



**Leadership and Management Training**  
**for**  
**Head Teachers of Middle and Secondary Schools**  
**Government of Azad Jammu and Kashmir**

**Training Module**

**September 2009**

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## **Introduction**

UNESCO's Earthquake Response Programme (ERP) was launched to support the Government of Pakistan in its efforts to rebuild the education system better in the earthquake affected areas of AJK and NWFP. A follow up project: Rehabilitation of the Education System in Earthquake-affected Areas of PAK was formulated with generous support of Zayed Bin Sultan Al Nahayan Charitable and Humanitarian Foundation, United Arab Emirates.

One of the objectives of the project is providing safer and better teaching and learning environment to selected middle and secondary schools affected by the earthquake. For this purpose, UNESCO in collaboration with the Government of AJK, Department of Education has planned a number of programmatic activities, such as construction of 03 secondary and middle school buildings, professional development of 20 head teachers, establishment/ reactivation of 20 SMCs and training of 100 SMC members. The schools constructed by UNESCO and other middle and secondary schools in the surrounding/ cluster and their SMCs will be focussed for the above mentioned programmatic activities

## **Training of Middle and Secondary School Head Teachers**

Literature on school improvement and school effectiveness suggests that effective leadership creates effective schools. To be effective, school leaders need professional development to enhance their knowledge and to improve their skills. School improvement efforts largely depend on the motivation, interest, commitment and competencies of the head teachers.

Taking into account of the centrality of the role of head teachers in school improvement, UNESCO in collaboration with the Directorate of Education Extension (DEE) Government of AJK is planning to conduct a training programme for the head teachers of secondary and elementary schools of Muzaffarabad District of AJK. The purpose of this programme is to professionally develop practicing head teachers as pedagogical leaders so that they are in a position to contribute effectively in the whole school improvement initiatives. Before developing the training module, existing roles and responsibilities of middle and secondary school head teachers were reviewed and their generic training needs were identified, through interview of head teachers of Muzaffarabad and Neelum districts, discussion with educational managers in Muzaffarabad, and in a need assessment workshop conducted at Mirpur for the head teachers and DEOs of Mirpur, Kotli and Bhimber districts. The findings of the review suggest that the responsibilities of middle and secondary school head teachers cover a wide range of activities related to teaching, learning and management practices. But they do these important tasks without having any special management and leadership skills and proper training. Therefore, leadership and management training becomes important in order to enable them to perform their duties effectively.

## **Aims of the Programme**

The major aim of the training programmes is to improve middle and secondary school head teachers' understanding of the concept of school leadership and management through reading of literature, reflecting on their current practices, and practical activities, so that they are in a position to contribute effectively for the overall development of their schools.

## **Specific Objectives of the Programme**

On completion of the programme, the course participants (CPs) are expected to be able to:

- Develop their understanding and skills of educational leadership and management for improving their respective schools
- Understand their roles as school leaders for improving the quality of teaching, learning and management practices in their schools
- Reflect critically on their current practices especially on their existing relationship with parents and community and discuss strategies for maximizing parental and community participation in their schools
- Develop understanding and skills for preparing School Development Plan (SDP) and devising monitoring and evaluation tools to gauge their achievements
- Enhance their understanding of the notion of reflection and reflective practice as a tool for improving leadership and management practices
- Reconceptualize their roles as change agents and learn approaches and strategies for leading and managing change in schools
- Discuss the importance of environmental education, and health and hygiene education in schools and develop strategies to promote environment friendly practices in schools

## **Structure of the Programme**

The programme is a blend of theory in to practice with face- to- face sessions as well as field component. For face- to- face sessions, the course participants (CPs) will come to the Directorate of Education Extension (DEE) and for the field component they will be working in their respective schools implementing their new learning from the training programme. During the field work, the CPs will be provided with follow-up support by the course facilitators. The CPs will also attend a two- day follow- up workshop at DEE at the end of their one month field component. In the workshop, the CPs will share their field experiences, success stories and challenges faced during the implementation process. In order to see the level of change in head teachers' attitude and practices, a sample study will be conducted in selected schools.

