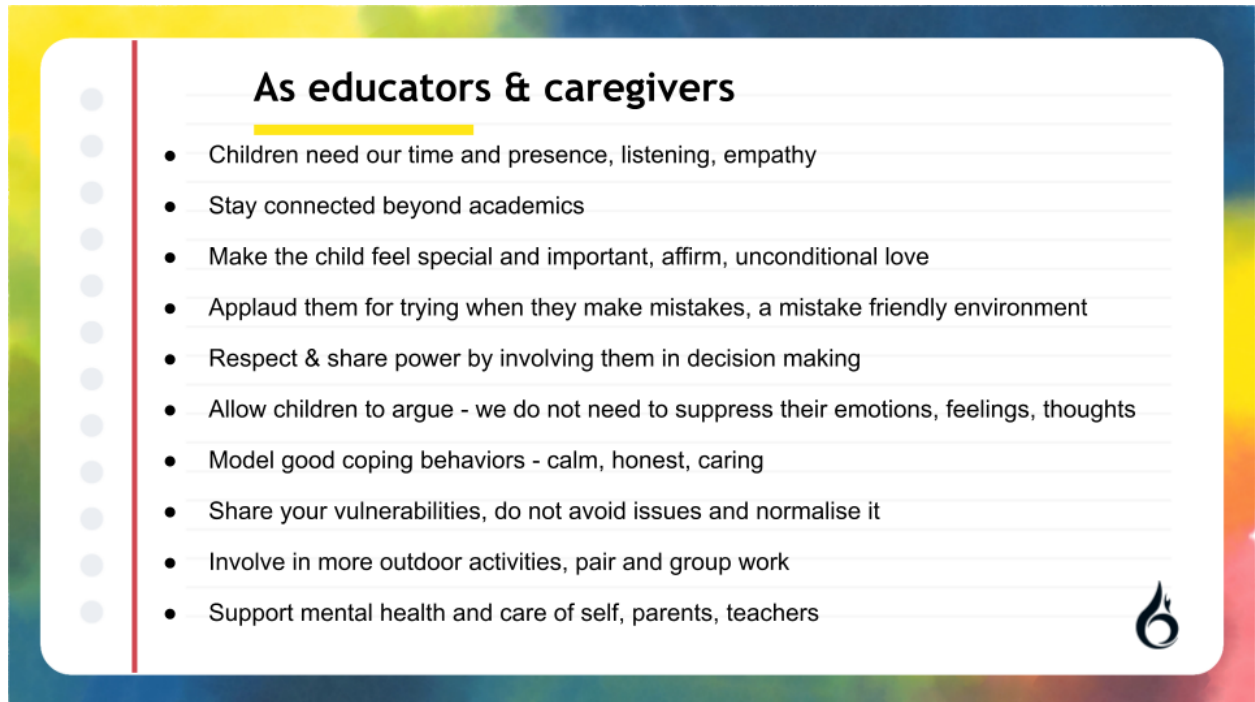
During the discussion, facilitators actively sought to understand the struggles of school children and successfully identified various challenges they were facing. Taking a proactive approach, they delved into effective solutions to address these challenges. The focus was on empowering education to ensure the holistic development of every child. Through collaborative efforts, the facilitators explored practical methods to resolve these obstacles and created a nurturing environment for the students' growth.

As a principal what should i learn?

As educators & caregivers
- Children need our time and presence, listening, empathy
- Stay connected beyond academics
- Make the child feel special and important, affirm, unconditional love
- Applaud them for trying when they make mistakes, a mistake friendly environment
- Respect & share power by involving them in decision making
- Allow children to argue - we do not need to suppress their emotions, feelings, thoughts
- Model good coping behaviors - calm, honest, caring
- Share your vulnerabilities, do not avoid issues and normalise it
- Involve in more outdoor activities, pair and group work
- Support mental health and care of self, parents, teachers

2. Feedback loop

Learnings/Reflections of the day:
- Balanced Emotions: They recognized the importance of maintaining emotional equilibrium amid challenges, creating a supportive and stable learning environment for students.
- Dealing with Peer Pressure: They addressed both positive and negative aspects of peer influence, equipping themselves with strategies to guide students in making better decisions.
- Understanding Challenges: Principals prioritized understanding the root causes of challenges, enabling them to design effective solutions tailored to their students' needs.
- Collective Responsibility: They embraced the idea of collective responsibility for emotional and mental well-being, involving the entire community in supporting students' growth.
- Empathy for Students: Principals demonstrated empathy and actively sought to understand students' problems, fostering trust and a sense of care within the school community.
- Resolving Peer Pressure: They sought ways to tackle peer pressure effectively, empowering themselves to create a positive peer culture that supported students' well-being.

- Meaning Making: Principals encouraged students to find purpose and meaning in their actions, leading to greater engagement and motivation in their learning journey.
- Inclusive Solutions: They involved the community in identifying and understanding solutions, promoting a sense of ownership and commitment to student success.
- Addressing FOMO and JOMO: Facilitators were aware of and addressed the fear of missing out and joy of missing out, supporting students in making balanced choices.
- Empowering Others: They empowered teachers and staff to support one another, fostering a collaborative and encouraging school culture.
- Sharing Knowledge: They promoted knowledge-sharing among educators, enhancing professional growth, and enriching the learning experience for students.
- Embracing Purpose: Facilitators focused on purpose-driven leadership, inspiring and motivating the entire school community to work towards common goals.
- Being Empathetic: They cultivated empathy in interactions with others, strengthening relationships, and building a more compassionate school environment.
- Collaborative Approach: Facilitators emphasized collaboration, leveraging diverse perspectives and resources for better decision-making.
- Partnerships and Engagement: They built partnerships and fostered engagement within the community, extending the school's impact and support network.
- Strengthening Connections: Facilitators enhanced understanding and trust-building within the community, leading to a stronger and more supportive school environment.
- Continuous Learning: They promoted a culture of continuous learning among educators, setting a positive example for students and enhancing professional development.
- Creating a Safe Community: Facilitators ensured a safe and protective environment for children, fostering a sense of security and enhancing their well-being.
- Providing Guidance and Counseling: They supported individuals with guidance and counseling services, ensuring that students' emotional needs were adequately addressed.

