

SCHOOL LEADERSHIP DEVELOPMENT PROGRAMME

A Handbook for Capturing Most Significant Change in Schools



National Centre for School Leadership
National Institute of Educational Planning and Administration
(Deemed to be university)

**Workshop on the Orientation to School Leadership
Academies for Implementation (2019-2020) and
Assessment Framework**

Revised and finalized version after the workshop, September 9-11, 2019

**A Handbook for Capturing
Most Significant School Change
due to the intervention of
School Leadership Development Programme**

**National Centre for School Leadership
National Institute of Educational Planning and Administration,**

New Delhi

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I. Introduction

Ever since 1980s, empirical evidences reiterate that school effectiveness studies emphasise that school leadership is a significant factor for bringing about school change and principal is the primary agent of school change. Research studies show that school leadership constitutes 25 percent of the total effect on student learning which is second only to teacher quality. Teacher quality is considered to have the maximum impact on student learning constituting 40 percent of the total effect on student learning. Studies also reveal that while school leadership has direct effect on creating conducive environment for students' learning at the school level, they veil an indirect effect on the classroom processes where learning usually takes place directly through an the interactive process between teacher and students.

Given the importance of school leadership for achieving school quality, it is necessary to capture the leading processes more so in terms of lessons learnt as a leader, impact of good practices and innovations, insights from leadership practices, transformative agenda on teaching learning processes, the proven efficacy of school administration and management, working in teams, building partnerships with different stakeholders and so on. Nevertheless, capturing the art of leading also has to be examined through the ongoing school Leadership Development Programme (SLDP), which is one of the thrust areas under SSA, RMSA and the now Samagra Shiksha. Such an exercise facilitates in constructing a knowledge base on the school leadership in Indian context and later for its dissemination.

The traditional methods of capturing data through predefined indicators, schedules, questionnaires, or survey prove inadequate to capture the ongoing transformations during the period of implementation. In other words, the monitoring and evaluation of the programmatic intervention needs a perspective shift because we cannot wait till the completion of the programme and then evaluate it. A suitable technique that essentially captures the changes during the programmatic intervention is crucial as school heads are directly involved in this programme. A unique method called "Most Significant Change" will be applied, which is a qualitative technique to evaluate the programmatic intervention. Hereafter it is called MSC, in short. The intent of the using the technique is two fold:

- Collect significant school change stories to assess the nature and scope of the impact of SLDP intervention in schooling processes.
- To study the various types of effects of school leadership on student learning processes.

A workshop will be conducted from 9-11 September, 2019 at NIEPA, New Delhi, wherein participants from all 27 states will participate to understand the MSC technique as well as to strengthen the process of its application to capture school change stories by vetting the technique in the workshop using a sample of change stories brought to the workshop from their respective states. Besides this, such an exercise will also help in ascertaining the efficacy of the SLDP in improving schools and student learning. Having set the background for the workshop, this handbook will discuss the broad outlines of the MSC which will be presented and shared with the participants.

II. Method of Selection of Schools for assessing the impact of SLDP

School change stories are collected only from government schools whose HMs/principals have undergone SLDP in the states and UTs in India. This year, the MSC technique will be implemented on a pilot basis covering 100 schools in each state. In larger states such as Uttar Pradesh, Bihar, Madhya Pradesh and Maharashtra the number of schools may extend to 150 to 200. All states are also free to choose beyond the specified number of 100 schools also depending on the decision of the School Leadership Academy in the State. It would be advisable to capture the significant changes from **schools whose school heads who have undergone the training in the last two to three years, i.e. from 2016-17 onwards.** The selection of the schools may be prioritized in the following manner:

1. Choose all the schools which have participated in the 2+2+2 cycle after completing 10 day capacity building programmes or one month certificate course on School leadership and management conducted in Face-to-face mode (60 percent of school heads, approximately)
2. If the first Criteria is not applicable in states where 2+2+2 cycle is not implemented, (or if the schools do not total up to 100), then choose those schools from where school heads have participated in either of the two capacity building programmes conducted in face-to-face mode and have carried out school changes on their own after the completion of the capacity building through SLDP (30 percent, of school heads, approximately)
3. Also, capture school change stories from those who have undergone online course on School leadership and management and have obtained certificate (the list of persons completed the online course will be shared with NCSL with the states) (10 percent, of school heads, approximately)

III. Most Significant Change Technique: Concept and Application

The Most Significant Change (MSC) is a form of participatory technique to evaluate and monitor interventions and programmes. In this, those who initiate the change in the form of programmes, projects are also involved in deciding the change stories to be recorded and later studied. It occurs throughout the project/programme period. Hence, it provides information for people to manage recording the change systematically. It can also be used to assess the impact of the programmes/projects such as SLDP.

