

ANNUAL PEDAGOGICAL PLAN FOR LEADING LEARNING

LORD KRISHNA RESIDENTIAL PUBLIC SCHOOL
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School Vision:

Our value based school nurtures curiosity and creativity through inspiring, broad and engaging curriculum, where learning is at the heart of all that we do.

Aims & Objectives:

The School aims at excellence in education. The coaching will be primarily student- centred while the teachers will play a key role in shaping children to more.

Descriptor 1: Engaging in Teacher's Professional Development

STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
Where are we now as a school?	What do we need to do in the coming year?	How do we will achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
Actionable: Create opportunity for continuous & Comprehensive Learning					
<ul style="list-style-type: none">• Training on identified school needs with experts are almost never practised.	<ul style="list-style-type: none">• Develop a checklist to identify the areas of training to the need of school• Develop learning groups among the teachers.	<ul style="list-style-type: none">• Involve all the teachers and collect data about the area where training is needed.• Create challenges through workshops Seminars taken	<ul style="list-style-type: none">• Principal, Subject Experts from outside agency.	<ul style="list-style-type: none">• Start the process in the beginning of May 2025 for two months• Impact will be assessed after the week training and followed by	<ul style="list-style-type: none">• Teachers will shape themselves as career long learner with a growth mindset and build confidence. And credibility in their profession.• Teacher will acquire new skills, sharpen existing one.

	<ul style="list-style-type: none"> Develop questionnaire on the effectiveness of workshop and learning outcome. 	by Experts. <ul style="list-style-type: none"> Define the questionnaire and training 		every month.	<ul style="list-style-type: none"> Teachers gained knowledge about life skill.
Actionable: Empower teachers to become agents of change.					
Developing teacher's capacity to undertake action research is never practised.	Collection of data for identifying, teaching, students learning and school operation.	Involve all teachers and collect the data with the help of rubrics.	Principal, Academic Committee.	Start the process from 2 nd June 2025	The student learning as well as teacher effectiveness will be impressive.
Developing capacity building programme based on life skill for teachers as well as students.	Develop rubrics for collection of data	Create challenges through workshop handled by Experts.	Educational experts from outside agency.	Impact of training will be assessed in the end of meeting and after every month for 6 months.	Teachers are able to improve their teaching, learning practices.
	Training by educational Expert on the procedure of Action research.	Defining the rubrics	Vice Principal, PTA President.		
	Develop feedback rubrics.				

Descriptor 2: Initiating innovation in schools

STEP 1	STEP 2	STEP 3		STEP 4	STEP 6
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
Actionable: Expand the perspectives of teachers to implement innovative pedagogies					

There is less exploration of technology platforms, tools and application for enhancing instructional practices such as blended flipped learning.	Improve the use of technology, Smart class, to enhance the instructional practices and culture of innovation by using flipped and blended practices to enhance students learning.	Promote a mindset change to improve teaching learning process by technology.	School head, Subject teachers.	To be completed from May to August 2025	Almost all teachers will use the technology and new practices in the teaching and learning process.
Less use of ICT & other futuristic technologies like smart classrooms.		Create challenges through workshop discussion to make teachers aware of technology in teaching.	Educational experts of Technology usage.	Demonstration classes by teachers for review, reflection and modification from May 5 to 31.	
				To be completed from May to August 30	Teachers practiced using Smart classrooms

Descriptor 3: Leading the teaching-learning process

STEP 1	STEP 2	STEP 3		STEP 4	STEP 6
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
Learning is not promoted outside the classroom through experiential learning	Develop the teachers awareness about experiential learning outside the classroom and the impact of it in students learning.	Involve all the teachers.	Principal, subject experts from outside agency.	Start the process from 2nd May to 24th May 2025.	Teachers are empowered to be creative and thorough with lesson plan and delivery.
Developing play way method and experiential learning	Conduct a workshop on experiential learning and student	Create challenges through workshops taken by	Principle Vice Principal HM and Subject teachers	Impact will be accessed after workshop using questionnaire on 5th May and	All teachers are trained to give instruction through experiential

	outcome	experts.		followed by every month.	teaching.
	Develop a questionnaire on the effectiveness of workshop and learning outcome.	To provide teachers and opportunity to get together for collective thinking of reflection in school's pedagogical practices.			
		Define the questionnaire and training.			
		Conduct experiential classroom			

Descriptor 4: Developing a learning culture.

STEP 1	STEP 2	STEP 3		STEP 4	STEP 6
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
Actionable Create the social glue by building a culture of trust and self improvement.					
The success stories of the students teachers and school is not shared with the larger part of the community.	Develop videos and audios of the success stories and post it in the YouTube website and Facebook of school.	Communication using the website, YouTube channel and Facebook to all the stakeholders.	Principal, Vice Principal, Advertisement Committee & HM	Starting the process from 1st June with academic achievement.	The school achievement will be known by large community and it will have an impact on admission.
		Involve parent teachers association and create a group.		After every scholastic and co-scholastic activity, it will be posted	The stakeholders will be aware of schools progress.

				immediately.	
		Form an advertisement committee.			

Descriptive 5 : Building an Inclusive culture.

STEP 1	STEP 2	STEP 3		STEP 4	STEP 6
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
Actionable:Support student learning.					
The students were not encouraged to give buddy supporter peer-peer learning and child to child cooperation.	Organizing orientation session for ensuring equality equity inclusively for teachers. Develop peer group for support by teachers.	Involve all the teachers to identify their special students, social, emotional physical behaviour and academic strength.	Principal Counsellor and Teachers.	Start the process for second week of June 2025 for 2 months.	Buddy system helps to promote friendship and better support for Course work.
Finding gifted and special students and giving individual care.	Teachers must be made aware of RPWD act 2016 RTE Act.	Develop a rubric for assessment.	Principal Vice Principal HM and subject teachers.	Impact will be accessed after every month.	The students learn and share from their peers and increase self confidence for all involved.
		Develop peer group to enable cooperative learning.			
		Develop a modified arrangement and marking.			