

NPTEL
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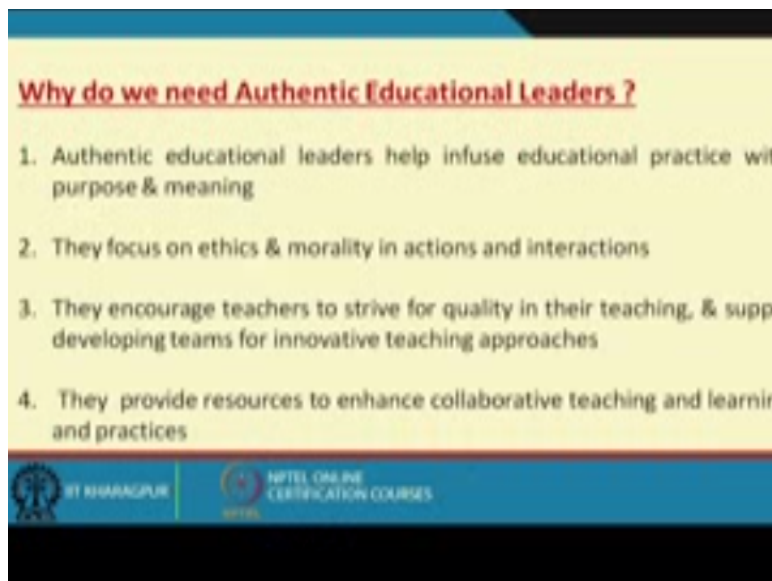
Course
On
Educational Leadership

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Lecture 03: Key Challenges for Educational Leadership
(Contd.)

Welcome to NPTEL course on educational leadership and the last class we have are say discussed about why we need authentic leaders education context what are the importance What should be their specific qualities abilities?

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And how they should behave how they should act upon etcetera and in that context we have already discussed about authentic education leaders health includes education fact with a higher purpose and that is there are whatever they do they design between the implement they always go beyond the present context.

The move they always have their larger meaning and purpose reason for the future and they focus on their takes and morality in actions and every actions and interactions whatever they do they say they perform the view they thumbs up etcetera in all the actions and interactions they exhibit the demonstrate high level of ethics and morality okay.

And next they encourage the teacher to strive for quality in that so those always where they motivate the teachers how to improve their quality of teaching how to motivate the students how to that is how to innovate new practices how to innovate the new pedagogy how to you know do different kinds of actions research to get immediate feedback of their teaching practices.

You know how to bring any kind of innovative change in the student learning and performance and nowadays so many pedagogical methods are been learning in comparison to traditional now traditional and nowadays where more you know problem-based learning are their teamwork is there projects their assignment are there expensive learning's are there flipped instructions are there.

So always our education of education leaders authentic leader always and encourages always encourages and met their teachers their young teachers how to strike the quality in their teaching so because you know quality the teaching is a very subjective matter we cannot objectify them if we have the methodology you have the a principle I am the guidelines etcetera but we cannot you know objectify we cannot fix that yet this is the best one this is the bound this is the most appropriate one even also so that is there are in luminous practices of the good teaching.

So but all the time that is the teachers are the best judges so but all the time .the leaders authentic leaders they encourage their teachers their staff their you know even the prospective teachers the teacher trains the young leaders the junior teachers etcetera always motivate them how to spy for quality in the teaching how to improve that teaching day by day every in every class and support to developing teams.

And if it is required they often they also form different kinds of teams right within your steel these are different kinds of work teams project teams research team etcetera and make the teachers a member of different kinds of teams to support them in terms of gaining new knowledge or updating their knowledge observing the different kinds of schemes practices and to reflect upon their own practices.

So this support to developing different kinds of teams for innovative teaching approaches they begin to expose our innermost exposure training environment and even they are also brave go invite different resource person from different fields of education etcetera and have and also organized and different all interactive stations and so the basic intention is to give them the exposure to give them the opportunity to express themselves to interact to glide further down to observe the skills and competencies capabilities.

