

**CENTRAL BOARD OF SECONDARY EDUCATION
SHIKSHA KENDRA, 2-COMMUNITY CENTRE, PREET VIHAR
DELHI - 110092**

CBSE/ACAD/ICP/2010/

**01/07/2010
Circular No. 28**

**All Heads of Institutions
Affiliated to the Board**

**Subject : Training Programme on 'Leading for Assessment'
conducted by International Confederation of Principals, Victoria,
Australia.**

Dear Principal,

As you may be aware the CBSE has been conducting training programmes for principals in collaboration with prestigious institutes such as Indian Institutes of Management and NUEPA. The overwhelming response from principals of affiliated schools has made the Board explore other avenues for providing training for heads of institution keeping in mind the current changes and reforms which have taken place in CBSE.

India is moving, with the rest of the world, to improve the education of its youth. The move away from external examinations in Class X is a new and bold initiative of the CBSE. The shift from a single Class X examination to Continuous and Comprehensive Evaluation (CCE) will not only require sustained professional development in the meaning and implementation of CCE, but also will require a shift in teaching practice in most secondary schools served by the Board.

The Board therefore is also collaborating with the International Confederation of Principals (ICP) which is a global organization based in Australia for undertaking training programmes on a pilot basis (**Annexure 1**). The training programmes provided by ICP are characterized by a focus on strategies that have worked in schools and are backed by research. They are delivered by experienced Resource Persons (including ex-principals) (**Annexure 2**) with expertise in the area. They have faced similar issues of implementation and change that are confronting principals of CBSE schools at the moment. They have experienced what CBSE principals are now experiencing and are credible presenters because they have empathy with them and an understanding of the challenges now being faced by them.

The five day training programme being offered now will be provided in a 2+2+1 day model with two and a half weeks between days 2 & 3, and four weeks between days 4 & 5.

The dates for the Programmes (Program 1 and Program 2) are as follows:

Program	Venue	Phase I	Phase II	Phase III
Program 1	Delhi	9 th & 10 th August	2 nd & 3 rd September	4 th October
Program 2	Thiruvanthapuram	12 th & 13 th August	6 th & 7 th September	6 th October

Two programmes with fifty participants each will run at Delhi and Thiruvananthapuram. The venues will be communicated to the selected participants.

The five day program is designed generally, on three themes:

- Leading Change
- Linking Assessment to Teaching and Learning
- Planning for the Future

The details of the five-day programme are enclosed at **Annexure 3**. The Proforma for applying for the programme is enclosed at **Annexure 4**.

The cost per participant will be Rs.23,140/- which does not include travel and accommodation. Principals who attend this program will be provided with an array of support materials. Upon registration, participants will be provided with access to the program's secure website where pre-reading materials will be available, as well as a pre-program survey which registrants are asked to complete prior to program commencement. These materials featuring examples of international best practice will be available through and after the conclusion of the program.

As the course proceeds, information papers, suggested strategies, support materials, policy templates, sample policies and plans and explanatory articles will be made available for use back in your school. The course is structured over 5 days in a 2+2+1 format. There will be a 3 week break between days two and three, and a 4 week break between days four and five. During these breaks, participants will be asked to undertake some activities which will apply some of the skills and strategies discussed in the program.

Those who apply for this programme will be selected on the first come first serve basis keeping representation of regions and different kinds of schools in mind. The selected participants will be intimated by CBSE. They will then submit the bank draft of Rs. 23,140/- addressed to the Secretary, CBSE payable at Delhi which will be posted at the address given below:

Mr. R.P. Singh
Assistant Education Officer
Central Board of Secondary Education
Shiksha Sadan, 17 Rouse Avenue
Fifth Floor,
New Delhi 110002

The application without the bank draft in the first instance can be forwarded to the e-mail id: sadhanap.cbse@nic.in or sadhanap.cbse@gmail.com.

The recommended program aims to equip leaders of secondary schools with the knowledge and skills required to guide the school community through the introduction and implementation of CCE in schools so that their students may grow better and prosper in tomorrow's world.

Yours sincerely,



**(VINEET JOSHI)
CHAIRMAN**

Encl : Annexure 1-4.