Key features of Most Significant Change Technique

- MSC does not use predefined indicators especially one to be counted, and measured.
- The change is captured in the form of stories in terms of who did what, when and why, how and the impact of the change on oneself and also on others.
- All stakeholders involved in bringing about change are considered to collect the stories along with the requisite evidence/s.
- These stories are studied and analysed to identify the most significant change that has happened.
- Stories are collected mostly from those who were directly involved in implementing the change processes.
- Simple questions are asked which would inspire them to share their stories of change experienced, witnessed, and shared by teachers, students, parents and community.
- The respondent chooses the domain to tell the story/ies of change.
- These stories are recorded as they are told to the respondent without being interpreted.

Stages of Most Significant Change

The steps described here are mostly drawn from works of “Tools for Knowledge and Learning”¹ with suitable adaptations to fulfill the objectives of knowing the impact of school leadership processes on student learning in Indian context. These steps are categorized into 4 stages for our convenience. These stages are:

- 1) Preparation for collecting Significant Change Stories
- 2) Collection of Significant Change Stories from the field
- 3) Identification of the MSC story

¹ <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/6383.pdf> accessed on 2/5/2019

4) Systematic documentation of MSC stories

Each stage is explained in detail for implementing MSC in the states.

Stage 1: Preparation for Collecting Significant Change Stories

Introduce a range of stakeholders to MSC. Constitute panels of experts at the state and school levels.. If the states are bigger such as Uttar Pradesh, Bihar, Madhya Pradesh, Maharashtra, Rajasthan, then, constitute expert panels at the district level also similar to that of State level expert panel.

Constitution of State level expert panel and school level panels in all states

Members of State level expert Panel*	School level Panel
1 Coordinator for the state from NCSL at the national level	10 % of total teachers in the school
4 SRG facilitators trained in SLDP	3 SMC members of the school
1 Samagra Shiksha coordinator in the state for SLDP	10 students from each class.
2 Representatives from SLAs	5 other Community members / local leaders interested in school education
2 Representatives from department of education	1 Cluster resource Coordinator
1 NGOs working in the area of School leadership	1 Member from state expert panel

*The district panel will be formed on the same lines as State level Expert Panel. However, there will be no member from NCSL in the district panel

Since MSC is participatory in approach, the stories have to be collected and discussed together especially within the school.

Role of State level Expert Panel

- Take the lead to collect ***Significant Change*** stories in the state
- Develop simple and flexible formats to collect change stories consulting district and school panel.
- Guide and support the district and school panel members for collecting stories
- Discuss the direction of collecting ***Significant Change*** Stories with district and school panels.
- Plan the process of forming the school Panel for collecting the school change stories in the state and describe them clearly to be conveyed to schools.

- Select the members who will lead the collection of MSC stories in the state.
- Expert panel has to collect the details of members of school panels in the states and maintain a data base.
- It has to conduct periodical meetings with school panels to ensure that timely collection of evidence based school change stories.
- Expert panel members are expected to clarify the doubts whenever school panels have doubts while collecting change stories.
- While reviewing, analyzing and identifying the stories at the state level by the expert panel, a quorum of at least 5 members should be maintained.
- Guide and Handhold the school panels to do a situational analysis of the school before they began to implement the SLDP. This has to be carried out before starting to capture the Significant Change stories.

Role of the District level Panel

The role of the district level panel will be similar to that of the State level expert panel. The convener will be the District Education officer of the concerned district. However, the district panel will not have representation from the state coordinator of NCSL.