So the authentic leaders usually do it they are capable of doing such things by supporting them through developing piece for innovative teaching approaches so with the technological innovation how can we use technology in a very innovative way in a creative way in a very scientific way in a very you know constructive way.

So day by day our quality of teaching not only quality of teaching improves what our learning our performance our behaviors are self-efficacy also improve then they provide resources to enhance collaborative teaching and learning planning and practices they provides also the authentic leaders they try the level best they can stretch themselves up to any level any extent to arrange for resources to generate the resources to provide the resources to enhance the collaborative people.

They make their level best to you know to stretch open tools it's how to generate the numerous resources the through developing different networking to generating fonts from different sources to you know approaching the higher authorities even approaching private organizations industries etcetera for providing the resources for collaborative teaching and learning in research and in you know in research in skill development program in planning in various kinds of you know curricular co-curricular practices evaluation in the mode.

How to improve the mode of evaluation online evolution offline revelation different kinds of patterns or different kinds and patterns of evaluation all kinds of things that keep on improving they try the level upon level best to improve every aspects of teaching of the aspects of Education at the aspects of you know or classroom management every aspects of educational learning environment so that is why authentic learning authentic we want authentic leaders or what authentic learning like earlier have already discussed about.

How to create a learning culture how to motivate everybody our teachers our students our staff everybody to love learning to carry forward our learning to be motivated for self learning to

explore the new avenues new opportunities for learning to engage our self with the continued learning so here learning is there but how it should be authentic also should be relevant also it should be positive also nowadays our most of the students are leg more super most of the students know something people that are very much are very much you know you can say addicted to our deeply and growth with the you know in the social networking site with social to social networking.

They are also learning some other things but that may not be always relevant in educational context so how to make our learning more attentive more relevant more you know more you know positive more positive in terms of outcome in terms of its impact on our behavior so authentic learning is not just about taking new knowledge and field for oneself.

So authentic learning does not mean only learning new subjects new content and new knowledge new skill for our self only for our self only but is more about developing the capabilities but is more about developing the capability to give once unique contribution to others so here we also remember that we are not just learning for our self for gaining knowledge for our own benefit but here we have to share it with others.

We have to contribute for the development of others we have to distribute it we have to share it so we have to develop that capability to give one unique contribution to order like whatever is our knowledge skills and attitude we have develop we have acquired now how we can share it how we can contribute.

How we can distribute among others how to how we can empower others performance how we can groom others and posture of this here we improve the performance of our students our fellow colleagues fellow staff etc so authentic learning is not just acquiring the knowledge for our own benefit for our own self but going beyond that.

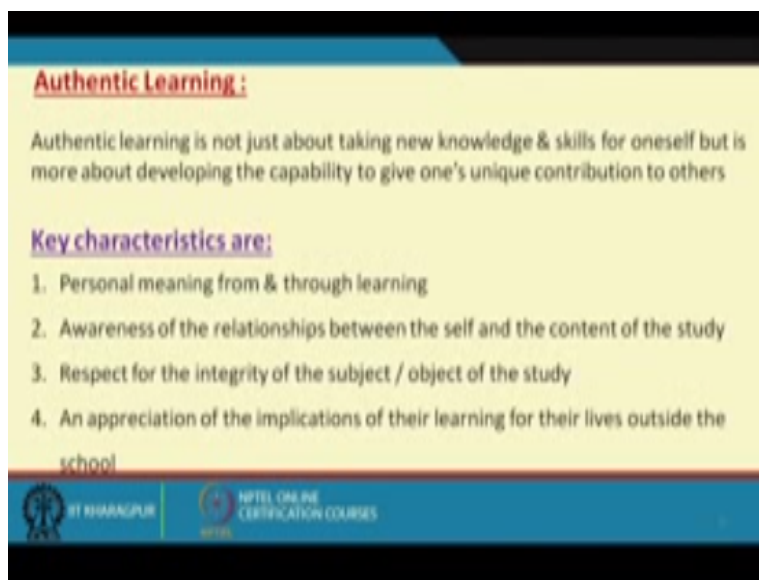
That means sharing that knowledge helping others grooming others nurturing others announcing others of a capacity that is capacity building knowledge generation knowledge's sharing knowledge dissemination for all kinds of purposes so here in the present is authentic learning is a you know as the concept of the new paradigm of Education new paradigm of today's 21st century education then what are the characteristics features of authentic learning yes definitely we have to we have to map it in terms of some specific qualities features etcetera like personal meaning from and through learning.

