



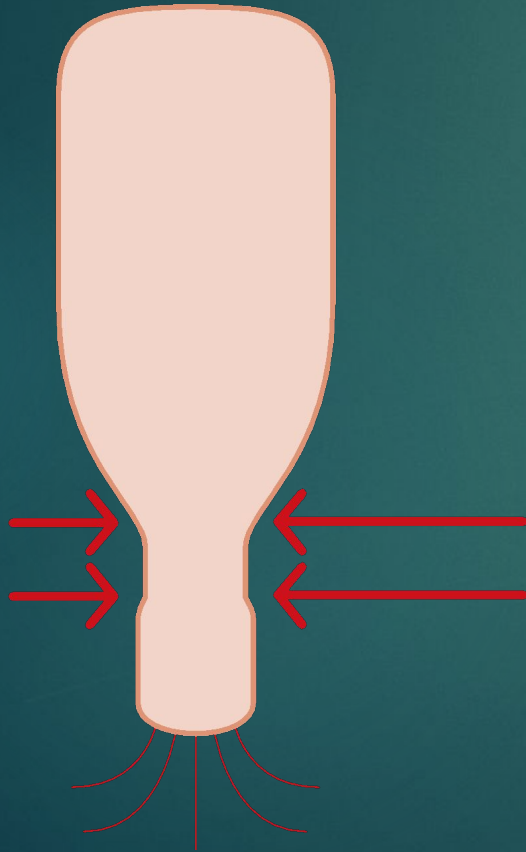
Leadership for Transforming School Education

USING THE DIGITAL INFRASTRUCTURE

Current Status

- ❑ There is not one thing that you can say about schools in India, generally as well as for digital transformation in particular.
- ❑ Post-NEP 2020 landscape- there is a call for Digital Transformation- driven by initiatives such as NDEAR, DIKSHA, NAS, and PM eVidya
- ❑ Demands for a new form of leadership - visionary, adaptive, proactive, open to new learning and collaborative
- ❑ Digital transformation here is not about technology adoption alone, but about reimagining how schools learn, lead, network, and transform.

Bottlenecks



- Irrational distribution of teachers
- No or little provision for administrative staff
- Lack of academic culture and expertise
- Headless schools / either no sanctioned posts or vacant positions
- Limited technical resources and skills for using digital technology.
- Increased focus on data compilation and sharing than using it for school development.

Digital Transformation and Leadership

- ▶ Digital transformation is a **systemic, culture-changing process** that integrates digital technologies into all aspects of institutional functioning — pedagogy, assessment, administration, research, professional learning, and outreach.
- ▶ **Key dimensions:**
 1. Digital Infrastructure & Access
 2. Digital Pedagogy & Content Creation
 3. Data-driven Decision Making
 4. Institutional Culture of Innovation
 5. Capacity Building & Change Management

Digital transformation is **not just about technology**, but about **new mindsets, relationships, and ways of working**. It can challenge the old bureaucratic logic of control and compliance by enabling distributed, networked, and co-creative forms of leadership.

Why do we need Leadership for Digital Transformation?

Existing Gaps

- Low digital literacy among teachers – mixed picture
- Fragmented ICT infrastructure
- Limited use of data for academic planning
- culture of isolation rather than collaborative learning

Opportunity Space

- Democratize access to high-quality teacher learning resources
- Connect schools within and across states and regions (horizontal learning)
- Enable evidence-based decision making
- Reduce isolation between schools
 - and institutions of higher learning like colleges, university departments, research institutes.
- Foster innovation ecosystems within districts

Key Pillars of Digital Transformation



1. Vision and Strategic Direction
2. Building Digital Competence and Culture
3. Ethical and Human-Centered Digitalization
4. Collaboration and Ecosystem Building
5. Data-Driven Decision Making
6. Leadership Development and Continuous Learning

Leadership for Digital Transformation

Leadership Model	Key Features	Relevance to Schools
Transformational Leadership	Vision, inspiration, moral purpose, empowerment	Builds shared purpose for digital innovation
Distributed Leadership	Shared responsibility across teams	Encourages faculty collaboration & peer mentoring
Adaptive Leadership	Navigating uncertainty, experimentation	Helps schools deal with rapid tech shifts
Instructional Leadership	Focus on teaching-learning quality	Keeps pedagogy central, not technology alone
Digital Leadership (recent model)	Strategic integration of technology with learning outcomes	Ensures coherence between digital tools & educational aims