Questions emerged from the session:
1. How can I strengthen **connection** as a principal with my students?
2. How can we deepen a sense of **agency for children** in schools and classrooms? (sharing power and decision-making)/ How can we deepen a sense of **purpose** in their lives?
3. How can we create **awareness for teachers, children, and parents** in the context of the issues that adolescents face? (eg. digital media, social media, bullying, gender & sexuality, abuse, disability, academic & peer pressure)

Day 5 (28th). Theme: Synthesis & Building Learning Communities

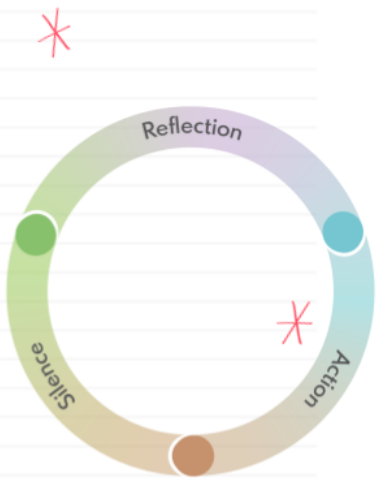**Key ideas for the day:**

Facilitator Practice Sessions

1. Synthesis and Building learning community
    a. Deepen our understanding on the competency of synthesis
    b. Deepen our understanding on the competency of building a learning community

Central session

1. Overall synthesis
    a. Small group synthesis

2. Gratitude & Dariya dil activity

Learnings/Reflections of the day:

Why do we need a continuous learning community?
-   There is value in collective sharing and learning from different experiences
-   A group enables accountability to ensure sustained effort
-   Inspires new and continuous learning
-   Provides a safe space to grow, solve problems together

- Helps to enable feedback loops

Our role as a facilitator is to build a self-directed, continuous learning community
By inspiring
- A common vision and purpose for coming together
- A common practice - of learning - Action, reflection and silence
- Common group commitments and norms in a safe-non-hierarchical space

Overall Learnings from the CLDP Annual Offsite:

- Established connection with all stakeholders, recognizing its importance for effective leadership.
- Utilized technology, such as GPT CAT, to enhance communication and efficiency.
- Gave and received feedback in a positive and encouraging spirit.
- Showed concern for the environment and promoted eco-friendly practices.
- Emphasized the importance of emotional well-being in fostering a positive learning environment.
- Asked probing and open-ended questions to gain deeper insights and understanding.
- Practiced active listening with patience to build strong relationships.
- Accepted and respected other's points of view, fostering a collaborative atmosphere.
- Worked on improving concentration and inner peace through moments of silence and reflection.
- Developed skills to handle unexpected or difficult situations with composure and grace.
- Explored innovative ways to teach mathematics in an engaging and enjoyable manner.
- Dug deep into self-awareness, understanding one's own being better.
- Found meaning and purpose to reduce stress and enhance overall well-being.
- Understood the difference between reporting and paraphrasing in communication.
- Rejuvenated with energetic activities like yoga, meditation, and various exercises.
- Learned about the concept of trauma and its impacts.
- Identified personal identity and being through self-reflection.

The CLDP Annual Offsite provided valuable insights and equipped participants with practical tools to enhance leadership skills, promote well-being, and foster a harmonious and impactful learning environment.

Conclusion:

The 5-day offsite training program encompassed lots of learning, sharing, and reflecting. The participants participated in each session actively and discussed the scope and ways to carry the learning back to their schools. Amidst sharing some phenomenal learning experiences in the realm of leadership, the participants also shared some moments of joy and togetherness in the cultural evening get-togethers. The CLDP offered a vast scope of enabling each participant to showcase his/her talent during these cultural evenings.

Scope of Improvement due to CLDP Impact:

1. Enhancing Confidence and Self-Awareness.
2. Strengthening Vision and Goal Setting.
3. Systematic Decision-Making.
4. Embracing a Problem-Solving Perspective.
5. Encouraging Reflection.
6. Enhancing Relationships and Collaboration.
7. Strengthening Facilitation Skills.
8. Fostering a Conducive Learning Environment.

The program concluded on a happy and positive note with group pictures bringing smiles to everyone's faces and an unflinching faith in reaching out to each and every child with our small and big efforts. The participants departed from Nainital on buses on 29.06.23 and arrived in Delhi the same day. The 5-day offsite CLDP ended with paving a path for new beginnings of working in collaboration for the greater good of students.

Annexure A : Names of team

Facilitator Developers	Management Team	SCERT Team
1. Ms. Mary Jyotsna Minj 2. Ms. Ritu Singhal 3. Mr. Harish kumar 4. Mr. Rakesh Semalty 5. Mr. Sayyed Ahmed 6. Ms. Mamta Saluja 7. Dr. Khaleeq Ahmad 8. Mr. Hari Ram Sharma 9. Mr. Prem Dutta Sharma 10. Ms. Ranjana Budhiraja 11. Dr. L N Joshi 12. Mr. Parvinder Kumar 13. Mr. Sanjay Subhash 14. Dr. Anil Teotia 15. Ms. Anita Singh	1. Mr. AK Tyagi 2. Dr. Nandita Deb 3. Mr. BP Pandey 4. Ms. Amita Sharma 5. Ms. Alpna Chatterjee 6. Mr. Kamlesh Pal 7. Mr. Sanjay Tripathi 8. Mr. Alok Rai 9. Mr. Gulab Singh 10. Ms. Jasmeet Walia 11. Ms. Renu Arya 12. Ms. Nari Kamakshi 13. Ms. Kritika Gupta 14. Ms. Prapti Bhasin 15. Ms. Kavita Deopa 16. Ms. Akanchha Dubey 17. Mr. Prakash Arya 18. Mr. Harshvardhan	Ravinder Malik +91 81686 84255 - Travel coordination - Room allocation - Outing 2) Ajay Singh +91 98683 64351 - Food coordination - Any medical or other emergency 3) Manu Gulati +91 98680 89916 - Social media - Report 4) Etika +91 96435 10419 - Session material - Attendance
117 principals as participants	**15 groups: 6 or 8 participants in each group**	