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim – 737 101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar- 791 111
7. The Director of Education, Govt. of A&N Islands, Port Blair-744 101.
8. Director of Education, SIE, CBSE Cell, VIP Road, Junglee Ghat, PO 744103, A&N Island.
9. The Secretary, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi-110 085.
10. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions.
11. The Education Officers/AEOs of the Academic Branch, CBSE.
12. The Joint Secretary (IT) with the request to put this circular on the CBSE website.
13. The Library and Information Officer, CBSE
14. EO to Chairman, CBSE
15. PA to CE, CBSE
16. PA to Secretary, CBSE
17. PA to Director (Acad.)
18. PA to HOD (AIEEE)
19. PA to HOD (Edusat)
20. PRO, CBSE

CHAIRMAN

The International

Principals

Principals

Confederation of

Sharing

Leading

Principals Inc

‘What Works’

Principals Pty Ltd

ABN 27 119 699 073

with Principals

ABN 39 128 165 873

ACN 128 165 873

The International Confederation of Principals is the global organisation of national principal associations in 35 countries across the world. Many of the 45 pre-eminent national professional principal organisations that make up the Confederation have strong professional development programs which have demonstrated their ability to deliver very effective and comprehensive training programs to school leaders.

The programs in each country have been developed and continually refined over many years and have been designed to suit the needs of principals in each nation. They are different, but in many ways they are similar, for they deal with training issues which are remarkably common across the global education community. Because these national training programs have been developed independently, they offer a range of different approaches, different perspectives and different solutions to the training issues presenting across the globe.

The power of these programs arises from their design and delivery. The programs focus on what school leaders want and, more importantly need, in terms of knowledge, skills and strategies in order to lead schools successfully and for the benefit of the wider school community – students, teachers, parents, employers and other community groups. The fact that they are delivered by eminent principals, practitioners with a history of success at both school and system levels both in their own countries and others, lends an air of credibility to the programs and encourages empathy and an easy understanding between presenters and participants in the training programs. These are programs designed and delivered by credible practising principals who are speaking from a perspective that has been developed from a long and successful experience in schools.

The International Confederation of Principals has access to these programs and to the personnel who deliver them. It is able to undertake a process of training program co-design and delivery according to the needs of the program objectives, and these programs draw from the very best training programs developed around the world. The ICP acts as a facilitator, bringing together the skills and resources of its member associations to develop high quality programs and delivered by

proven leaders. A selection of national principal associations who have successful training arms are involved in providing resources to develop training programs across the globe. They include:

- The Academy of Principals (Singapore)
- Ontario Principals Council
- The National Association of Headteachers (UK)
- The Association of School and College Leaders (UK)
- The Australian Secondary Principals Association
- The National training Centre for Secondary School Principals (P.R. China)

The ICP has also formed formal relationships with global organisations, such as the International Congress of School Effectiveness and Improvement, upon which the ICP can draw further expertise and support from respected researchers in education around the world.

To make these resources available to interested organisations, the ICP has created a company to manage and deliver training programs across the globe. Principals Leading Principals Pty Ltd is a registered company, wholly owned by the ICP and operates under the Australian Taxation laws and the regulations supervised by the Australian Securities and Investments Commission. The International Confederation of Principals Inc. is a not-for-profit incorporated association.

The ICP, acting through PLP Pty Ltd, is able to garner resources from its member associations and global partners to work with interested parties to co-design training programs, and to provide high quality training materials and credible presenters to deliver training programs that work.

The programs are tailored to match the needs of the group, and range from the basic structures, skills and strategies needed to establish and organise an effective school, including planning, human resource and financial management, to instructional leadership, school outcomes monitoring and accountability.

The ICP, through Principals Leading Principals Pty Ltd, provides proven programs that have survived the test of time; programs that are useful to principals; programs that work for your school and the students in it.

Andrew Blair AM, FACE, BA Vis Arts (Melb Univ)

Andrew began his teaching career in 1975 and has been principal of two schools. He currently is President of the International Confederation of Principals, Immediate Past President of the Australian Secondary Principals Association, is a member of National Asian Language and Studies in Schools program (NALSSP) reference group, a member of the AFL Sports Ready Board and a member of the Australian National Council for Drugs.

