



सत्यमेव जयते



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CBSE/Aff/ /Hubs of Learning/2019/

March 9<sup>th</sup>, 2019

Circular No.-Aff-12

To,

**All the Heads of CBSE Affiliated Schools & their School Management**

**Subject: Formation of Hubs of Learning- for Collaboration among Affiliated Schools for self-improvement and quality enhancement-reg**

The Board in the backdrop to face the challenges of the technology driven modern era in the area of school education by its affiliated schools has decided to come out with the policy framework for affiliated schools to share, co-operate and learn from each other by forming a small group of schools as Hubs of Learning to raise the standards of school education in the country.

**1. Background: The Central Board of Secondary Education (CBSE)** is a premier National Board under the aegis of Ministry of Human Resource Development, Govt. of India which affiliates schools and conducts the Secondary and Senior Secondary examination at All India Level. The Board also handholds the schools to raise the standard of education through a network of dedicated CBSE Regional Offices and Centers of Excellence. The new academic session is about to commence from April 2019. The Board is keen to make its schools future ready with the active participation of all affiliated schools, by ensuring quality education, adoption of innovative pedagogies, such as, experiential and active learning, focus on skills, art and sports, capacity building of teachers, and holistic development of the child through life-skills and value-based education. In the last academic session, ending March 2019, the Board has taken up several initiatives to impact positively on the quality of education being imparted in the schools affiliated to it. Some of the initiatives in this regard are listed below:

- 1.1 The CBSE has notified the revised [Affiliation Bye-Laws 2018 vide D.O.no. CBSE/AFF-B.L./SECY/2018 dated 18.10.18](#) that simplify the process of affiliation, make it time-bound, transparent and outcome-based. The focus of the Board is on promoting methods and processes that enhance **holistic education** including the adoption of learning-outcome based teaching; capacity-building of teachers; physical-emotional safety and wellness of students; supportive infrastructure aligned towards inclusion and mainstreaming of sports and co-curricular activities.
- 1.2 [Vide circular no F.1028/CBSE/Dir\(Acad\)/2019 dated 18.1.19](#), the Board has directed schools to **adopt learning-outcome based education**. Rather than focus on module or unit-based learning, the schools are expected to impart competencies to students as laid down in this circular.

- 1.3 [Vide circular no. Acad-15/2019 dated 9.3.19](#) the Board has mandated that the **Principals of all the schools affiliated to the Board shall henceforth be the pedagogical leaders of their schools** and shall prepare innovative annual pedagogical plans for the transaction of curriculum for all grades and all subjects.
- 1.4 While considering teachers as the most important resource in maintaining a desirable standard of education, [Vide circular no. CBSE/Dir.\(Training & Skill Edu\)/2019 dated 9.3.19](#) the Board has laid down the **aims of training, the annual theme for training and the various training programmes, etc** offered by the Board with the objective of ensuring all around capacity building of teachers.
- 1.5 [Vide circular no. 14/2019 dated 9.3.19](#), issued by Skill unit of CBSE, the Board has introduced **Artificial Intelligence, early Childhood Care Education and Yoga** as new subjects in school curriculum from the new academic session with a view to inculcate a sense of future readiness in our schools and learners.
- 1.6 **Vide circular no. [F.1002/CBSE/Dir\(Acad\)/Mathematics/2019 dated 10.1.19](#)**, the Board has introduced **two levels of Mathematics** examinations for secondary level Board exams from the academic session ending March, 2020 onwards.
- 1.7 **To promote creative thinking and problem-solving ability, the Board vide its [circular no. Acad-12/2019 dated 8.3.19](#)**, has decided to **integrate art with education**. This is done with the view to help students apply art-based enquiry, investigation and exploration, critical thinking, etc for a deeper understanding of concepts.
- 1.8 [Vide circular no. Acad-10/2018 dated 21.3.18](#), the Board has made it compulsory for all schools to ensure **one period of sports per day**. Similarly, vide **circular. [CBSE/Acad-H & PE/sport/2019, no. Acad-16/2019 dated 9.3.19](#)**, the Board has made it compulsory for all its affiliated schools to reserve one period per day for sports and outdoor activities for classes 1 to 8 from the academic session 19-20.
- 1.9 [Vide circular no. CBSE/COORD/112233/2018](#), the Board has categorically expressed its sensitivity to the needs of **Persons with Benchmark Disabilities**, by laying down exemptions/concessions that are to be extended to them during the board exams of class X and XII.
- 1.10 [Vide circular no. Acad-11/2019 dated 6.3.19](#), the Board has modified the design for internal and external assessment for the purpose of **strengthening assessment and evaluation practices** of the Board. The objective is to synchronise the process of **assessment with Learning Outcomes** based education.
- 1.11 All the aforementioned circulars have been issued with the overall aim to create a school system that provides the most **joyful, creative, exploratory and vibrant school experience and environment for its learners and teachers**. It is understood that there are several best and innovative practices already existing within the affiliated schools of CBSE. It is therefore important for schools to **learn from each other and partner each other** to augment their self-improvement.