Role of School Leadership Academy in MSC

Director in charge of SLA in the state will be the convener of the state level expert panel. Following are the most essential duties to be performed:

- Takes the lead to form the state level expert panel as per the guidelines given in the preparatory exercise in this handbook on the formation of the panels in Stage 1 (refer to page 5-6).
- Works closely with the state expert panel in implementing the MSC for collecting change stories as a result of SLDP intervention.
- Participates and leads all the activities of the state level expert panel in the state.
- Works in close coordination with the State Project Director of Samagra Shiksha, programme officers at state and district levels, besides directly guiding the school heads for implementing the MSC technique in the State.
- Shares information with SPD Samagra Shiksha and Secretary, School Education on the progress of studying school change using MSC due to the SLDP intervention

- Ensures that school level panels are formed in all schools chosen for implementing MSC technique.
- Rolls out the MSC technique and ensures the completion of the MSC process until all four stages of MSC are completed for the state within the specified time.
- Name, designation, email id, and mobile / phone numbers of members of the expert panel will be shared with NCSL after the formation of the expert panel at the state level. It has to be shared on the following email id: ncsl@niepa.ac.in with a copy to mythili@niepa.ac.in and sunitachigh11@gmail.com.
- Collects the details of the members of the school level panel applying the MSC technique at the school and district levels.
- Systematically document all the discussions and minutes of the meetings conducted. Share the Minutes of the meeting regularly with Director, SCERT / SIEMAT who is the convener of the SLA, secretaries of both elementary and Secondary school education, SPD Samagra Shiksha, District Expert panel convener and School panel conveners. And NCSL, NIEPA at mythili@niepa.ac.in

Role of the persons attending the workshop from 9-11 September 2019 at NIEPA on MSC

- The persons (two persons in case of expert called from the same state) who are attending the workshop from 9-11 September 2019 at NIEPA will take the lead in their respective states under the directions of the convener in the state, i.e., director SLA, and Dr. N. Mythili, Assistant professor at NCSL, NIEPA who is leading this work.
- They will give the updates from time to time on the roll out of MSC in their state to NCSL on email: ncsl@niepa.ac.in with a copy to mythili@niepa.ac.in
- These persons will intensely involve in implementing the MSC technique in their states working closely with the state level expert panel, district and school level panels.
- Any other activity that comes from time to time.

Role of School level Panel

- Members will actively engage in collecting school change stories
- Conduct weekly meetings to review the progress of the collection and direction of collecting stories
- Review the themes on which change stories are collected
- Identify the gaps and adjust the direction of collecting stories.

- Organise meetings to discuss change stories to be considered significant enough.
- Probe every story deeply to know the details as well as to eliminate fictions -Significant Change Story.
- Identify three significant change stories for the school.
- Systematically document the change stories with evidences to support the claims. (photos, videos, face book details, blogs and websites, URLs, oral and written narratives recorded)
- Share it with state expert panel.
- Principal of the school will be the convener of the School level Panel. A quorum of 10 members to be maintained while deliberating upon identifying the significant change story.

Stage 2: Collecting the Significant Change Stories from the field

Step 1: Identify and define the domains of change

In this step the persons from whom the change stories are to be captured and the critical themes in which the changes are to be captured are listed

Domain 1: School leadership practices and perspectives for student learning

1. Perspective on school leadership according to school head
2. School administration
3. Introducing innovations in the school
4. Technology and school improvement
5. Team work and collaboration within the school

Domain 2: Teaching-learning processes for student learning

1. Teachers' engagement in the teaching-learning processes
2. Innovations in teaching
3. Use of ICT in teaching-learning processes
4. Teachers' engagement in the overall schooling processes
5. Students' engagement in teaching-learning processes.

Domain 3: Child Focus

1. Addressing the needs of Children
2. Sports, games and co-curricular activities for children
3. Student learning outcomes
4. Participation of students in competitions
5. Children's liking the MDM served

Domain 4: Community –School relationship for student learning

1. Participation of community/SMC in the school
2. Participation of parents in the school

Step 2: Developing a set of indicative questions

Develop indicative set of questions to identify the Significant Change stories. This also serves as flexible format to capture the change stories. Collect as many change stories as possible from a range of stakeholders and change agents at the school level - teachers, students, parents, SMC members, cluster resource coordinators, block resource coordinators, other leaders in the community interested in education and school heads. Indicative questions to identify the significant change stories are:

General questions

- When did you observe the change first?
- What was the reason for initiating this change?
- Why did this reason arise?
- Who initiated the change?
- How did you as a school head arrive at the process of deciding which change is better suited?
- How did you go about implementing the change?
- What is the process/plan/actions you took up?
- How long have you observed the change?
- How many times the changes have occurred? Were they different from each other or were they incremental in nature?
- What are the ways in which SLDP has influenced school changes?
- Any other information you find relevant to mention

Indicative questions for Principal / HM

- What changes did you see in yourself through SLDP and among your colleagues in the school?
- What was the reason for initiating the school change?
- Why did the reason arise?
- How did you involve as a principal / HM in changing your school?
- What was your plan of action? How did you plan? Who were involved in planning?
- How did you go about implementing the school change? Where did the change take place?
- How did you involve teachers in the school for transforming school? What did s/he do?
- In what ways did community members, SMC and parents participated in the process of school change?
- What innovations did you initiate in the school? What is the impact they have had on school transformation?

- What was the nature of your focus on changes introduced in teaching-learning processes?
- What was your critical area of focus for changing school for improving quality?
- How did you attempt to improve student learning after you underwent the capacity building programme of SLDP?
- How did you convince the higher officers before initiating the change?
- How long did the change sustain?

Indicative questions for Teachers

- What changes do you see in the school after your principal underwent SLDP?
- How have you been involved in these changes initiated by the principal?
- What changes have been brought about in the teaching –learning after the principal/ HM underwent SLDP?
- What is your view on these changes? Are they simply changes or significant enough to improve student learning?
- Due to the changes in teaching-learning processes, do you observe that children take more interest in learning, have they improved in learning? Do they interact more?
- What changes have you initiated in the teaching learning process? Why did you initiate them? How did this idea come to you? In what ways do you receive the support the receive from school head?
- How do you involve with the school head when he is making changes in the school?
- Which school leadership practice influenced the school change significantly? Did it help in improving student learning in all classes?
- Why is this change significant for you and the school?
- How did the principal’s leadership influence this change?
- Which are the areas of change you noticed? How long did the effect of change felt? What was its intensity? Any evidences?
- Who was benefitted the most due to school change initiative?

Indicative questions for capturing stories from children

- What do you like the most in the school?
- When did it start? How did it start? Where did it start?
- Why do you like it? Who is doing it?
- Can you draw a picture of the change and describe?
- Can you write a story of how you felt?
- Do you want to write a poem about it?
- What changes in the school have helped you the most? How?
- Are you happy with these changes? Why?
- Who made these changes?
- What difficulties did you face in the school before these changes?

- What is your suggestion to improve?
- Do you talk to principal / HM directly? Can you meet the principal / HM if you have a problem?

Indicative questions for SMC/Community/parents

- What changes have you witnessed in the school in the recent years?
- Why do you think these changes have happened?
- Whether these changes have helped the school and children?
- Since when did you start involving in the school's activities? Why do you do so?
- Whether the school is able to give requisite importance to student learning?
- What is your take on the school's influence on your village?
- How have the changes happened over time? Can you describe?
- Where did these changes take place?
- Which school leadership practice influenced the school change significantly? Did it help in improving student learning in all classes?
- Why is this change significant for you and the school?
- How did the principal's leadership influence this change?
- Which are the areas of change you noticed? How long did the effect of change felt? What was its intensity? Any evidences?
- Who was benefitted the most due to school change initiative?

Step 3: Execution of MSC by the expert Panel in the state

Besides the guiding members of school and district panel members to collect stories etc, it is also necessary for the expert panel members to involve with district and school level panels in collecting Significant Change stories at least to some extent. By doing so, the expert panel members will have a fairly better understanding about the change scenario due to SLDP intervention in the state. It facilitates them to develop a higher level of clarity on what constitutes as the most significant change story for the state. They must also involve with the district panel in collating and organizing the change stories according to different domains identified for the purpose. It helps to ensure commitment for studying the impact of SLDP. In order to provide the overall state level scenario on the implementation of SLDP, the expert panel also has to study the following:

What is the extent of cover of school heads achieved in the state since the beginning of the capacity building programme in 2013 until now? Capture the coverage in terms of actual numbers as well of percentage of school heads at elementary and secondary/senior secondary level, separately. Certain indicative questions are provided:

- How SLDP has influenced the school education system in the state?
- What are the critical observations in your state with regard to SLDP?
- How SLDP has impacted the schools and school heads in the state?
- Whether the Significant Change stories reflect the impact of SLDP in the state? If so How?