## A Typical Daily Session

	<b>Session I</b> 09:00 - 10:30	10:30 - 1100	<b>Session II</b> 11:00 - 01:00	01:00 – 02: 00	<b>Sessions III</b> 02:00 – 04:00
<b>Activities</b>	Teaching and Learning	Break for Tea	Teaching and Learning Activities	Break for Lunch/Prayer	Teaching and Learning Activities

## Outline of the Programme

The training programme has been designed based on the needs identified by the head teachers and the educational officials during the need assessment exercises. The following themes related to educational leadership and management have been included in the training programme in order to achieve the stated objectives of the programme.

- Reflective Practice
- Leadership and Management
- Financial Management
- Community Involvement in School
- Monitoring, Evaluation and Assessment
- Educational Change
- School Environment, Health and Hygiene
- Service Rules, Leave Rules, Pension Rules
- School Development Plan

## Phases of the Programme

<b>Phase</b>	<b>Date (Duration)</b>	<b>Nature of the Study</b>
Phase I	August - September, 2009 (02 weeks)	Face- to- Face Component at DEE
Phase II	September - October, 2009 (01 month)	Field Component with follow-support
Phase III	October, 2009 (02 days)	Reflective Workshop at DEE

## Selection Criteria

The following criteria will be followed while nominating the head teachers for this training programme.

S. No.	Schools	Number of Course Participants		
		Male	Female	Total
1	Government Secondary Schools	06	06	12
2	Government Middle Schools	04	04	08
3	Dy DEOs/ AEOs	02	02	04
<b>Total</b>		<b>12</b>	<b>12</b>	<b>24</b>

## Delivery Mood

A variety of instructional strategies will be used in the classroom during the sessions. For example, experience sharing, classroom discussions, case studies, group work, individual work, pair work, presentations by CPs, Power Point Presentations by the facilitators, brainstorming, reading literature, and discussions will be some of the instructional strategies to be used in the classroom.

## Assessment Criteria

The course participants (CPs) need to submit one assignment at the end of the filed work component. The focus of the paper would be implementation of new learning from the training and the emerging issues during the implementation period. The summative assessment will be on the basis of their theoretical understanding and presentation of the papers. However, formative assessment such as CPs' participation in classroom activities, their attendance, commitment, interest level, and overall learning from the course will be taken into consideration while assessing CPs' performance. CPs are supposed to submit their assignment within the deadlines to be communicated to them at the end of the face-to-face component of the course. On successful completion of the course, certificates will be awarded to the CPs by UNESCO.

## Professional Development Team

The training sessions will be conducted jointly by DEE and UNESCO professionals. The training module has been prepared utilizing experience and expertise of Subject Specialists of DEE and Teacher Education and Training Officer of UNESCO, and the themes have been distributed among the team members based on their interest and expertise in that particular area. The same team will be responsible for planning and executing of the daily sessions of the training.

## Teaching and Learning Materials

The training module has been developed as a guideline for the facilitators and the trainees. The weekly plans and the daily lesson plans of the module provide adequate

amount of information and guidance for conducting the sessions. A set of teaching and learning materials to be used in the training is also attached with the module as annexure. The team members will select and use the materials as per the requirements of the sessions. One day prior to each session, the team members will review the session plan and the teaching and learning resources, and will make necessary amendments if required. Copies of all the handouts, activity sheets and presentations used in the classroom, will be provided to the course participants on daily basis for their record and future use. Every day, the team members will conduct feedback sessions at the end of the day to reflect on the whole day's activities, successes and challenges. The post lesson feedback sessions will be helpful in bringing improvement in the training sessions and in the training module.