So the key characteristics of authentic learning is that whatever we learn whatever knowledge we gain we must get some personal meaning out of that from learning and through learning whatever we are learning from this situation from the context from the sources from the technology from the from others and through others learning when we become a part of that learning process so when we are engaged in that learning process and from which source we are learning.

And it must definitely attach personal meaning to that learning second is that our types of the relationship between the self and the content of the study so whenever you need in initial stage whenever we select a subject to identify a course we select the subject the content and we just go through the overview of that course and we'll go through the content or content outlines.

The brief overview of that course and then we try to find the meaning out of it like how it is going to so always we try to establish a we should be aware of establishing that relationship between ourselves and the content we are going to state then only it will become attending then third is that.

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Authentic Learning :

Authentic learning is not just about taking new knowledge & skills for oneself but is more about developing the capability to give one's unique contribution to others

Key characteristics are:

1. Personal meaning from & through learning
2. Awareness of the relationships between the self and the content of the study
3. Respect for the integrity of the subject / object of the study
4. An appreciation of the implications of their learning for their lives outside the school

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Respect for the integrity of the subject or object of the study whatever subject we study the economic study trying to meet geology whatever we must have respect for the integrity of the

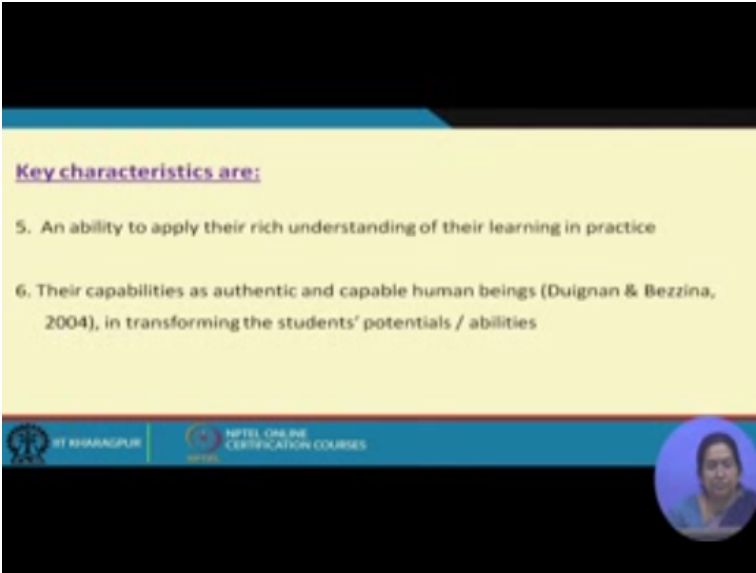
content the decision for the discipline we must respect and we must have the we must respect the depth the depth of the discipline the integrity of that discipline subject that object of the study that goes so we must have respect for.

The discipline access for the subject for the content had how its relevant in different years of life so that respect love establishing a relationship these are very important for authentic learning the next year and an appreciation of the implications of the learning for the light outside school on the college's like when we are relating ourselves with the subject with the content and when we explore how vast our discipline is how useful it would be how that filter.

The depth of knowledge the wisdom that remains etc then at the same time we can think of it not just for the examination for the you know for the degrees or for the qualifying the exam we are learning but how it can go beyond that classroom atmosphere or the degrees or the economic environment how by using those things.

How we can improve our life's how we can improve or the lights of others how you can improve the quality of life how we can improve the quality of our behaviors now our behavior our thought process everything which goes beyond the school which goes beyond the educational institutions so hence we need to have an appreciation for the implications of that learning of the subject content in order to make it more authentic more relevant and then you will fall.