He is a Fellow of the Australian College of Educators. He was awarded Life Memberships of both the Victorian Association of State Secondary Principals and the Australian Secondary Principals Association. In 2010 he was appointed a member in the General Division of the Order of Australia (AM), and currently is a consultant to the Australian Curriculum Assessment and Reporting Authority.

Ted Brierley AM, FACEL, FACE, BSc., Dip Ed, Grad Dip Ed Admin,

Ted Brierley began his teaching career in 1972 and was first promoted to be the Principal of a secondary school in 1985. He was elected President of the Victorian Association of State Secondary Principals in 1998, a position he held for 5 years. He was elected President of the Australian Secondary Principals Association in 2001 until 2005. He has been a Board Member of many organisations, including the National Institute for Quality Teaching and School Leadership (now Teaching Australia), the Asia Education Foundation and the National Coalition Against Bullying. He is a Fellow of both the Australian College of Educators and the Australian College of Educational Leaders. He was awarded Life Memberships of both the Victorian Association of State Secondary Principals and the Australian Secondary Principals Association. In 2006 he was appointed a member in the General Division of the Order of Australia (AM). Currently he is the Executive Secretary of the International Confederation of Principals, a Director of 'Principals Leading Principals Pty Ltd' and also works in designing and delivering professional development programs for school leaders.

Kate Griffin MEd, BSc, FRSA was Headteacher of Greenford High School, a large and highly successful comprehensive school in West London, from 1991 and retired in December 2008. She was appointed by the UK government to the board of the Learning and Skills Development Agency and now sits on the board of its successor organisation, the Learning and Skills Network (LSN), which is a support and development organisation for post-14 education and training.

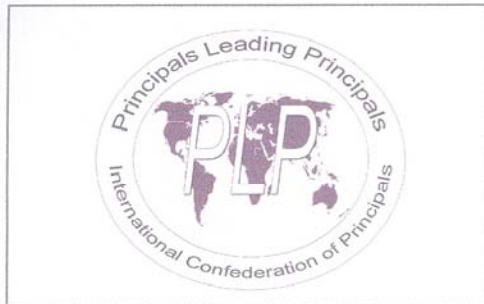
She is also a board member of the Catholic Education Service, the educational agency of the Catholic Bishops' Conference of England and Wales, and is a trustee of WorldWide Volunteering. From 2002 to 2003 she was president of the Association of School and College Leaders (ASCL) (then the Secondary Heads Association - SHA) which represents the senior leadership of post-11 schools and colleges in the UK. She was elected an associate member of HMC, and is a fellow of the Royal Society of Arts. She is a member of the G100 group of internationally outstanding headteachers. She has written extensively on school leadership, and lectures and leads professional development events both nationally and internationally.

Sr. Mary Frances Taymans, SND

Sister Mary Frances Taymans, SND, has advanced degrees in science and a doctorate in curriculum and instruction from the George Washington University, Washington, DC. She served as principal of Cardinal Gibbons High School, in North Carolina and then Clearwater Central Catholic in Florida. She also served as Assistant Superintendent for Secondary Education for the Archdiocese of Washington.

Presently, as the executive director of the secondary schools department of NCEA, Sr. Mary Frances directs the comprehensive agenda of the department and works particularly in the areas of faith development, leadership and advocacy.

29/06/2010



Our Vision:

We lead to create a world where all children have an education that gives them the capacity and opportunity to positively shape their own future and make a unique contribution to their local and global communities.

As a global dynamic community of school leader organisations, our common purpose is to learn from each other with a generosity of spirit linking us together to support, lift and inspire one another at a global, regional and national level.

We passionately believe that school leaders must have a powerful impact on global and national decision making to build powerful optimism and hope for all the world's children.