### Week Plans

<b>Days</b>	<b>Session I 09:00 – 10:30 hours</b>	<b>10:30 – 11:00</b>	<b>Session II 11:00 – 13:00 hours</b>	<b>13:00 – 14:00 hours</b>	<b>Session III 14:00 – 16:00 hours</b>
<b>Day 1</b>	Opening Ceremony  Distribution of Stationary  Briefing about Logistics  Tour of DEE	Break for Tea	Ice Breaking Activity  CPs expectations from the Training  Sharing Course Objectives  Ground rules  Current Practices of Head Teachers	Break for Lunch and Zuhar Prayer	Current Practices of Head Teachers
<b>Day 2</b>	Recitation  CPs' feelings about previous day's activities  What is Leadership?  Types of Leadership		Leadership and School Improvement		Strategies for Pedagogical Leadership
<b>Day 3</b>	Recitation  CPs' feelings about previous day's activities.  What is Management?		Management Practices  Managing Time  Managing Physical Resources		Managing Human Resources  Managing Conflicts

	School Management				
<b>Day 4</b>	Recitation CPs' feelings about previous day's sessions Reflection in Leadership and Management		Reflection on a given situation Ways of Reflection		Reflective Journal Reflective Dialogue
<b>Day 5</b>	Recitation CPs' Reflections Understanding Change		Educational Change Managing Change Change in School Culture		Friday- off
<b>Day 6</b>	Recitation CPs' Reflections Environment (What)		School Environment Environmental Education		Health and Hygiene
<b>Day 7</b>	Recitation CPs' Reflections Financial Management		Financial Management		Financial Management
<b>Day 8</b>	Recitation CPs' Reflections Financial Management		Financial Management		Financial Management

<b>Day 9</b>	Recitation CPs' Reflections Monitoring and Evaluation (Introduction)		Purpose of Monitoring and Evaluation  Approaches to M&E		Internal and External Evaluation
<b>Day 10</b>	Recitation CPs' Reflections Learners' Evaluation		Teachers Evaluation  Monitoring and Evaluation Framework		Monitoring and Evaluation Framework
<b>Day 11</b>	Recitation CPs' Reflections School and Community		Community Participation (Current Situation)  Community Mobilization  Community Involvement in School Affairs (Academic and Non Academic)		Friday- off
<b>Day 12</b>	Recitation CPs' Reflections Planning		School Development Plan		Briefing about field work  Programme Evaluation  Closing Ceremony

## Day Plans

### Day 1

**Theme:** Roles, Responsibilities and Practices of Head Teachers

**Objectives:** By the end of the day the Course Participants (CPs) are expected to:

- Know about the objectives of the programme
- Get more information about other colleagues
- Share their expectations from the programme
- Share their experiences as school heads
- Work cooperatively in groups and share ideas

**Resources needed:** Multimedia, Flip Charts, Markers, and Handouts

S. No.	Activities	Time	Duration (minutes)
1	Registration of the Participants	0830-0900	30
2	Opening Ceremony		
	- Recitation from the Holy Quran	0900-0905	05
	- Naat Sharif	0905-0910	05
	- Background of the Programme by UNESCO	0910-0920	10
	- Speech by Director DEE	0920-0930	10
	- Speech by DPI/ DEO Secondary Education	0930-0940	10
	- Address by the Chief Guest	0940-0955	15
	- Vote of Thanks	0955-1000	05
2	<b>Other Activities</b>		
	- Distribution of Stationary	1000-1010	10
	- Briefing about logistics	1010-1020	10
	- Tour of DEE building	1020-1030	10
	<b>Break for tea and refreshment</b>	1030-1100	30
3	<b>Ice Breaking Activity</b>		
	The purpose of this activity is to enable the course participants (CPs) to know more about their other colleagues. In pairs, each CP will get information from the other colleague about her/ his name, qualification, marital status, number of children, likes, dislikes hobbies and future goals. The activity has to be completed in 06 minutes. Now one pair will come in front of the class and each member of the pair will introduce the other colleague	1100-1120	20