Offsite emergence…

Facilitator development

1. Fd's played a key role in feedback & synthesis sessions
2. Facilitator profiles got built for 64 facilitators.
3. Crea process worked, Harsh was a huge help, it was the highlight of the offsite, it enabled authentic feedback loops to happen and for FDs to probe further
4. FDs preparation before offsite worked, last minute FD absence was difficult to manage
5. Lot of space given to FDs in large group-people experienced different facilitation styles, some central sessions could have been better prepared with them
6. Connecting and listening session was beautiful and had a lot of new emergence
7. Asking questions session got diluted as the focus shifted, people got more interested in the answers than the aspect of framing questions
8. The competency of building a learning community needs to be deepened further
9. The facilitator competency rubric was a very useful tool
10. A non-positional and inclusive atmosphere got created

Day wise design

1. Ambitious design, sessions completed on time at 4.30, the structure of 5 people in a group worked, created a lot of space, buffers in design worked
2. Aavishkaar's intervention and math mela worked very well, some principals were although questioning the session's relevance as principals
3. NEP session became more knowledge based and one-sided, system's leadership could have been opened better
4. Surabhi's session virtual was less effective however Rain and Jasmeet helped build the idea of emotional wellness further
5. Facilitator sessions were simple and could be understood well
6. Climate change session pushed thinking - most people created plastic bottle product cycles
7. Chat gpt got opened and ease of using it got developed
8. Day wise theme + facilitation competencies its connection on each day could have been better established
9. Podcast on ed leadership was shown on one day

Social Engagement

1. Morning sessions were useful however 10% attended, space and weather were constraints
2. Morning half an silence plan did not work as principals wanted to get straight into the sessions

3. Variety of facilitators for energizers and breaks worked well, principals appreciated the aspect of fun with learning a lot
4. Cultural nights mostly had the professional singer, could have been planned better with themes for each day
5. Leadership wall and standees were appreciated

Logistics

1. Venue and arrangements were not at par
2. The hall's capacity was less and difficult hold so many people

Internal team

1. Kamakshi initiated a meeting on day 2/3 which helped the team to align
2. Many times the team felt a lack in clarity of role and direction
3. Everyone did not understand the whole (structure and intent) hence alignment and ownership was missing at times
4. Many missed Darshan and Ravi's energy and presence
5. BRP team was involved, Alok's presence worked well, alignment with SCERT could not happen

Reflections Unveiled: A Feedback Journey Through Daily Themes and Competencies
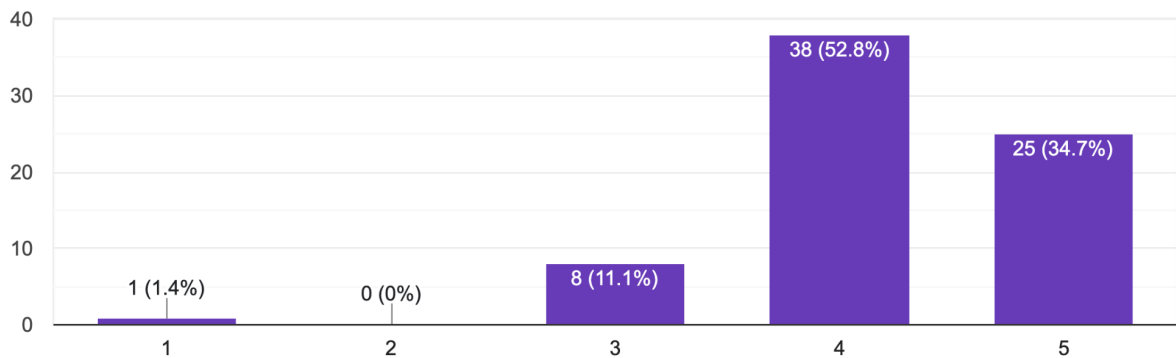
Connecting

Please rate yourself on this competency before the offsite. Please refer to the facilitation rubric for a clear picture
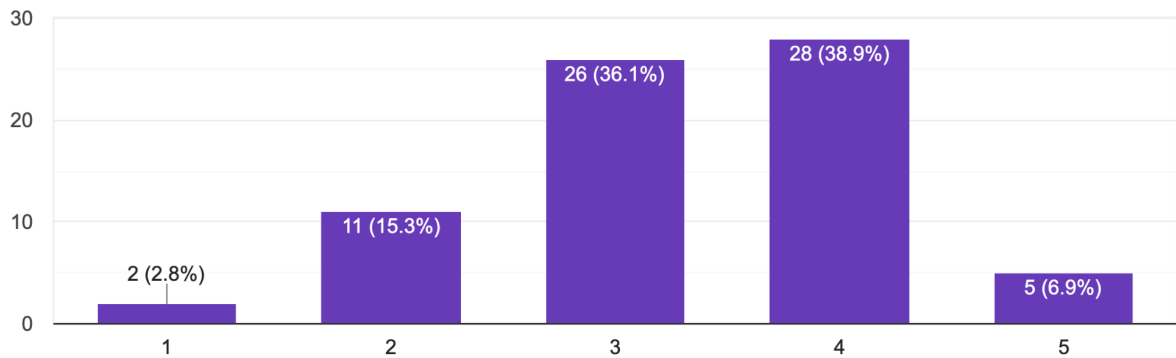
72 responses