Measuring Growth

The Key to supporting student engagement and improvement

Program Aims

- To develop and clarify principals' skills and knowledge in the area of Continuous and Comprehensive Evaluation
- To draw stronger links between the CBSE Handbooks and processes in schools
- To provide principals with strategies, support materials and assessment tools to strengthen their ability to lead staff to broaden their teaching strategies

ICP 4 Principals Leading Principals 2010 - Measuring Growth					
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
<p>1.1 Introduction to the program</p> <p>1.2 Understanding the context of the program</p> <p>1.3 Understanding the role of the principal</p> <p>1.4 Understanding the role of the school</p> <p>1.5 Understanding the role of the teacher</p> <p>1.6 Understanding the role of the student</p> <p>1.7 Understanding the role of the parent</p> <p>1.8 Understanding the role of the community</p> <p>1.9 Understanding the role of the government</p> <p>1.10 Understanding the role of the society</p>	<p>2.1 Understanding the role of the principal</p> <p>2.2 Understanding the role of the school</p> <p>2.3 Understanding the role of the teacher</p> <p>2.4 Understanding the role of the student</p> <p>2.5 Understanding the role of the parent</p> <p>2.6 Understanding the role of the community</p> <p>2.7 Understanding the role of the government</p> <p>2.8 Understanding the role of the society</p>	<p>3.1 Understanding the role of the principal</p> <p>3.2 Understanding the role of the school</p> <p>3.3 Understanding the role of the teacher</p> <p>3.4 Understanding the role of the student</p> <p>3.5 Understanding the role of the parent</p> <p>3.6 Understanding the role of the community</p> <p>3.7 Understanding the role of the government</p> <p>3.8 Understanding the role of the society</p>	<p>4.1 Understanding the role of the principal</p> <p>4.2 Understanding the role of the school</p> <p>4.3 Understanding the role of the teacher</p> <p>4.4 Understanding the role of the student</p> <p>4.5 Understanding the role of the parent</p> <p>4.6 Understanding the role of the community</p> <p>4.7 Understanding the role of the government</p> <p>4.8 Understanding the role of the society</p>	<p>5.1 Understanding the role of the principal</p> <p>5.2 Understanding the role of the school</p> <p>5.3 Understanding the role of the teacher</p> <p>5.4 Understanding the role of the student</p> <p>5.5 Understanding the role of the parent</p> <p>5.6 Understanding the role of the community</p> <p>5.7 Understanding the role of the government</p> <p>5.8 Understanding the role of the society</p>	<p>6.1 Understanding the role of the principal</p> <p>6.2 Understanding the role of the school</p> <p>6.3 Understanding the role of the teacher</p> <p>6.4 Understanding the role of the student</p> <p>6.5 Understanding the role of the parent</p> <p>6.6 Understanding the role of the community</p> <p>6.7 Understanding the role of the government</p> <p>6.8 Understanding the role of the society</p>

5 Days in 3 sessions

2 + 2 + 1

Session 1: Context and Best Practice in Assessment and Teaching

Session 2: Leading Learning and Leading Change

Session 3: My Footprint on the future

Day 1: Context and Best Practice in Assessment and Teaching**Session 1: 9:00am**

Ice Breaker:	5 minutes
1a: Program Aims and Outline - your expectations and needs	15 minutes
1b: Learning Journals:	5 minutes
1c: Individual School Progress in Implementing the policy – Your stories and analysis	60 minutes
1d: Plenary: Sharing	10 minutes

Day 1: Context and Best Practice in Assessment and Teaching**Session 2: 11:15am**

2a: Plenary: Group report of the key issues that have been identified	15 minutes
2b: Context: CBSE Requirements Manual pages 19 - 21	15 minutes
2c: The Learning School: A Model of School Organisation	30 minutes
2d: Whole School Planning	30 minutes

Day 1: Context and Best Practice in Assessment and Teaching**Session 3: 1:30pm**

3a: Examples of Whole School Planning	30 minutes
3b: Functions of Assessment	15 minutes
3c: Workshop: Best practice teaching: Your stories.	45 minutes
3d: Best Practice Assessment - Overview: Linking Assessment to Learning and Teaching	30 minutes

Day 1: Context and Best Practice in Assessment and Teaching**Session 4: 3:30pm**

4a: Assessment for successful Learning Manual p70	30 minutes
4b: Assuring Quality Assessment: Ensuring the comparability of Summative Assessment.	
<ul style="list-style-type: none"> • Teacher mediated Moderation • Accreditation of Syllabi with Assessment points • Use of data and statistical analysis 	55 minutes
Manual pp28 - 29	
Homework: The Journal and begin thinking about a CCE focus for your ISDP	