	in detail. In this way each pair will get a chance to do the activity.		
3	<b>CPs' Expectations from the Training</b> The CPs will work in 05 groups and will discuss their expectations from the training. Each group will write down their expectations on flip chart and display at visible places in the classroom followed by question/ answer and discussion.	1120-1150	30
4	<b>Sharing Objectives of the Training</b> The facilitator will share with the class the specific objectives of the training through power point presentation. It is suggested that the teacher should also write the objectives on chart paper for presentation in case multimedia is not available. The chart should be displayed in the classroom throughout the workshop duration.	1150-1200	10
5	<b>Developing ground Rules</b> In order to ensure the smooth functioning of the training, developing ground rules is important. CPs will be asked to think, discuss and come up with a few ground rules. These rules will be written on a flip chart and will be displayed in the classroom for the whole period of the training	1200-1215	15
6	<b>CPs' current Practices as School Heads</b> CPs will be asked to work in 05 groups and discuss their current practices as school heads. The CPs will mention their major roles and responsibilities and also tell about issues which they face while performing their duties as school heads. Each group will prepare a presentation.	1215-1300	45
	<b>Break for Lunch and Zuhar Prayer</b>	1300-1400	60
7	<b>Group Presentation</b> Each group will give presentation of their group work. Time allotted for each group will be 10- 12 minutes, followed by questions/ answers and whole class discussion. The facilitator will write some of the issues on the board and invite the CPs to suggest multiple solutions to these issues.	1400-1600	90

## Day 2

**Theme:** Leadership and Management

- Objectives:** By the end of the day the CPs will be able to:
- Share their understanding about Leadership
  - Read and discuss research based definition of leadership
  - Know about different types of leadership
  - Understand role of leadership in school improvement
  - Understand the notion of pedagogical leadership

**Resources:** Handouts, Flip Charts, markers, Multimedia

S. No.	Teaching and Learning Activities	Time	Duration (minutes)
1	<p><b>Recitation</b> One of the CPs will recite some verses from the Holy Quran with translation.</p>	0900-0905	05
2	<p><b>CPs' Feelings</b> CPs will be asked to share their feelings about the previous day's sessions. The facilitator will write down important points on the white board for further discussion.</p>	0905-0930	25
3	<p><b>What is Leadership?</b> Through brainstorming, CPs will share their understanding of the notion "Leadership". Their responses will be recorded on the white board by the facilitator.</p>	0930-0940	10
4	<p><b>Definitions of Leadership</b> The following literature based definitions of leadership will be shared with the participants.</p> <p>1. Leadership is "<i>the process of guiding followers in a certain direction in pursuit of a vision, mission or goals</i>" (Gold and Evans, 1998).</p> <p>2. Leadership is "<i>the ability to provide direction to a group of people and influence those people to follow the direction and act accordingly</i>" (Samson Itoje).</p> <p>3. Leadership is the ability to bring out the best in</p>	0940-1000	20

	everyone.  4. Leadership is a process of getting things done through people.		
5	<b>Types of Leadership</b> Handout about ‘Types of Leadership’ (Annex 1) will be distributed among the CPs in groups for reading and discussing the main points. The facilitator will ensure participation of every CP in the activity.	1000-1030	30
	<b>Break for tea and refreshment</b>	1030-1100	30
6	<b>Whole Class Discussion</b> A whole class discussion will be held based on the reading of the article. The discussion will help the participants in understanding the concept in a better way.	1100-1130	30
7	<b>Leadership and School Improvement</b> The facilitator will give presentation on the role of school leadership in the overall improvement of the school. The CPs will be encouraged to ask questions for clarification, and also for sharing their experiences on the topic.	1130-1205	35
8	<b>Pedagogical Leadership</b> Article on ‘pedagogical leadership’ (Annex 2) will be distributed among CPs for reading individually. After every CP has read the article, a whole class discussion will be held focusing on the important points of the article.	1205-1300	55
	<b>Break for Lunch and Zuhar Prayer</b>	1300-1400	60
9	<b>Strategies for Pedagogical Leadership</b> For this activity, ‘Jigsaw strategy’ of cooperative learning will be used. CPs will be divided in to 04 home groups for reading 04 different components of pedagogical leadership (see annex 3). One member from each home group will go to 04 experts groups and discuss one component, become expert and come back to the home group and teach other group members. In this way every member of the group will get a chance to learn and teach others about the concept.	1400-1600	90