Please rate yourself on this competency after the offsite. Please refer to the facilitation rubric for a clear picture

72 responses

Qualitative responses on connecting

After analyzing the comments provided, the top 5 key messages or ideas emerging are as follows:

- Importance of Connection and Trust: Several participants mentioned the significance of building strong connections and trust among group members. This fosters open discussions, empowers individuals, and leads to effective outcomes.
- Enhanced Listening and Communication Skills: Participants express learning and improvement in their listening and communication abilities. Deep listening, better expression of views, and effective questioning are highlighted as important aspects of the learning process.
- Non-positional Leadership and Acceptance: Participants mentioned the importance of developing non-positional leadership skills and accepting others as they are. This implies a focus on collaborative leadership and creating an inclusive environment.
- Learning Through Sharing and Co-creation: The value of learning from others and co-creating knowledge is emphasized by multiple individuals. Sharing experiences, mistakes, and knowledge within the group leads to growth and development.
- and Ownership of Growth: Participants mentioned feeling empowered and motivated to take ownership of their own growth. They express a desire to continue developing their competencies and reach higher levels of facilitation and leadership.

Overall, these key messages indicate a strong focus on building meaningful connections, improving communication skills, embracing collaborative leadership, promoting a learning community, and fostering individual empowerment within the program.
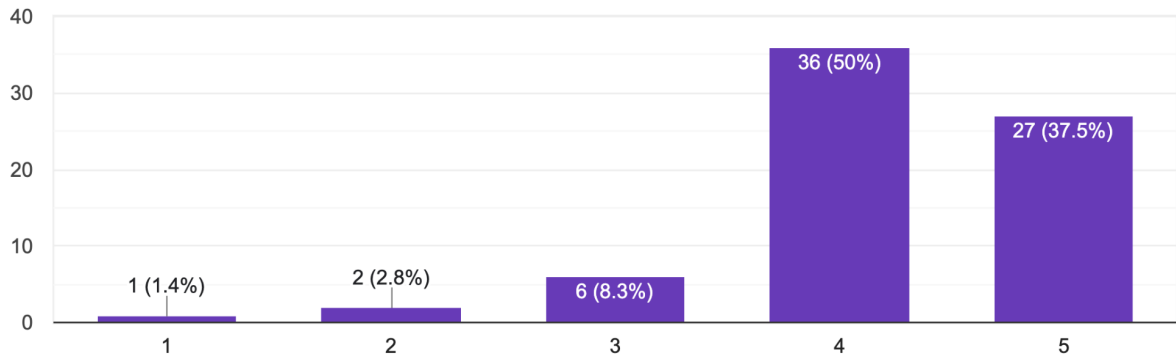
Listening

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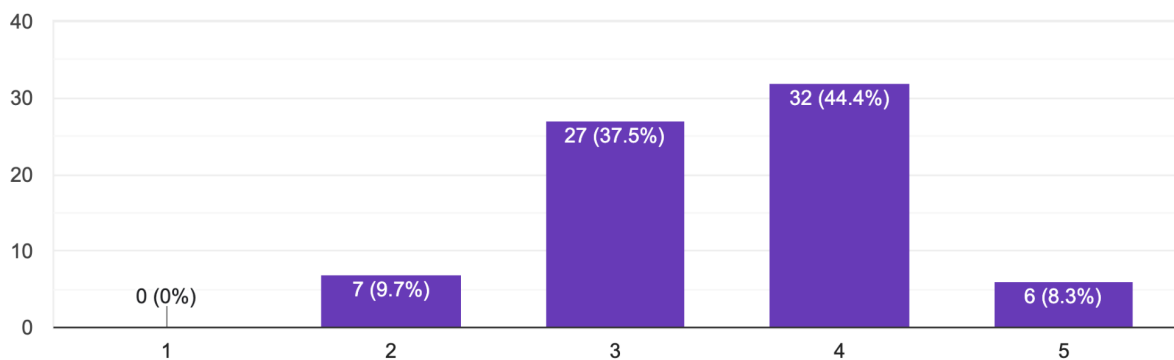
72 responses

Please rate yourself on this competency after the offsite.

72 responses

**the top 5 key messages/ideas based on their frequency:**

- Deep Listening is Essential for Self-Leadership: Many participants emphasize the importance of deep listening in the context of self-leadership development. It is mentioned multiple times that improving listening skills is crucial for personal growth and leadership abilities.
- Building Trust and Connections: The significance of deep listening in building trust and deeper connections with others is a recurring theme in the comments. Participants recognize how effective listening fosters empathy and strengthens relationships.
- Continuous Learning and Improvement: Several individuals mentioned the desire for continuous learning and growth in the area of deep listening. They see it as an ongoing process and express their commitment to improving this skill.
- Patience in Listening: The need for patience while listening to others is mentioned multiple times. Participants understand that being patient allows them to better understand different viewpoints and respond thoughtfully.
- Impact on Decision-Making and Reactions: Participants note that deep listening has positively impacted their decision-making process. They mention how it has transformed their reactions into thoughtful responses, leading to better outcomes in interactions.