Transformative Strategies for Leaders

Strategic Area	Leadership Action	Expected Outcome
Governance & Vision	Formulate a Digital Transformation Roadmap	Institutional coherence, shared purpose
Capacity Building	Continuous faculty upskilling on ICT integration	Confident, digitally fluent faculty
Infrastructure	Upgrade with blended learning labs & high-speed connectivity	Enhanced access and participation
Digital Content Creation	Local language, curriculum-aligned resources on DIKSHA	Contextualized quality content
Research & Innovation	Action research on digital pedagogy	Evidence-driven improvement
Community Engagement	Online teacher forums, webinars	Collaborative learning culture

Control Collaboration

- ▶ Digital leadership can shift authority from individuals to **networks of practice**.
- ▶ **Leadership Behaviours:**
 - Creating *online collaborative communities* for staff, school heads, subject experts.
 - Using digital platforms (like DIKSHA, Google Classroom, Teams, or LMSs) to co-design resource materials, lesson plans, and innovations.
 - Encouraging *peer recognition* and knowledge-sharing rather than command-and-control supervision.
- ▶ **Example:** A DIET Principal in Kerala (Waynad) forms a “**Learning Leaders Network**” using WhatsApp and Moodle where faculty share weekly reflections, digital teaching tools, and new pedagogical strategies. The platform becomes a *collaborative staffroom* replacing hierarchical memos.
- ▶ **Impact:** Faculty experience ownership and trust, seeing digital tools as enablers of dialogue, not surveillance.

Compliance Creativity

- ▶ Digital transformation allows schools to move beyond rigid templates and forms toward *design-based* and *context-sensitive innovations*.
- ▶ **Leadership Behaviours:**
 - Encouraging experimentation with digital pedagogy (e.g., flipped classrooms, simulations, AI-assisted content design).
 - Recognizing *creative risk-taking* in annual appraisals or DIET innovation awards.
 - Using analytics for *learning feedback*, not just accountability.
- ▶ **Example:** DIET Jaipur introduces a “**Digital Sandbox Hour**” every Friday, where faculty and student-teachers explore a new edtech tool (Canva, Mentimeter, Padlet, ChatGPT for lesson planning). They showcase prototypes in a monthly “innovation café.”
- ▶ **Impact:** Faculty shift from “users of mandated tools” to “creators of digital pedagogies.”

Administrative Management →

Learning Leadership

- ▶ A learning leader sees school not as an office but as a **learning ecosystem** — facilitating inquiry, reflection, and collective professional growth.
- ▶ **Leadership Behaviours:**
 - ❑ Embedding digital learning in continuous professional development plans.
 - ❑ Using data dashboards not for compliance reports but for *learning analytics* — identifying gaps, personalizing training.
 - ❑ Modelling learning — principals and senior faculty take MOOCs, participate in webinars, or co-teach online.
- ▶ **Example:** A DIET Principal in Tamil Nadu (Thiruchirapalli) transforms monthly faculty meetings into “**Digital Learning Labs**” — each meeting begins with a 15-minute “peer teach” on a new tech-enabled pedagogy or open resource.
- ▶ **Impact:** Administrative meetings evolve into learning sessions, institutionalizing professional growth.

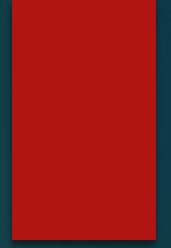
Gallery Walk

- ❑ What practices or technologies enable collaboration, creativity, and learning?
- ❑ What leadership behaviours are visible in the “Tomorrow” chart?
- ❑ What does leadership look like in the “Schools’ Tomorrow”?
- ❑ What might we need to *let go of* (control, inspection, fear of failure)?
- ❑ How can digital tools help us *connect and co-create* rather than just *report*?

Leadership for Digital Transformation

Leadership Aspect	Old Paradigm	Digital Transformation Paradigm	Leadership Practice
Authority	Command-based	Networked, participatory	Facilitate shared decision-making through online communities
Monitoring	Compliance & reporting	Reflection & learning analytics	Use dashboards for dialogue, not discipline
Professional Development	Top-down training	Continuous digital co-learning	Host digital learning labs, peer-teaching
Innovation	Risk-averse	Safe-to-try culture	Encourage micro-innovation and showcase creativity
Purpose	Administration	Learning leadership	Model digital learning and curiosity

Emerging Profile of a Leader



Domain

Competency Description

Visionary Thinking

Anticipates future learning needs and aligns digital strategy

Pedagogical Depth

Understands how technology enhances—not replaces—pedagogy

Collaborative Ethos

Builds partnerships, shares leadership

Data Literacy

Uses data for academic planning and teacher support

Ethical Leadership

Upholds inclusion, privacy, and human dignity in digital practice

Learning Agility

Models continuous learning and experimentation