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Key characteristics are:

5. An ability to apply their rich understanding of their learning in practice
6. Their capabilities as authentic and capable human beings (Duignan & Bezzina, 2004), in transforming the students' potentials / abilities

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Next so similarly the next characteristics are again an ability to apply the reach understanding of their learning in practice to an ability to apply the reach understanding of the learning and practice now when we are learning a subject and in that particular discipline how the people the practitioner we're using there are that means they are applying it in different context in the environment in different years of life now we will also try to adopt that thinking that ability to apply those reach understanding and the depth of the knowledge and the practices in our life.

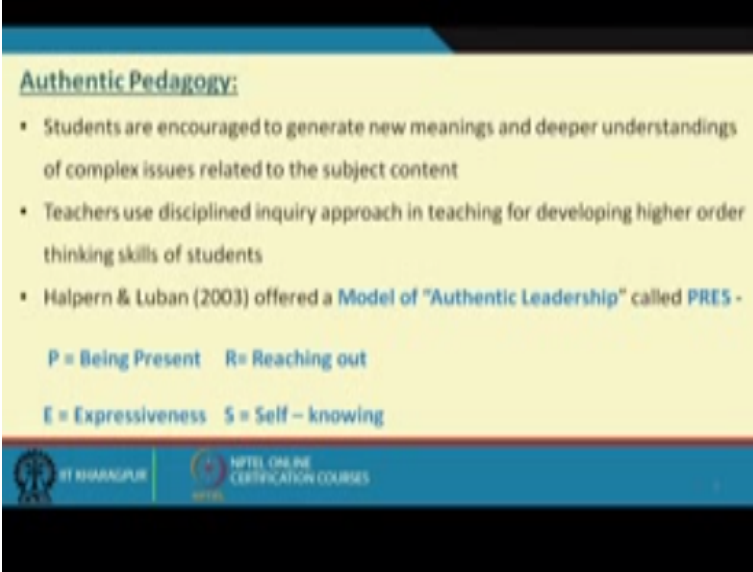
Spears also and again their capabilities are authentic and capable human beings like whoever are the practitioners of that subject that discipline that content etcetera and how what are the specific qualities what are the special abilities capabilities as and how authentic their how capable human being are how many achievements there are achievements we have already got in their life their aspirations their professional conduct their behavior and their behavior.

The contribution to the society there you know there are innovative talk so all these things we have also to and now have to analyze it to in order to map their capabilities in order to you know in order to identify in order to you can say you make it also to sometimes omitted also their capabilities and being the authentic leader authentic learner authentic human being authentic you know stalwarts in the discipline.

In the discipline and as at the same time in transforming the students potential and abilities and whatever we get whatever we give in to that subject content the discipline etcetera and how to how by using this I buy a plane leaves in our educational context in our professional practices how can we improve the students potentialities how can we completely transform their abilities how can we completely transform their behavior their values their ethics you know their thought process and their abilities.

So here whatever we learn we gain we acquire we have to talk from it we have to deliver it we have to share it with others in modifying in improving others behaviour their potential and so ability so it is a kind of not only to take off from the society but to give also such a kind of gear and relations is ongoing learning cycle is sharing of the knowledge is the stimulation of the knowledge the here comes.

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Authentic Pedagogy:

- Students are encouraged to generate new meanings and deeper understandings of complex issues related to the subject content
- Teachers use disciplined inquiry approach in teaching for developing higher order thinking skills of students
- Halpern & Luban (2003) offered a Model of "Authentic Leadership" called PRES -

P = Being Present R= Reaching out
E = Expressiveness S = Self – knowing

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When we talk about an authentic leader authentic learning then automatically have anticipate that would be conversing authentic pedagogy so what are those authentic the criteria of the authentic pedagogy like students and are encouraged to generate new meaning and deeper understanding of complex issues related to the subject conduct their authentic pedagogy means is not just it is you know emphasizing on how to you know how to learn.