These five key messages are consistently expressed throughout the comments, highlighting the importance of deep listening in self-leadership, building relationships, continuous growth, and mindful communication.
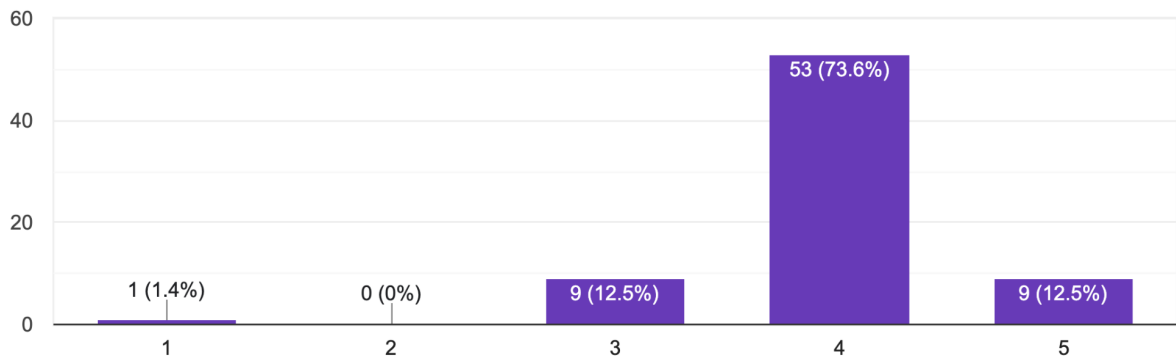
Asking Questions

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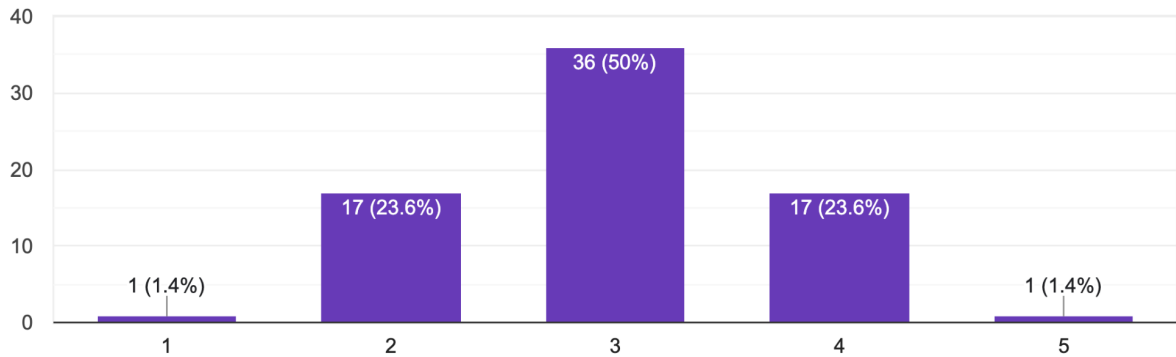
72 responses

Please rate yourself on this competency after the offsite.

72 responses

Based on the qualitative analysis of the data, the top 5 trends and their significance are as follows:

- Desire for Improvement (High Significance): The most significant trend is the participants' strong desire to improve their skills, particularly in deep listening and asking probing questions. This trend shows their proactive approach to self-development and their commitment to becoming better communicators and facilitators.
- Importance of Deep Listening (High Significance): The recognition of deep listening's importance is another significant trend. Participants emphasize its relevance in various aspects, such as self-leadership, building connections, and effective facilitation. This trend highlights the awareness of the transformative impact of deep listening on personal and professional growth.

- Continuous Learning and Growth (High Significance): The trend of continuous learning and growth is of high significance as participants consistently express their dedication to ongoing development. This attitude reflects their understanding that improvement is a continuous process, and they are willing to invest time and effort in refining their skills.
- Value of Probing Questions (Moderate Significance): Participants' appreciation for the value of asking probing questions is another trend with moderate significance. They understand how these questions lead to deeper insights and better learning outcomes, indicating their intention to enhance their questioning skills for effective facilitation.
- Creating Inclusive and Safe Environments (Moderate Significance): The trend of participants emphasizing the importance of creating inclusive and safe environments is of moderate significance. This shows their recognition of the role deep listening and skillful questioning play in making all participants feel heard and valued during group discussions.

In summary, the top 5 trends with their respective significance highlight the participants' proactive and committed approach to self-improvement, their understanding of the importance of effective communication and deep listening, and their intention to create inclusive and respectful learning environments. These trends indicate a positive and growth-oriented mindset among the participants.

Managing

Based on the

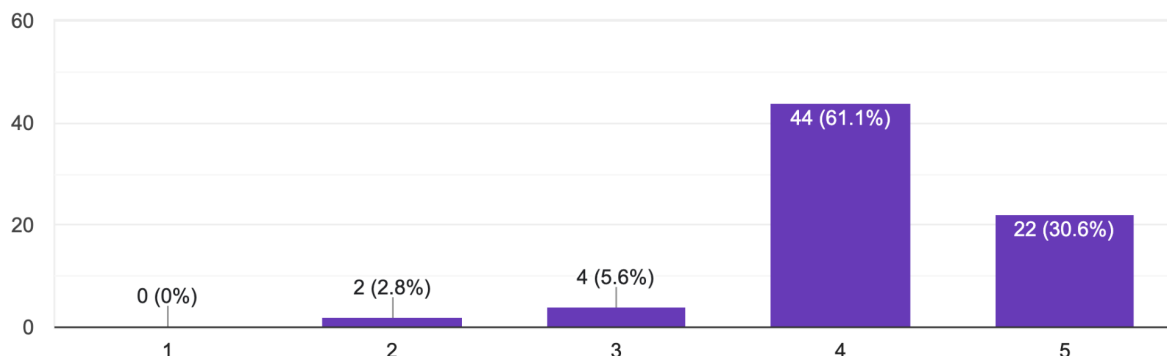### Please rate yourself on this competency before the offsite.
72 responses
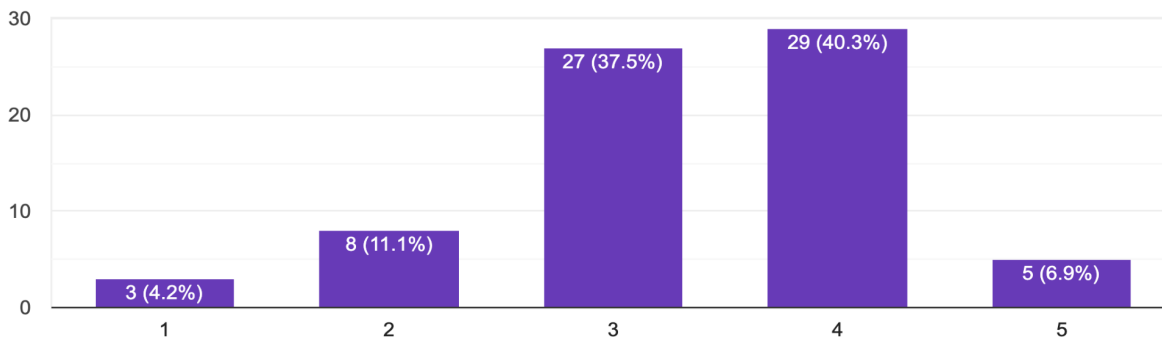
Please rate yourself on this competency after the offsite.
72 responses