## Day 3

**Theme:** Leadership and Management

- Objectives:** By the end of the session the CPs are expected to be able to:
- Define management
  - Distinguish between leadership and management
  - Discuss different strategies to manage time and resources effectively
  - List causes of conflict
  - Learn strategies to manage and resolve conflicts
  - Work cooperatively in groups and share ideas

**Resources:** Handouts, markers, flip charts

S. No.	Teaching and Learning Activities	Time	Duration (minutes)
1	<b>Recitation</b> One of the CPs will recite verses from the Holy Quran with translation.	0900-0930	05
2	CP will be asked to share their feelings about the previous day's sessions, focusing more on their learning. Main points of their responses will be written on the white board for discussion and facilitator's input.	0905-0930	25
3	<b>What is Management?</b> (think, pair, share) CPs will be asked to think individually for 02 minutes and write the definition of the term 'management'. Then share it with the person sitting next to them and then with the whole class. The facilitator will write the main points on the board.	0930-0950	20
4	<b>Literature based definitions of Management</b> The following literature based definitions of the term 'management' will be shared with the participants through power point. In case this facility is not available, the facilitator can write the definitions visibly on a chart and share with the CPs.  "Management is the process of getting activities completed efficiently and effectively with and through other people". (Gulick & Urwick 1937)  "Management is a continuous process through which members of an organization seek to co-ordinate their activities and utilize their resources in order to fulfill the various tasks of the organization as efficiently as possible" (Hoyle, 1981, p. 8).	0950-1005	15

	<p>[Management] "is an activity involving responsibility for getting things done through other people" (Cuthbert, 1984, p. 37).</p> <p>[Management is concerned with] "the internal operation of educational institutions, and also with their relationships with the environment, that is, the communities in which they are set, and with the governing bodies to which they are formally responsible" (Glatter, 1979, p. 16).</p>		
5	<p><b>What is School Management?</b> Through brainstorming, CPs' understanding of school management will be elicited. The facilitator will write their responses on the board, followed by a whole class discussion and facilitator' input.</p>	1005-1030	25
	<p><b>Break for Tea and Refreshment</b></p>	1030-1100	30
6	<p><b>Issues in School Management</b> In 04 groups CPs will read and discuss 04 different case studies related to school management (Annex 4). Each group will prepare a presentation focusing on the issue mentioned in the case and suggesting solutions to address the issue.</p>	1100-1140	40
7	<p><b>Group Presentations</b> Each group will give presentation on the assigned task. Other groups can ask clarifying questions and also can give suggestions to address the identified issue. The facilitator will ensure that every one gets opportunity for participation in the question/ answer and discussion.</p>	1140-1220	40
8	<p><b>Managing Time Effectively</b> The facilitator will give power point presentation on the importance of managing time effectively, and will suggest strategies for effective time management. The presentation will be followed by question and answer and discussion.</p>	1220-1300	40
	<p><b>Break for Lunch and Zuhar Prayer</b></p>	1300-1400	60
9	<p><b>Resource Management</b> CPs will read individually, different scenarios related to resource management (Annex 5) and will write answers to the given questions. Following the individually reading, the facilitator will take responses from the CPs and generate a whole class discussion in order to help the CPs understand the concept in a better way.</p>	1400-1430	30
10	<p><b>Conflict and its Causes</b> Through brainstorming, CPs' understanding of the term</p>	1430-1500	30

	'conflict' will be elicited followed by facilitator's inputs. After that, through think, pair, share strategy the CPs will identify major of conflict and discuss with the whole class.		
11	<b>Conflict Resolution</b> The facilitator will give presentation on the strategies to manage and resolve conflicts. The presentation will be followed by questions from the CPs and whole class discussion. CPs can also share their experiences of resolving conflicts in their schools.	1500-1600	30