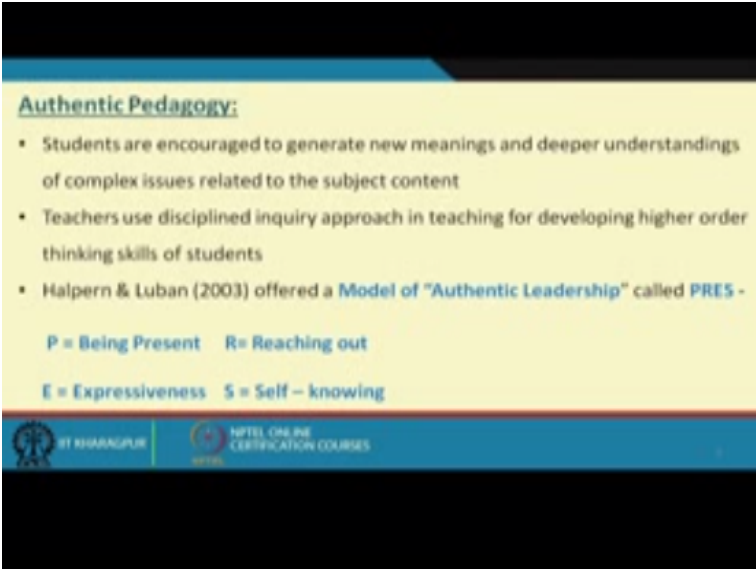
The content only or how to remember how to apply the content in different fields in the different situation but to have a deeper meaning to have a deeper understanding of that content to have our individual interpretation of that content and how we can construct and reconstruct that contained again and again for getting more meaning out of it so here in this sense we encourage the students to generate the meaning to generate the new interpretation to generate the deep understanding of that content of that content and often also to deal with the complex issues sometimes what happens with the different content some complex issues are also involved in.

So if you have constructed and reconstructed your own learning experiences and you have interpreted the content in different meanings you have added your own meaning you have gone

to the depth of for that content so definitely you can you can understand the critical issues the very complex issues related to that subject context like for example suppose for example of the democracy.

Democracy is the content democracy is their content in that content we are learning different kinds of democratic form of government democratic practices democratic the various theories you know inability practices etc so it's multiple applications multiple implications multiple practices you know critical review you know its current trend etcetera so in that context if you have already developed depth under understanding in that topics suppose on democracy or any kind of topic that definitely we can easily understand the complex issues related to that subject.

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The next is the teacher use discipline inquiry approach in teaching so what is the discipline incredible for example that is there are different approaches of learning different approaches of teaching etcetera but let inquiry-based approaches that always you try to discover uncover the we learn to relearn the discipline again and again so teachers need discipline inquiry approach all the time they ask the questions different kinds of questions what how why when where it's all kinds of so.

The continuous inquiry is going on continues and queries going on but the teachers needs discipline inquiry approach if they try to inquire they try to explore they try to either discover the new things or they know the new things within the discipline within that frame or within the

discipline so teachers new inauthentic pathology teachers are not at all complex and there are no not at all traditional orders confined to their books and the main us of materials etcetera.

But the whole time they try to explore the new things explore the new thing in by adopting an inquiry approach and inquiry approach in teaching for developing higher-order thinking skills of the students you know in thinking also in cognitive domain we have the different higher team from the very simple to the high very highly complex level like from the very simple we can say that when we when we did certain tense we try to understand it or remember it etcetera.

These are the very preliminary or try to unknown memorize it this is a very clean preliminary level of thinking but when we go beyond that like when we try to apply that knowledge in different contexts we applied that knowledge in solving very various problems then we go beyond that then we again critically analyze it critically analyze it critically evaluate it and reconstruct and we come from that learning that content and again by critically evaluating etc.

Construct in other than in we beyond and we add something new we create we generate the new knowledge new from a new subject content so then it becomes a creative knowledge creative thinking creativeness and a creative thinking you can see the highest level of cognitive and thinking or higher order thinking skills our highest level of communication on cognitive thinking so here our focus in authentic pedagogy of focus of the teachers focus is on.