qualitative analysis of the data, the top 5 trends related to managing self, time, and group dynamics are as follows, along with their significance:

- Improvement in Self and Group Management (High Significance):** Participants express a significant trend of improvement in managing themselves and group dynamics. They feel more motivated, confident, and empowered in their roles as facilitators and managers. This trend is highly significant as it indicates personal growth and enhanced abilities in managing both personal and group-related aspects.
- Importance of Time Management (High Significance):** The trend of recognizing the importance of time management is of high significance. Participants understand that effective time management is crucial for successful facilitation and group dynamics. This trend highlights the awareness of optimizing time and resources to achieve better outcomes.
- Challenges in Group Management (Moderate Significance):** Participants mention facing challenges in managing groups, such as unexpected responses and reactions from group members. This trend holds moderate significance as it shows a need for further development and strategies to handle group dynamics in diverse situations.
- Continuous Learning and Skill Enhancement (Moderate Significance):** The trend of learning and skill enhancement in managing self, time, and group dynamics holds moderate significance. Participants acknowledge the training's impact on their managerial skills and express a willingness to continue learning and improving.
- Value of Facilitator Development (Low Significance):** The trend of appreciating the value of facilitator development and the knowledge gained from the training holds low significance. While participants mention the benefits, it is not as prominent as the other trends in the data.

In summary, the top 5 trends demonstrate participants' growth in self and group management, the recognition of the importance of time management, and the acknowledgment of challenges and opportunities for improvement in managing group dynamics. The data also reflects a positive attitude towards continuous learning and skill development in the context of facilitation and managerial roles.
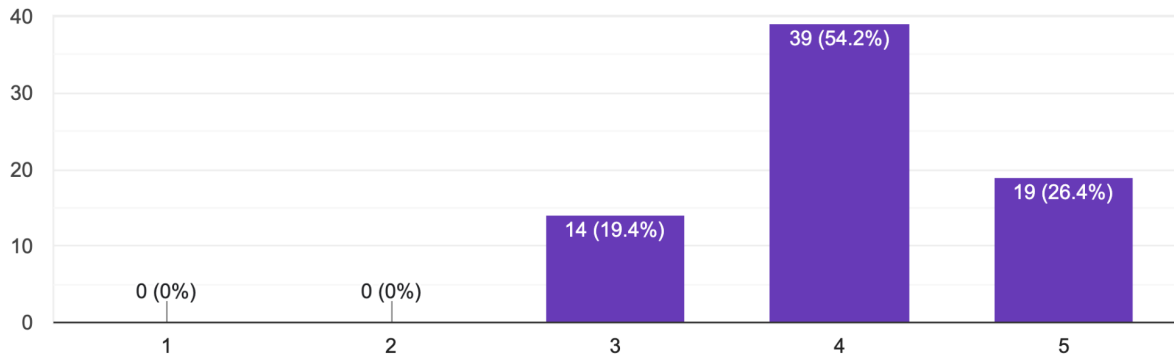
Synthesis

Please rate yourself on this competency before the offsite.
72 responses
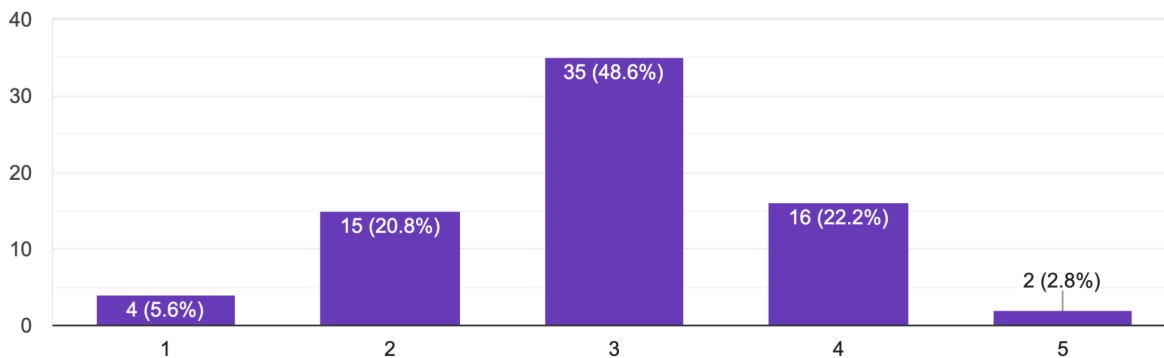
Please rate yourself on this competency after the offsite.