Collect the views of critical implementers of SLDP in your state:

- Secretary School Education
- Director of SCERT / SIEMAT where SLDP is implemented?
- SPD, Samagra Shiksha
- Nodal Officers of SLDP in the state
- Programme officers at state and district level looking after SLDP in the state
- State Resource Group members in the state
- Any other

Stage3: Identifying the Most Significant Change

State level expert panel is entrusted with the responsibility of identifying the most significant change. Firstly, it has to collect the change stories from all schools in the state. It may be 50, 100 or 1000 or 5000 stories. All these stories have to be considered for identifying the MSC story. This stage of identifying the MSC story consists of three steps. These are briefly enumerated:

Step 1: Reviewing the stories

- One of the member reads the stories aloud
- Others listen and make observations.
- Members raise questions and discuss to clarify the glaring gaps in the story.
- Screen and select for further studying
- Objective of the change story

Step 2: Analyse for the content and authenticity

Use Narrative analysis to study the content and its authenticity. Some of the indicative questions to begin the process of narrative analysis are:

- How frequently change has occurred?
- Whether the change sustained for at least 6 months?
- Is it one or more changes that were observed?

- Whether the changes are significant enough? Identify using evidences
- How are the different changes connected to each other?
- How did different individuals influence change?

After probing the story using the questions, study the story again to probe into the implied meaning or significant features of the study. Use the method of 5 Why-s to arrive at a decision about the robustness of the story.

Step 3: Filter the stories

- Filter the change stories by applying using authenticity of the story, impact of the change, diversity in visible changes, outreach in terms of numbers, intensity of the impact, clientele groups targeted, etc.
- Adjust the direction of filtering process while studying the stories
- Visit the schools for physical verification – check for strength of evidences
- Provide at least 5 robust reasons as to why the story can be called Most Significant Change Story.
- Not more than 2 or 3 can be labeled as MSC story

Stories under different perspectives can be compared to authenticate and identify the significant change story due to school leadership for improving student learning at district and state levels.

Factors to keep in mind while collecting and analyzing stories

- Quantify at least vaguely about frequency of the changes taking place in these domains in every school.
- Capture the nature of further minor or major modifications taking place in these change processes over time.
- A change occurring in one domain may influence a change/s in other domains as well. Capture these changes as well. It is important to examine these relationships occurring in different domains.

For example, improving teacher-parent relationship may lead to higher participation of students in the teaching-learning processes within the classroom. Resource mobilization for the school from the community may attract parents, SMC members and others to lend their hand in improving school's physical environment by directly working with school heads. The process of identifying the MSC story is also iterative involving several rounds of analysis and filtering.

Stage 4: Document the MSC stories

- Categorise the MSC stories under different themes within the domain of school leadership for student learning. Name the themes
- Define the domain and themes within it loosely depending on the state's context.
- Organise the stories systematically within each theme
- Create free flowing MSC stories.
- Similarly document other Significant Change stories as well, separately.
- Disseminate the information through conferences, presentations on various platforms.
- Share it with schools to continue the reform processes for improving student learning.

In short, MSC provides data on outcomes and/or impact of school change initiatives undertaken in the school and led by the school head for improving student learning due to the intervention of SLDP in the schools.

IV. Caution while using MSC

- Glorification of change stories in terms of only success
- Personal biases in interpreting a change as Most Significant Change
- To be cautious while collecting stories that are not based on perceptions but on evidences and internal transformations at psycho-social level happened in the individual

V. Formats to capture the MSC in schools

The stories and information have to be collected from as many stakeholders as possible with regard to your school. The results of MSC will be used for a number of purposes including:

- To identify areas which need improvement or change
- To learn what has already been achieved
- To help understand what is important to teachers, parents and students for improving students' learning.
- To acknowledge and publicize what has already been achieved.
- To capture success as well as failure stories
- To draw a plan of action

Checklist of formats for capturing change stories

- 1) Details of the story recording person
- 2) Details of the School where Significant Change observed
- 3) Community characteristics where Significant Change was observed
- 4) Information about Story Teller
- 5) CONFIDENTIALITY
- 6) Common Format to capture the Significant Change stories from Principals , teachers, parents, community leaders, SMC members, children.