Day 2: Context and Best Practice in Assessment and Teaching**Session 5: 9:00am**

Ice Breaker:	10 minutes
5a: Characteristics of Effective Assessment	15 minutes
5b: Summative Assessment Manual pp15 & 17	15 minutes
5c: Formative Assessment: Checking for Understanding Manual pp14 & b 15; 42 - 46	50 minutes

Day 2: Context and Best Practice in Assessment and Teaching**Session 6: 11:00am**

6a: What's actually happening in your school? The Teaching Styles Audit	20 minutes
6b: Formative Assessment practices: What to look for in classrooms.	70 minutes

Day 2: Context and Best Practice in Assessment and Teaching**Session 7: 1:30pm**

7a: Rubrics: A tool for assessment. - Construction of a rubric for Teacher Formative Assessment proficiency Rubrics for the Assessment of Co-curricula and Co-scholastic curricula. The Mindware program. 45 minutes
Manual page 17, 18

7b: Progress Mapping
- Definition, uses
- The Learning Continuum 45 minutes

Day 2: Context and Best Practice in Assessment and Teaching**Session 8: 3:30pm**

8a: Observation of Teaching: How to build teaching effectiveness. 40 minutes

8b: School Assessment Policy: Development of a Draft School Wide Assessment Policy. 10 minutes

8c: Initial development of individual policy with support group. Identification of issues. 30 minutes

8d: Plenary: Identification of common issues.
Tasks to be completed over the break. 10 minutes

Through the Break

1. Teaching Styles Audit
2. Teacher Observation: Focus on Formative Assessment
3. Consultation and construction about the draft School Assessment Policy with key staff and community personnel
4. Report on progress

Day 3: Leading Learning and Leading Change**Session 9: 9:00am**

Ice Breaker: 10 minutes

9a: Plenary: "What I found in my school"
Introduction 20 minutes

9b: Workshop: How do I assure Quality Teaching in my school? - Identification of issues 30 minutes

9c: Plenary: Creating and Linking solutions:
The importance of planning. 30 minutes

Day 3: Leading Learning and Leading Change**Session 10: 11:00am**

10a: Strategic Planning, Operational planning:
Teaching and Learning policies; School Improvement Plans 30 minutes

10b: Integrating Assessment, Teaching and Student Focussed Curriculum Design. 30 minutes

10c: Assessment by Design: School wide policy on Assessment; Satisfying CBSE requirements 30 minutes

Day 3: Leading Learning and Leading Change**Session 11: 1:30pm**

11a: Levers for Change:
- Using Data Manual pp47 - 68
- What data do you have?
- Multiple Sources of data
- Student Voice
- Creating and supporting professional teams and communities
- Community support
- Policy imperatives: CBSE requirements 30 minutes

11b: Workshop: Barriers: SWOT analysis 45 minutes

11c: Plenary: Issues 15 minutes

Day 3: Leading Learning and Leading Change**Session 12: 3:30pm**

- 12a: Building Teams:
 - Understanding the dynamics of Teams.
 - Team Roles; Building Effective Teams:
 - Overcoming Barriers 30 minutes
- 12b: Workshop: Identifying your team dynamics.
 20 minutes
- 12c: Linking teamwork to strategic goals. 10 minutes
- 12d: Leadership Styles 30 minutes

Day 4: Leading Learning and Leading Change**Session 13: 9:00am**

- Ice Breaker: 10 minutes
- 13a: Characteristics of Effective Professional Learning
 20 minutes
- 13b: My School's Professional Learning Plan
 (CCE focussed) 20 minutes
- 13c: Workshop: A Whole School Plan CCE plan for my
 context 30 minutes
- 13d: Plenary 10 minutes

Day 4: Leading Learning and Leading Change**Session 14: 11:00am**

- 14a: Individual Teacher Professional Learning Plans.
 20 minutes
- 14b: Keeping Teachers Accountable
 - Teacher Performance Systems 30 minutes
- 14c: Workshop: What do you want in Teacher
 Performance Management Plans 20 minutes
- 14d: Challenging Underperformance 20 minutes