72 responses

Upon reevaluating the data, here are the top 5 trends related to synthesis, along with their significance:

- Importance of Synthesis in Learning and Facilitation (High Significance):** The most prominent trend in the data is the recognition of the importance of synthesis in both learning and facilitation. Participants emphasize that synthesis is the culmination of various processes such as contemplation, exploration, reflection, and introspection. They understand that synthesis is the key to distilling valuable insights and actionable takeaways from discussions and ideas. This trend holds high significance as it highlights the participants' strong belief in the critical role of synthesis in personal growth and effective facilitation.

- Desire for Continuous Improvement and Clarity (Moderate Significance):** Another notable trend is the participants' expressed desire for continuous improvement in their synthesis skills. They aim to enhance their ability to extract key points, identify connections, and synthesize information logically. Additionally, some participants seek to bring more clarity to the synthesis process. This trend holds moderate significance as it shows the participants' commitment to developing their synthesis abilities further.

- Recognition of Synthesis as the Core of Learning (Moderate Significance):** Participants understand synthesis as the core of their learning journey. They recognize that synthesizing knowledge and experiences helps them gain a deeper understanding of various subjects and facilitates their growth as individuals and facilitators. This trend holds moderate significance as it reflects how participants view synthesis as a fundamental aspect of their learning and professional development.

- Increased Confidence in Synthesis (Low Significance):** Some participants mention feeling more confident in their synthesis skills after the learning experience. While this trend shows personal growth and development, it holds relatively low significance compared to the broader recognition of synthesis's importance.

- Appreciation of Realizations and Insights (Low Significance):** A few participants express appreciation for the realizations and insights they gained during the process of synthesis. This

trend holds low significance as it represents individual reflections on the personal impact of synthesizing knowledge.

In summary, the top 5 trends underscore the significance of synthesis in learning and facilitation, along with a strong desire for continuous improvement and clarity. Participants recognize synthesis as a fundamental part of their learning journey and demonstrate increased confidence in their synthesis abilities. The data collectively shows a positive attitude towards the value of synthesis and its role in personal and professional growth.
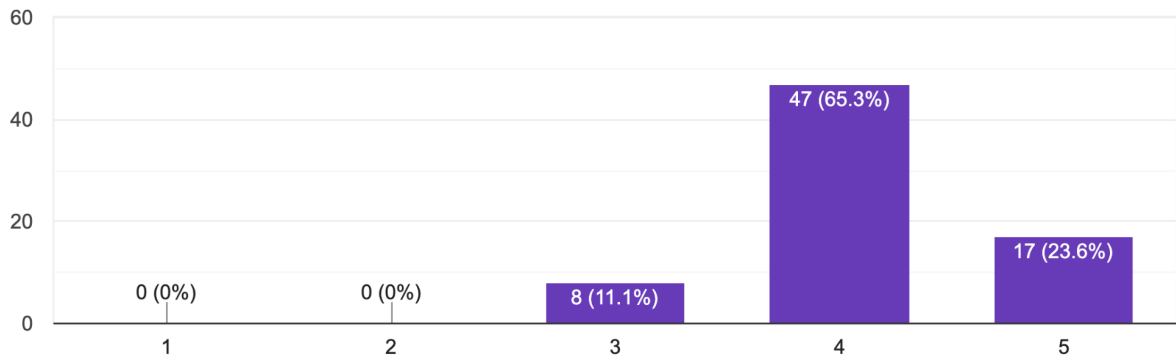
Learning Communities

Please rate yourself on this competency before the offsite.
72 responses
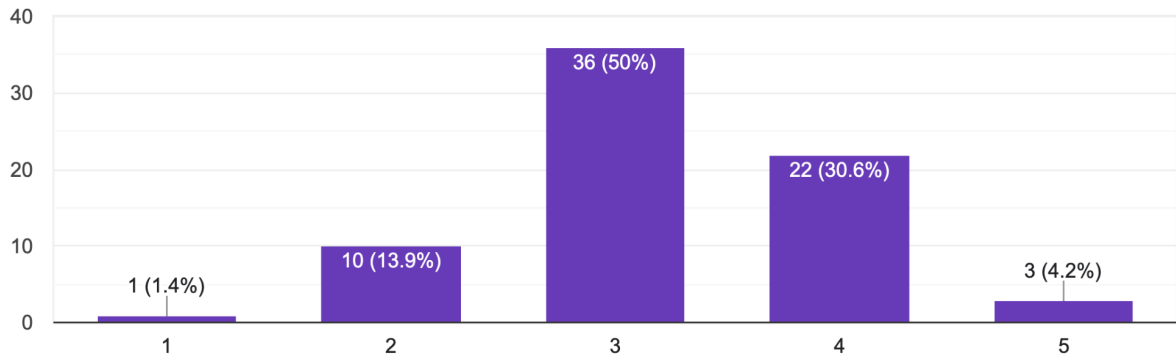
Please rate yourself on this competency after the offsite.
72 responses

Based on the data provided, here are the top 5 trends related to creating a vibrant learning environment or community, along with their significance:

- Importance of Building Learning Communities (High Significance): The most significant trend in the data is the recognition of the importance of building learning communities. Participants understand that the main objective of the CLDP session is to create a learning community that involves and engages all stakeholders, including students, teachers, parents, and government agencies. They realize that a vibrant learning community is essential for fostering a conducive and open environment in schools. This trend holds high significance as it highlights the participants' understanding of the value of collaborative learning and community involvement.
- Desire for Continuous Improvement (Moderate Significance): Another prominent trend is the participants' expressed desire for continuous improvement in building learning communities. While some participants feel they are already capable and do it well, others recognize the need to work more in this aspect. This trend holds moderate significance as it indicates participants' commitment to enhancing their skills and efforts in creating vibrant learning environments.
- Realization of Community Learning Ownership (Moderate Significance):Participants realize the significance of community learning and the need for stakeholders to take ownership of the learning process. They understand that learning is a universal asset that should be shared with all stakeholders for the development of the community. This trend holds moderate significance as it reflects participants' awareness of the collaborative nature of community larning.
- Recognition of Learning Community Development (Low Significance):Some participants mention that they have a better understanding of community learning and its management. While this trend shows an individual's personal growth, it holds relatively low significance compared to the broader recognition of the importance of building learning communities.
- Initiatives to Create Vibrant Learning Communities (Low Significance): A few participants express their intent to take more initiatives to create vibrant learning communities in and around their schools, involving teachers and students. While this trend shows individual aspirations, it holds low significance compared to the overall understanding of community learning.