## Day 4

**Theme:** Reflection in Leadership and Management

**Objectives:** By the end of the day the CPs are expected to:

- Share their feelings/ reactions about previous day's sessions
- Get some theoretical understanding about reflection and reflective practice
- Describe different ways of reflection
- Discuss on stages of reflection
- Distinguish between writing a diary and reflective journal
- Work cooperatively in groups, share ideas and take part in discussions

**Resources:** Handouts, flip charts, markers

S. No.	Teaching and Learning Activities	Time	Duration (minutes)
1	<b>Recitation</b> One of the CPs will recite verses from the Holy Quran with translation.	0900-0930	05
2	CP will be asked to share their feelings about the previous day's sessions, focusing more on their learning. Main points of their responses will be written on the white board for discussion and facilitator's input.	0905-0930	25
3	<b>What is Reflection?</b> CPs will think individually for 2 to 3 minutes and write their understanding of the term 'reflection', and then share it with the persons next to them and then with the whole class. The facilitator will write on the board important points of their responses and generate discussion and give his/ her inputs.	0930-0955	25
4	<b>Stages of Reflection</b> The CPs will work in three groups and read handout on the stages of reflection (Annexure 6). Each group will discuss about one stage of reflection and prepare presentation based on their discussion and understanding. During the group work, the facilitator will move to different groups and help them in understanding the concept.	0955- 1030	35
	<b>Break for Tea and Refreshment</b>	1030-1100	30
5	<b>Group Presentations</b> Each group will be given 10 minutes time for presentation. Other groups will ask clarifying questions.	1100-1140	40

	The facilitator will give his/ her inputs in order to help the class understand the concept better.		
6	<p><b>Reflecting on a Given Situation</b></p> <p>The CPs will work in small groups and discuss the following situation taken from Simon Hole's story about "The Geese and The Blinds". CPs will discuss whether the situation was dealt appropriately by Simon Hole or not, and how they will handle such a situation.</p> <p><i>“Wednesday, September 24, 9:30 a.m. I stand to one side of the classroom, taking the morning attendance. One student glances out of the window and sees a dozen Canada geese grazing on the playground.</i></p> <p><i>Hopping from his seat, he calls out as he heads to the windows for a better view. Within moments, six students cluster around the windows. Others start from their seats to join them. I call for attention and ask them to return to their desks. When none of the students respond, I walked to the windows and lowered the blinds”.</i></p>	1140-1215	35
7	<p><b>Discussion</b></p> <p>Based on the reading and group work, a whole class discussion will be held. CPs will suggest strategies to deal with this particular situation. The facilitator will then encourage the CPs to share their experience of having similar situation during their professional lives.</p>	1215-1300	45
	<b>Break for Lunch and Zuhar Prayer</b>	1300-1400	60
8	<p><b>Understanding the situation before reflecting</b></p> <p>The second part of Simon Hole’s story will be shared with the CPs for reading individually, in order to enable them understand why Simon Hole had lowered the blinds. It is important to search the context within which the event occurred for explanations. Simon reflects,</p> <p><i>“Even as I was lowering the blinds, I was kicking myself. Here was a natural opportunity to explore the students' interest. Had I stood at the window with them for five minutes, asking questions to see what they knew about geese, or even just listening to them, I'd be telling a story about seizing the moment or taking advantage of a learning opportunity. I knew that even as I lowered the blinds”</i></p> <p>She explains further,</p> <p><i>“Two key things stand out concerning that morning.</i></p>	1400- 1445	45