Refer to Annexure for data capturing format. After all the stages of MSC are completed, write a report on the MSC carried out for SLDP. The format and chapterisation for report writing is given in the annexure.

VI. Time lines for implementing MSC in the states

Stage 1: Preparation for collecting SC stories

(Second week of September – second week of October, 2019 = 30 days)

Formation of the expert Panel at the district and state levels: The expert panel to be constituted in about 15 days after the completion of the workshop i.e. by the second week of September, 2019.

Formation of school Panel: To be completed within 20-25 days after attending the national workshop. i.e., end of September 2019

Conduct orientation workshop for the school panels: Orientation workshop for school panels is going to be conducted for collecting school change stories within 15 days of forming the school panels, i.e., latest 15th October 2019. It is requested to conduct two days workshop for all schools selected for MSC and orient them in MSC on the lines of the national workshop carried out at NIEPA on 9-11, September 2019 with a focus on practicing the use of MSC technique.

Stage 2: Collection of Significant Change Stories

(Second week of October – end of November = 45 days)

1. Collection of Significant change (SC) stories by the School Panel: School panels to complete the process of collecting school change stories **within 45 days**. By the **end of November 2019** complete collecting SC stories.
2. Documentation of SC stories by the school panel: Schools to prepare a final booklet along with supporting evidences narrating the significant change stories for sharing with the expert panel by the **end of November 2019**. This booklet should have a detailed

write-up of stories as narratives rendered by different stakeholders with supporting photos, audio recordings and videos, and social media. Share the significant change stories with the state expert panel immediately.

(Note: Collection and documentation of SC stories will go simultaneously even though they are distinguished as two different tasks for the purpose of assessment)

Stage 3: Identification of Most Significant Change Stories

(Entire month of December 2019 = 30 days)

Identification of MSC at the State level: Within one month of receiving the stories from school panels, expert panel has to start the review of all the school change stories collected and identify the Most Significant Change story/ stories for the state. i.e., by the **end of December 2019 for the entire state.**

Stage 4: Documentation of Most Significant Change Stories by the expert panel for State

(First three weeks in January 2020 = 21 days)

The state expert panel will develop a report on the Most Significant Change Story for the state evidenced due to the intervention of the SLDP. In addition, it will also document on the processes by which the SLDP was implemented in the state since its inception. It includes the discussions held, state's perspective on the SLDP, workshops conducted, implementation of SLDP for all school heads in the state and so on. The expert panel will also list out the challenges and issues faced, the impact it has made on the schools from its own perspective by talking to SPDs, State coordinators of SLDP, directors of SLAs, members of the State resource group members (SRG) who are regularly involved in the capacity building of school heads through 16 day programme, one month certificate programme, online SLDP courses carried out by NSCL and the state departments of education, the SCERT/SIEMATs where School leadership Academies are located. The expert panel also captures the views of DEOs, BEOs, programme officers of Samagra Shiksha and officers involved in SLDP earlier through SSA and RMSA in the state. This report also provides practical suggestions on the necessary changes to be brought into SLDP to deepen its impact on improving the leadership among school heads so that school improvement is hastened and students learn. See the annexure for the format of report writing and documentation of MSC for the state.

In all, the total duration for carrying out MSC is 130 days, approximately. The entire process should not exceed 120 days to complete documentation in all respects by both school and expert panels.

VII. Future Steps

After this, regional workshops will be held to discuss the MSC stories depending on the availability of time after the NISTHA programme. The dates and venue will be intimated to the states. Or a sharing workshop may be organized by NCSL at the national level for which all states and UTs are invited to present their Most Significant Change story/ies. In this national workshop, another level of review through intense deliberations to study the MSC stories is carried out to arrive at a change story for the national scenario on school change through school leadership.