### **Hubs of Learning**

- 1.12 In order to ensure the enhancement of the quality of education and to promote self-improvement, it has been decided by the Board to form **groups of 4-6 neighborhood schools for collaborative growth**. These would be *Hubs of Learning*. The main aim of this collaborative partnership between schools is to create an ecosystem for the schools to effectively take up all round self-improvement. This collaboration will allow not only exposure to best practices, but also the possibility of adaptation or even replication of these practices. It is expected that school leadership would assume greater responsibility towards improving the quality of their school and also extend their support to neighbourhood schools. All schools in a given group are expected to be “givers” as

well as “receivers” of support, fresh ideas, resources, opportunities for student learning, opportunities for teacher learning, other joint activities, etc. *The Board is of the view that there is as much to learn from a small school with less resources as from a large school with several resources.*

**2. Objectives: The linking of schools into Hubs of Learning would provide a common and shared platform with the objectives to:**

- a. create a culture of support and healthy interdependence across different areas of teaching learning viz. curriculum planning, teaching-learning activities and other school practices;
- b. provide an opportunity to share a repertoire of ideas, instructional and assessment strategies which would help individual teachers to improve classroom practices and contribute to their continuous professional development;
- c. enable sharing of resources: manpower, infrastructure, teaching-learning material etc.; and
- d. promote solidarity by facilitating joint conduct of various student/staff activities culminating in an enriched school life.

**3. Activities to be undertaken by the Hubs: It is expected that the schools in the Hub of Learning shall collaborate for various activities as follows:**

**Academic Collaboration:**

- a. Share information and expertise, observations and reflections on areas such as - annual pedagogical plans/curriculum plans and transaction strategies, learning outcomes, innovative pedagogy, etc. that would encourage the adoption of best practices.
- b. Make efforts for co-planning of curriculum transaction and if required, and feasible, even co-teaching in areas of difficulty.
- c. Organize quizzes, project demonstrations, art exhibitions, and other co-curricular and extra-curricular activities together
- d. Cooperate with each other in the area of educational and school related needs of Children With Special Needs.
- e. Joint reflection culminating in creation of new knowledge and designing novel pedagogical strategies to provide holistic education.

**Resource Sharing:**

- f. Augment each other’s organizational and administrative skills.
- g. Share/exchange resources: manpower, infrastructure etc., as far as possible.
- h. Digital collaboration – share e-content and other digital resources, learn from each other digital tools for better teaching and learning
- i. Collaborate in teaching and learning Skill Courses viz. tying up jointly with industry, etc.

**Professional Development of Teachers/Staff:**

- j. Support each other in professional development by exchanging or participating in each other’s in-service training programs, and sharing information related to this. (Training of all school teachers has been made mandatory in Affiliation Byelaw, 2018, by providing for minimum number of days of training per year. Training is to be conducted preferably in association with the COEs of the Board or through any Teacher’s training institute recognized by the Centre/UT/State/Regional Teachers Training Institutions).
- k. Promote academic enrichment through teacher exchange programmes, common science fairs, joint seminars, workshops, trainings, exchange of ideas, instructional strategies and assessment procedures

### **Building a Sense of Community to Overcome Isolation**

- l. Make conscious and dedicated efforts to forge partnerships with each other to give and receive support
- m. Disregard the notions of hierarchy and aspire to learn and work together
- n. Celebrate success and analyze failure collectively to gain insights.

### **Systemic Reforms**

- o. Engage in mutually beneficial professional learning that has the power to facilitate systemic changes in school processes and culture

#### **4. Methodology: In order to achieve this objective, the collaboration shall follow the methodology mentioned hereunder:**