	<p><i>First, the schedule: On Wednesdays, students leave the room at 10:00 a.m. and do not return until 15 minutes before lunch. I would be out of the classroom all afternoon attending a meeting, and so this half hour was all the time I would have with my students.</i></p> <p>Second, this is the most challenging class I've had in 22 years of teaching. The first three weeks of school had been a constant struggle as I tried strategy after strategy to have a discussion, give directions, or conduct a lesson. The hectic schedule and the need to prepare the class for a substitute added to the difficulty I've had 'controlling' the class, so I closed the blinds".</p> <p>The activity will be followed by question and answer and discussion.</p>		
9	<p><b>Difference between a reflective journal and diary</b></p> <p>The CPs will brainstorm and share their understanding of the difference between reflective journal and a diary. The facilitator will write their responses on the board, generate discussion, and give her/ his input in order to help the CPs differentiate between diary and the reflective journal.</p>	1445-1600	45

## Day 5

**Theme:** Educational Change

**Objectives:** By the end of the day the Cps are expected to:

- Understand the notion of change
- Explain educational change with reference to school improvement
- Discuss different factors which support or hinder educational change
- Identify and design a change initiative for their schools and share
- Work cooperatively in groups, share ideas and take part in discussions

**Resources:** Handouts, flip charts, markers, white board

S. No.	Teaching and Learning Activities	Time	Duration (minutes)
1	<b>Recitation</b> One of the CPs will recite verses from the Holy Quran with translation.	0900-0930	05
2	CP will be asked to share their reflections about the previous day's sessions, focusing more on their learning. Main points of their responses will be written on the white board for discussion and facilitator's input.	0905-0930	25
3	<b>What is Change?</b> CPs will be asked to think individually for 2 minutes and write their understanding of the term 'change'. Each CP will share the definition with the person next to her/ him and then with the whole class. The facilitator will write some of their responses on the board. Facilitator can also ask the CPs to elaborate more on their responses if something is not clear.	0930-0945	15
4	<b>Change Initiatives in Schools</b> In small groups, CPs will discuss their experiences of bringing change in their schools. Based on the discussion, each group will prepare a presentation for sharing with other groups.	0945-1015	25
5	<b>Gallery Presentation</b> Each group will display their charts in the classroom at different locations. Other groups will move from one chart to another to see the work of others. It would be appropriate if one member of each group remains present alongside their charts to answer questions and to explain their work.	1015-1030	20

	<b>BREAK FOR Tea and Refreshment</b>	1030-1100	30
6	<b>Supporting and Hindering Factors in Change Process</b> In pairs, CPs will list two supporting and two hindering factors in the process of change.	1100-1115	15
7	<b>Sharing the List</b> Each pair will share its list with the whole class. The facilitator will write these factors on the board in bullet points for discussion. The facilitator will summarize the discussion by giving his inputs as well.	1115-1150	35
8	<b>Initiating Change in Schools</b> The facilitator will ask the CPs to work individually and develop a change initiative for their schools. The initiative should be based on their learning from the training and it should cover objectives, strategies, time frame, resources, expected challenges, and possible solutions.	1150-1220	30
9	<b>Gallery Presentation of Individual Work</b> Each CP will display its work in the class. The CPs will move from one chart to the other to see the work of others and to get ideas.	1220-1300	40
	<b>Lunch and Juma Prayer and off</b>		

## Day 6

**Theme:** Environmental Education, Health and Hygiene Education

**Objectives:** At the end of the sessions CPs should be able to:

- Describe natural environment and social environment
- Understand the importance of environment
- Tell about a few environmental issues and their impact on human life
- Suggest strategies to promote environment friendly practices in school
- Know about the importance of health and hygiene education in schools