In summary, the top 5 trends highlight the significance of building learning communities and fostering a vibrant learning environment. Participants recognize the importance of collaborative learning and community involvement. While some feel capable and already engaged in creating such environments, others express a desire for continuous improvement. The data collectively shows a positive attitude towards the value of learning communities and their role in promoting effective education and personal growth.
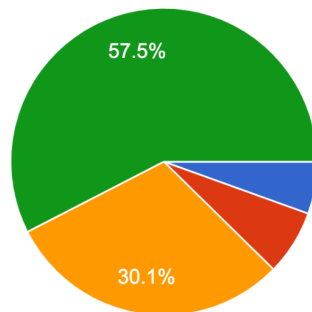
Technical Skills

Before the offsite:
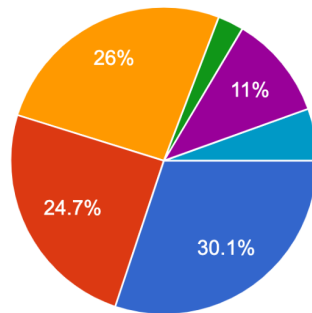
73 responses

🔵	I had not heard of ChatGPT/ AI
🔴	I had heard of ChatGPT/ AI but did not have much idea about it
🟠	I knew about ChatGPT/ AI but I had never tried it myself
🟢	I had tried to login to ChatGPT but didn't know what to do after that
🟣	I had tried to use it a few times
🔵	I was well versed with ChatGPT and was using it extensively

Chart percentages: 26%, 11%, 30.1%, 24.7%

After the offsite:

73 responses

🔵	I am not able to login to ChatGPT
🔴	I can login, but am very uncomfortable with it
🟠	I have tried a few prompts
🟢	I am comfortable using it, if and when I want to

Chart percentages: 57.5%, 30.1%

Overall Feedback & Suggestions:

Based on the feedback provided, it is evident that the Kriya tool and the design of the offsite program were well-received by participants. The program was appreciated for its thoughtful pedagogy and its effectiveness in creating a conducive learning environment. Participants found the learning experience enriching and inspiring, and it helped them realize their potentials and build stronger bonds. The program's emphasis on mental and emotional wellness was highly valued, with participants acknowledging the importance of creating a stress-free environment for students' learning. They recognized that a safe and secure atmosphere, where students feel free to ask questions and share their feelings, is vital for their overall well-being and academic progress.

However, there were some areas that participants felt needed improvement. The logistics and arrangements at the venue, including the size of the hall for a large number of participants, were mentioned as points of concern. Some participants suggested incorporating more case studies and real-life scenarios to deepen their understanding of concepts and challenges faced in schools.

Despite these minor areas for improvement, the program's overall design and process were considered commendable. The focus on building facilitation competencies and promoting a learning community was highly appreciated. Participants acknowledged the program's potential for self-growth and leadership development.

In conclusion, the program was successful in meeting its objectives of fostering empathy, enhancing mental and emotional wellness, and equipping participants with valuable facilitation skills. The positive feedback indicates that the program had a significant impact on the participants' personal and professional growth, making it a highly relevant and meaningful experience. With the suggested improvements taken into account, the program has the potential to become even more effective and impactful in future iterations.

Based on the feedback provided, there are several key points to consider:

1. Venue Selection: Participants expressed dissatisfaction with the venue, mentioning that it could have been better maintained and easily approachable. Some suggested that the offsite should be located near the main city for better access to medical facilities in case of emergencies. Ayodhya was suggested as a potential venue.
2. Dietary Concerns: Participants requested the inclusion of simpler and healthier food options, such as plain daal and tawa roti, for those with chronic illnesses like high cholesterol, colitis, and high blood pressure. They also recommended avoiding maida roti.

3. Program Design: Some participants felt that the program should focus more on leadership skills rather than just teaching competency frameworks. They also suggested including inputs from students to understand the difficulties they face in learning.
4. Logistics and Infrastructure: Several participants mentioned that the offsite's infrastructure and arrangements, including the lodging and transport, could be improved for a more comfortable experience.
5. Hygiene and Cleanliness: Hygienic conditions of the venue and lodging were highlighted as areas for improvement. Participants expected cleaner and more well-maintained spaces.
6. Extended Duration: Some participants expressed the desire for more time to cover the vast content effectively.
7. Inclusion of AI Tools: Participants suggested incorporating more discussions on AI tools in future sessions.
8. Engaging Activities: The evening entertainment sessions were appreciated for being joyful and fun, adding to the overall positive experience.
9. Learning from Experienced Principals: New principals valued the opportunity to interact and learn from experienced and learned principals during the offsite.
10. Continuous Improvement: Participants encouraged the continuation of such trainings and expressed the hope for more improvements in the future.

In summary, while the offsite program received positive feedback for its content and learning experiences, there are specific areas, such as venue selection, dietary considerations, infrastructure, and program design, that could be improved to enhance the overall experience. Addressing these suggestions could lead to a more enriching and successful offsite program in the future.

Social Media channels

1. [Creatnet Education](#)

2. [SCERT, Delhi](#)

3. [Video Testimonials from the offsite](#)