- a. The Board will identify members for each hub form amongst 4-6 neighboring schools in a district, preferably in the same city, as far as possible.
- b. For CBSE schools located abroad, efforts will be made to group them with HoL in Delhi.
- c. These groups will be called **Hubs of Learning**. Each group would be assigned a unique number which shall be based on state, district and city code.
- d. Wherever the schools in an identified hub are not located in the same city, and if frequent real-time meetings are not possible, the schools can do virtual meetings and programmes, with the use of IT tools such as Skype, etc.
- e. Though the Hubs and Sahodaya may like to work in harmony with each other for defined activities for a defined period, it may be noted that these groups are in no way co-terminus with, or an extension of Sahodaya. Therefore, Sahodaya groups cannot give directions to these hubs or join them. Further, it must be understood that unlike Sahodaya which is a voluntary effort, **the Hubs of Learning are mandated by the Board.**
- f. From among the schools participating in a HoL, one school shall be nominated as **Lead Collaborator School** by the Board on the basis of Board results and other criteria such as pupil teacher ratio, innovative practices in the school, etc.
- g. The Lead Collaborator School shall get all the schools of its HoL on board, and all schools within a HoL will ensure that they devise their own systems for quality enhancement and self-improvement.
- h. The school initially named as **Lead Collaborator School** by the Board, shall function as such for a maximum period of **two years**. Thereafter, the HoL schools after mutual discussion may nominate any other school from within the group to act as Lead Collaborator School on rotation basis. If mutually agreeable, they can also nominate the same school as Lead Collaborator School again.
- i. The Lead Collaborator School in collaboration with the member schools shall take up all activities listed in para 3 above, but at their own pace (depending on their capacity and ability).
- j. The Lead Collaborator School must also provide handholding support to all other schools to ensure the implementation of safety guidelines as laid down in CBSE Affiliation Byelaws.
- k. The HoL must meet frequently, at least **once a month** and keep a record of all activities undertaken jointly. At the time of school inspection for Extension or Upgradation, this record will also be checked to ascertain the genuine efforts made by the schools for self-improvement.
- l. Please see **Annexure-A** with regard to the 9 characteristics of high-performing schools. This has been provided to facilitate reflection and help set goals.
- m. It may be noted that the Board shall not be funding these HoL in any form.

- n. Depending on the excellence achieved by these groups in their collaborative efforts, the Board may engage with few groups for partnering with the Board in developing teacher training modules, e-content for teaching and learning, teacher handbooks/sourcebooks/manuals, providing master trainers, etc.
  - o. The Board expects the HoL as well as the individual schools to keep records and send the Board case studies, e-content, teacher manuals, documentation of innovations and best practices, etc. which may subsequently be disseminated by the Board as *exemplars* for the teaching community for wider adoption/adaptation/replication.
  - p. The Board may ask for list of activities undertaken and achievements, if any, by schools, at the time of registration of the school's candidates for Board examinations.
  - q. It is expected that all the HoLs being formed by this order will become fully functional as envisaged here, latest **by July 2019**.
5. The Regional Offices of the Board can make changes in the formation of the groups as per exigencies. However, they will take care to maintain the co-location character and small size of the Hubs.
  6. This initiative of the Board is an effort to facilitate overall mutual growth and enhancement in the education standards amongst all schools affiliated with the Board. We look forward to you forging innovative partnerships with your neighbourhood schools and becoming high-performing schools in all areas of school education.

Anurag Tripathi

(Anurag Tripathi)  
Secretary

Enclosed: Annexure-A quoting from School Performance Improvement Frameworks (SPIF) Project, 2010, Australia stating the 9 characteristics of high-performing schools.

**\*\*To see your Hub of Learning (HoL) [Click Here](#). School can also locate its Hub of Learning on CBSE website.**

### Nine Characteristics of High-Performing Schools

The Nine Characteristics of High-Performing Schools are as follows:

1. **Clear and shared focus.** Everybody knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.
2. **High standards and expectations for all students.** Teachers and staff believe that all students can learn and meet high standards. While recognising that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.
3. **Effective school leadership.** Effective instructional and administrative leadership is required to implement change processes. Effective leaders seek help when needed. They nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders have different styles and roles – teachers and other staff, including those in the district office, often have a leadership role.
4. **High levels of collaboration and communication.** There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.
5. **Curriculum, instruction and assessment aligned with standards.** The planned and actual curriculum is aligned with the essential academic learning requirements. Research-based teaching strategies and materials are used. Staff understand the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.
6. **Frequent monitoring of learning and teaching.** A steady cycle of different assessment identifies students who need help. More support and instructional time is provided, either during the school day or outside the normal school hours. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.
7. **Focused professional development.** A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.
8. **Supportive learning environment.** The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalised and small learning environments increase student contact with teachers.
9. **High levels of family and community involvement.** There is a sense that all have a responsibility to educate students, not just teachers and school staff. Families, businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

Source: Shannon, G.S. & Bylsma, P. (2007). *The Nine Characteristics of High-Performing Schools: A research-based resource for schools and districts to assist with improving student learning*. (2<sup>nd</sup> Ed.). Olympia, WA: OSPI.