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<https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/6383.pdf>
accessed on 2/5/2019

http://ccp.jhu.edu/wp-content/uploads/Suaahara_MostSigChangeStories.pdf

videos URLs on MSC

<https://youtu.be/-c4pwUYhsE4>

<https://youtu.be/-c4pwUYhsE4>

<https://www.youtube.com/watch?v=QAEWWAjlIps>

Annexure

Formats for capturing Significant Change Stories

1. Details of the story recording person/team of persons

Name of person recording story _____

Designation of the person capturing/ recording the story _____

Name and address of the organisation:

District _____ Block _____ State _____ PIN _____

Email of the person recording the story _____

Mob no _____

2. Details of the School where Significant Change observed

Name and Address of the school: _____

District: _____ Block: _____

Grama Panchayat to which the School belongs _____

Village name _____

PIN _____

Email for the school _____

Mobile no of the Principal/HM in the school _____

UDISE code of the school _____

Date of recording the story _____

School Category: P Only____ P+UP____ P+UP+S____ UP+S____ P+UP+S+HS____

UP+S+HS____ S+HS____ S only____ HS only____ UP only____

Total teachers in the school _____

Total Students in the school enrolled _____

Non-teaching staff _____

Location of the school: Rural ____ Urban ____ Semi Rural ____ Metro city ____

Urban Slum____ any other _____

3. Community characteristics where Significant Change was observed

Population of the village _____

No. of schools present in the village: P Only____ P+UP____ P+UP+S____ UP+S____
P+UP+S+HS____ UP+S+HS____ S+HS____ S only____ HS only____ UP only____

Predominant occupation in the village_____

Predominant region of the people living in the village_____

Dominant caste in the village _____

Geographical characteristics in which the school is located_____

- Most difficult areas (high altitude hilly/regions/desert/ Water _____
- Hilly region_____
- Forest area_____
- Costal area_____
- Dry land_____
- Draught prone_____
- Any other_____

Average Economic Status of the village (approximate collect from village records):

- More families with High income (25lakh and above per annum) _____
- More families with upper Middle income (below 25 lakhs but above 14 lakhs) _____
- More families with lower middle income (below 14 lakhs but above5 lakhs) _____
- More families with lower incomes (less than 5 lakhs)_____

4. Information about Story Teller/s

(Common format for all story tellers but information to be captured separately)

Name of storyteller: _____

Sex: Male/Female/others: _____

Age of the story teller: (Adult/school going child) _____(years)

If the story teller is a student, the standard in which s/he is studying _____

Email of the story teller: _____

Mobile number of the story teller: _____

Name and address of the school where the story is witnessed: _____

Occupation of the story teller _____

Work experience of the story teller in years _____

Category of the story teller (Put a tick mark against the appropriate story teller): Principal or HM in the school ___ Teacher ___ Students ___ Parents ___ SMC members ___ Other local leaders interested in Education ___ Cluster Resource Coordinator ___ State level expert (with designation and address)

5. CONFIDENTIALITY

We may wish to use your story for reporting to our partners, or sharing with other people in the region.

Do you (the storyteller): Allow us to write down your story and share it with others? (tick one)
Yes ___ No ___

Would you like to have your name on the story? (Tick one) Yes ___ No ___

Would you like to have your photo on the story? (Tick one) Yes ___ No ___

Format to Capture the Significant Change stories

Instructions

- Use the questions provided separately for principals, teachers, parents, children, SMC and community members from the descriptions given in stage 2
- Write a free flowing story separately for principals, teachers, children, SMC members.
- Students from upper primary onwards may be interviewed i.e., from 6th standard to 10/12 standard. Some indicative questions are given below to identify the significant change story from the perspective of the students

Begin the story collection with the opening statement:

Please take a few minutes to think about all the changes that have happened in the past three years. Which was the most significant change you witnessed?

Write the story here

Use as many pages as required. Support the story by collecting evidences in the form of videos, photographs, face book, oral and written documents, your observations, school records, etc. you may also take the help of CRCs and BRCs.

Consolidate the story on the following aspects. If any other important information is found suitable, add them too in the documenting the story

1. Contextual background and situational analysis of the School (social, cultural, economic, geographic, educational, demographic, political etc)
2. Reason for initiating the change
3. Describe the change in the school
 - Preliminary preparations/plans
 - Efforts initiated
 - Process of change observed
 - Any financial investment made in the change initiated / Zero investment
 - Influence of other programmes implemented in the school
 - Role of school leadership and significant school change
4. Impact of the change
 - Immediate/short term effects during the change – evidences
 - Visible effects after the change efforts are implemented (quantitative and qualitative changes) – evidences and their logical connection
 - Sustained change observed for some length of time – evidences and their logical connection
 - Feasibility of changes for improving student learning and school quality – instances
 - Multiple effects /ripple effects observed – evidences and their logical connection
 - Areas of Change witnessed