How to stimulate how to develop higher order thinking schemes of the students the fullness the students will not be only satisfied with only the prescriptive kind of content and this and that or whatever it is available whatever the it is easy to remember whatever it is easy to apply or it's better but to go beyond that so that they can think beyond well beyond the content beyond the metrology beyond the practice etc that means they can think of that content beyond the you know critical evaluation.

They can create they can add down they can innovate they can design they can redesign so in that way they can generate the known knowledge so our purpose being the teacher by adopting the pathology we should develop the higher or we should stimulate the higher-order thinking process of the students now in this context Halpern and Lubell.

The authors they have developed a model of authentic leadership we have developed a model of authentic leadership so they call it as PAES and P stands for being present so R for reaching out

E for expressiveness and S for self mode so with this PAES model they have developed a authentic leadership model PA means being present so the P means the component defines that the authentic leader is always vigilant is very active and bigger and stays in the present he is always present he only being present in the reality present reality present context so being present in the reality looking for the future.

Second the goals and objectives and designing the action plans etc that means these are the criteria's or qualities of an authentic leader second reaching out that is what his network his network sales professional network beyond the school community beyond the college community beyond the university community and we can reach out he has a real because he can easily reach out to the people because in any corner of the world so this is out to everybody and anybody in.

The society in the globe in this world so reaching out so he so that is are sometimes in our organizations in educational tripping we have we're used to organize outreach programs outreach programs in whatever you are doing etcetera how we can implement it for the social benefit for the welfare of the community welfare of the weakest section welfare of the postal etcetera so that is called a outreach programs.

So similarly the authentic leaders authentic leaders they reached out to the affix on every section of the community every section of the society that reaching out you can easily reach out you that and see if they have developed such a mechanism so that they can easily reach out to every corner every section of the community every industry every organization etcetera.

So that outreach opportunity outreach you know area outreach avenue is very large second is an expressiveness in terms of expressing that thought they don't you know they don't innovate they don't suppress that things whatever they think right there will they always communicate the reasons and missions their goals and objectives so they're very expression in terms of not only communicating but not only communicating.

But also influencing the that but also persuading others but also you know understanding others but you know convincing others but more also motivating others so they are very expressive in terms of using the communication the communication skills in different days for different purposes for bringing the positive changes so that is the expressiveness is another table and self-

knowing whatever decision they take even though they have taken it democratically after a lot of analysis you know discussion etcetera all the time they reflect upon it the same thing.

Whatever they do they know why they are doing it how they are doing it and all standing they keep on reflecting on their on the decisions their outcomes and then its impact on others the self knowing so well their interpersonal knowledge interpersonal intrapersonal relationship interpolation personal knowledge is very clear very totally clear very thorough in their part they are the clarity in the reason decisions action actions and statements etc.

But if false they know themselves much better they ask many questions being the reflective practitioner being the reflective thinker so these are the four components that is the P being present in the reality and reaching out to the people or any section of the community then being very expressive communicative influential persuasive etcetera and knowing themselves better knowing them knowing their decision knowing their actions with better clarity etcetera with these four pillars we can establish some a model of an authentic leadership.

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Grooming Capable & Authentic Leaders

- What are?
- Authentic leaders' capabilities- beyond simply processing knowledge, skills & demonstrating these in teaching-learning contexts

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The next so here comes before going to the next lecture now we need to now we need to reflect upon our own thing own educational institution own educational practices etcetera and suppose if suppose if you want to be an teacher if you want to aspire to be an academic professional to be in educational and situation is anything we want to work in the R&D sector of an educational institution.

So we need to we need to analyze these components is a very relevant in the present in the context but how can we develop a learning culture how can we develop the authentic learning how can we develop authentic pedagogy and moreover we need the authentic educational leaders authentic education leaders for you know for bringing such a paradigm shift in our education system to make it more effective and more efficient and more successful in every endeavor thank you.