Day 4: Leading Learning and Leading Change**Session 15: 1:30pm**

- 15a: Community Engagement: Family Friendly Schools:
 Why it is important, what to look for, how do you
 measure it? 30 minutes
- 15b: Getting the Community outside:
 - Strategies for gathering support 20 minutes
- 15c: Workshop: The Survey—Issues with applicability
 and implementation. 30 minutes
- 15d: Plenary: Issues 10 minutes

Day 4: Leading Learning and Leading Change**Session 16: 3:30pm**

- 16a: Maximising your impact: Developing a professional
 community. Distributed Leadership—Clever Leadership
 30 minutes
- 16b: Identification of focus for your school's ISDP
 30 minutes
- 16c: Plenary: Building networks to assist your ISDP.
 20 minutes
- 16d: Tasks for the break. 10 minutes

Through the Break

1. *Individual School Development Project plan:
 Completion of Detailed Project plan*
2. *School - Community Engagement Survey:
 Report on the results and an analysis of the
 survey*
3. *360° Leadership Styles inventory*

Day 5: **My Footprint on the Future****Session 17: 9:00am**

Ice Breaker:	10 minutes
17a: Plenary: ISDP plans – Issues	30 minutes
17b: School Community Surveys—what did you find?	30 minutes
17c: Network Learning Communities: Characteristics for success	20 minutes

Day 5: **My Footprint on the Future****Session 18: 11:00am**

18a: Facilitated Discussion in groups - Problem solving, sharing strategies and refining plans	60 minutes
18b: Being the best I can be: Leadership styles, life balance.	30 minutes

Day 5: **My Footprint on the Future****Session 19: 1:30pm**

19a: 360° Feedback: What it means - and what it doesn't!	30 minutes
19b: Workshop: Strategies for personal professional growth	30 minutes
19c: Identifying future needs Session 'dot' exercise	30 minutes

Day 5: **My Footprint on the Future****Session 20: 3:30pm**

20a: Plenary: What's changed for you?	30 minutes
20b: Course Evaluation	15 minutes
20c: Award of Certificates of Participation	20 minutes
20d: Closure	5 minutes

**TRAINING PROGRAMME ON LEADING FOR ASSESSMENT
INTERNATIONAL CONFEDERATION OF PRINCIPALS, VICTORIA, AUSTRALIA**

Program 1: 9th and 10th August ; 2nd and 3rd September; 4th October at Delhi.

Program 2: 12th and 13th August; 6th and 7th September; 6th October at Thiruvanthapuram.

1. Name of the Principal:	
2. Name and address of the school with Pin Code:	
3. Status of the School:	Secondary/Senior Secondary
4. Phone No(s) with STD Code:	Office: _____ Residence: _____ Mobile: _____
5. Number of years spent working as Principal:	
6. No. of the years for which the school has been affiliated with the CBSE:	
7. Email Address:	
8. Whether the Principal has already attended training programme conducted by CBSE at any of the IIM's or NUEPA, New Delhi: (if so when and where)	Yes/No
9. Whether the school has organized any programme sponsored by the CBSE: (if yes, please give details)	Yes/No
10. Whether the school is a member of any Sahodaya Complex or not: (If yes, please give details.)	Yes/No
11. Any contribution to the field of Education you would like to mention:	
12. Articles contributed to CENBOSEC / National/ International Journals:	
13. Books published, if any: (Separate list may be enclosed)	
14. Programme applied for:	P-1/P-2

Declaration: All the information mentioned above is true to the best of my knowledge.

Date: _____

Signature: _____

Please note:

- The last date for receiving the duly filled **Registration Form is July 15, 2010.**
- Details of mode of payment of fee, reporting time etc. will be conveyed to the selected participants later.
- **This Registration Form should not be accompanied by the demand draft for the fee at this stage.**

The hard copy of the duly filled in Registration Form (as per the format given above) may be posted to:

Mr. R.P. Singh
Assistant Education Officer
Central Board of Secondary Education
Shiksha Sadan, 17 Rouse Avenue
Fifth Floor,
New Delhi 110002