People, process, school institution

Intensity of change

Assimilation of change in the school's ethos, school climate and culture,
physical environment, teaching – learning processes

Attitudinal changes in people

- Limitations of the efforts initiated
- Advantages of the efforts initiated

5. Views expressed by the story teller about the change

6. Why the change is significant and Uniqueness of the change story

7. Observation by the story recorder

Report writing Format for capturing the Most Significant Change Stories
(To be used by the Expert Panel to generate the report for the state)

Title of the Report

**Most Significant Change Stories on School Leadership:
Implementation of School Leadership Development Programme in the State/UT
of (write the name of the state /UT)**

Initial Pages (order may be decided by the state as per the hierarchy)

1. Message from VC, NIEPA
 2. Message from NCSL, NIEPA
 3. Foreword note by the Minister of Education in the State
 4. Foreword note by the Secretary, School Education in the State
 5. Foreword note by SPD, Samagra Shiksha in the state
 6. Message from School Leadership Academy - Director SCERT/SIEMAT/SLA
 7. Message from the convener implementing MSC (in case director SCERT/SIEMAT) is not the convener in the state
 8. Any other deemed fit by the state
- Preface
 - Content list
 - Abbreviations
 - List of Members of State level Expert panel
 - List of members of District level Expert panel
 - List of members of School level panel

Chapters

- 1. Growth and development of School Leadership Development Programme for school education in(name of the State)**
(Trace the entire history of the SLDP since its inception in the state right from consultative workshops with the secretaries in the beginning to implementation over the years)
- 2. Most Significant Change as a technique to capture the impact of SLDP**
 - 2.1.Understanding MSC in the context of SLDP for the state
 - 2.2.Scope and significance of MSC for the state
 - 2.3.Steps of MSC adapted in the state
 - 2.4.Any other deemed fit for the state
- 3. Implementation of Most Significant change Technique for assessing SLDP**

3.1. Description of implementing Stage 1: Preparation for collecting Change Stories

- Process of formation of Expert Panel at the state level
- Process of formation of Expert Panel at the district level
- Process of formation of School Panel at the school level
- Roles and responsibilities of Expert Panel as adapted by the state
- Roles of Responsibilities of District Panel as adapted by the state
- Roles of Responsibilities of School Panel as adapted by the state
- Roles and responsibilities of experts and SLA coordinators of SLDP
- Brief report on the orientation workshop conducted for the members of the school panel in the state for implementing MSC

3.2. Description of Stage 2: Collection of Significant Change Stories from the Field

- Planning for collecting Significant Change stories
- Domains and their themes identified for collecting MSC
- Description of the processes by which change stories were collected
 - Involvement of expert panel members to collect change stories:
 - Guidance provided for collecting stories
 - Involvement with the schools in collecting stories
 - Interaction with stakeholders while collecting change stories
 - Interaction, collaboration and networking with education functionaries to collect change stories
 - Insights drawn while collecting change stories

3.3 Description of Stage 3: Identification of Change Stories

- Step 1: Reviewing the stories
 - Processes and planning adapted for reviewing the stories
 - List of significant change stories selected for further study
 - Insights drawn from step 1
 - Any other aspects deemed fit to be included
- Step 2: Filtering the stories
 - Planning for filtering the stories
 - Processes of filtering the stories
 - Lessons learnt from school visits as part of physical verification
 - Categorise and list the MSC stories under the broad domains listed in the handbook along with a brief description of each domain as suitable to the context of the state
 - List of Identified MSC stories along with a brief summary

3.4 Description of Stage 4: Documentation of MSC stories

In this chapter, describe the Most Significant Change Stories identified under the suitable domain. Provide five robust rationales for each story as to why each it is called MSC Story.

3.4.1. Theme wise writing of MSC stories under different domains

(Stories captured in the suggested format mentioned in the annexure can be replicated here)

- Stories under Domain1: School leadership practices and perspectives for student learning
- Stories under Domain 2: Teaching-learning processes for student learning
- Stories under Domain 3: Child Focus
- Stories under Domain 4: Community –School relationship for student learning

4. Analysis of MSC stories and findings and its implications for School leadership Development in the state

5. Conclusions

References

Annexure

Formats used for story collection

List of schools from where stories are collected

List of individuals from whom stories are collected

