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We must go beyond textbooks, go out into the bypaths and untrodden depths of the wilderness and travel and explore and tell the world the glories of our journey.

”

– John Hope Franklin

True learnings come not from books alone; they truly come from travelling and interacting experiences in a global manner. Quality Education Asia (QEA) had certainly made this possible.

QEA facilitated a vista of new exposure to help the participants widen the scope of better practices through observation of new pattern of educational system through its **Principals' Leadership Programme** at University of Reading, London, U.K.



The PLP Programme at University of Reading provided an extended platform for ardent educationists wherein the participants were provided the opportunity to get familiar with English schools, their ethos, their curriculum and above all their intrapersonal skills.



The PLP Program, through its various sessions, challenged the Leadership skills and helped to transcend beyond the existing barriers of managing schools. Through the various interactions during the lecture sessions with eminent stewardship of great educationist like **Dr. Suraj Prakash** and **Mr. S.L.Jain** it was enriching to explore varied contours of educational pedagogy vis-à-vis best practices followed in our education system.

Session highlights at the University of Reading

The 6 sessions held at University of Reading were conducted by:

- **Sarah Marston** – Leading and Managing Schools
- **Claire Robinson** (Holme Grange School) – Whole School Development Planning
- **Karen Jones** – Performance Management and Implementation
- **Jo Harper** (UTC Reading) – Whole School Development Planning & School Evaluation in Action
- **Chris Turner** – Leading from the middle



All these sessions were an enlightening exposure to higher organized methodology of enhancing the leadership into more effective, distributive, self-evaluative and interactive levels of participation and programming. The major focus during their sessions was to bring out the areas of leadership concerns as how to motivate, organize and systemize school modules so that the ethos, culture and true essence of educational benefits be derived by all the stakeholders of the process of the art of teaching-learning pedagogies.





QEA conducted an awe-inspiring and enthralling visit to the **London Book Fair**. There was an increasing participation of Indian vendors on the global anvil which was indeed educative and an enriching experience.

Visit to the London Book Fair

Observations

While it was generally agreed upon that infrastructural comparisons between English education system and Indian educational system were quite far-fetched, however in spirit and planning some areas of improvement can be brought about in the existing educational parameters.

Areas of Improvement

1 The planning of educational strategies must be driven by more self-evaluative techniques.

2 The emphasis should be laid on:

- Greater distributed leadership
- Developing senior leadership activities and middle level leadership enhancing programmes in our system

3 School activities must be full of ethos, cultural values and character building in a very reinforcing, subtle and indirect manner. For example through assembly, co-scholastic activities & cultural celebrations etc.

4 Sports & cultural activities (co-scholastic activities) must be embedded in daily schedule with personal involvement. Realistic activities must be created to make education nature-centric, child-centric and skill-centric.

5 Systematic improvement like better infrastructure, better feedback, system and better communication with all the stakeholders be put in place and planned in a futuristic manner.



'Lead by Example' is the most potent and effective source of inspiration, motivation and performance enhancing factor in any system. It leads from the front to bring about a sea change in attitude & aptitude in the school system leadership. The programme rises to the need of bringing a systematic, qualitative and structural change in our educational approach of creating a better equipped teaching-learning environment.

Conclusion

“Why be ordinary when you can stand out!”

This epithet may sound simple but speaks volumes. If energized and committed efforts are infused into the leadership, it can uplift various educational pedagogical parameters of the Indian Educational systems.

The whole idea of this programme was to inspire and facilitate the participants to think, ponder, speculate to plan, to strategize the ushering in of **New Age Education**.