**Resources:** Multimedia, flip charts, markers, handouts

S. No.	Teaching and Learning Activities	Time	Duration (minutes)
1	<b>Recitation</b> One of the CPs will recite verses from the Holy Quran with translation.	0900-0930	05
2	CP will be asked to share their reflections about the previous day's sessions, focusing more on their learning. Main points of their responses will be written on the white board for discussion and facilitator's input.	0905-0930	25
3	<b>What is Environment?</b> The facilitator will ask the CPs, "What comes to your mind when we say environment?" Their responses will be written on the board with inputs from the facilitator.	0930-0940	10
4	<b>Natural and Social Environment</b> Through think, pair, share strategy, the difference between natural environment and social environment will be elicited, followed by facilitator's input to clarify the concept.	0940-1000	20
5	<b>Environmental Issues</b> The class will be divided in to 05 groups. Each group will discuss about one of the following environmental issues, and prepare presentation highlighting the issue, its causes, impact and strategies to minimize it.  1. Pollution 2. Global Warming 3. Loss of Biodiversity 4. Population Explosion	1000-1030	30

	5. Ozone Layer Depletion		
	<b>Break for Tea and Refreshment</b>	1030-1100	30
6	<b>Group Presentations</b> Each group will give presentation on the assigned task. For each presentation 10 minutes will be allocated. Other groups will ask clarifying questions and give their inputs. At the end of the presentation, the facilitator will sum up the discussion by giving his/ her inputs.	1100- 1200	60
7	<b>Promoting Environment Friendly Practices in Schools</b> In pairs CPs will develop a plan to promote environment friendly practices in their schools. The strategies should be simple, doable and cost effective. Each pair will write the plan on a chart paper to display in the class.	1200-1235	35
8	<b>Presentation of Plans</b> Each pair will display its plan in the classroom. The CPs will move in the class and see the plans of each pair. A whole class discussion will be held on key points of the plans.	1235-1300	25
	<b>Break for Lunch and Zuhar Prayer</b>	1300-1400	60
9	<b>Health and Hygiene in Schools</b> The facilitator will give presentation on the importance of health and hygiene education in schools relating it with teaching, learning and holistic development of the students.	1400-1430	30
10	<b>Existing Situation of Health and Hygiene in schools</b> The CPs will be asked to share the existing practices of their schools related to the health and hygiene education. Key points of their responses will be written on the board for discussion and facilitator's inputs.	1430-1450	20
11	<b>Developing Health and Hygiene Plans for Schools</b> In 04 groups, CPs will develop health and hygiene plans for their schools based on the discussion and their learning from the session. The plans should be brief and written in bullet points.	1450-1510	20
12	<b>Presentation of Group Work</b> Each group will give short presentation of its work. The facilitator will invite questions from other groups and will give her/his comments on each presentation.	1510-1600	20

## Day 7

**Theme:** Financial Management

**Objectives:** By the end of the day the course participants should be able to:

- Explain their current responsibilities and practices related to financial management
- Identify challenges in financial management
- Update their knowledge and understanding of key financial rules related to middle and secondary schools
- Learn strategies to perform their duties effectively as Drawing and Disbursing Officers
- Cooperatively work in groups, share ideas and take part in discussions

**Resources needed:** -

S. No.	Teaching and Learning Activities	Time	Duration (minutes)
1	<b>Recitation</b> One of the CPs will recite verses from the Holy Quran with translation.	0900-0930	05
2	CP will be asked to share their reflections about the previous day's sessions, focusing more on their learning. Main points of their responses will be written on the white board for discussion and facilitator's input.	0905-0930	25
3	<b>Existing Practices of Financial Management in Schools</b> In small groups, CPs will discuss their current practices of financial management in their schools. Each group will prepare a presentation highlighting the actual situation of financial management practices. The facilitator will move to different groups to ensure the participation of all CPs in the group work.	0930-1000	30
4	<b>Group Presentation</b> Each group will give presentation of their work. Other groups will ask clarifying questions.	100-1030	30
	<b>Break for Tea and Refreshment</b>	1030-1100	30
5	<b>Challenges in Financial Management</b> Through brainstorming, CPs will identify key challenges and issues which they face in managing finance during their day to day practices. The issues will be written on the white board, prioritized and discussed for developing	1100- 1135	35

	strategies to minimize them. CPs will share their experiences about how they deal with these issues.		
6	<b>Financial Rules</b> In pair, the CPs will read key financial rules related to the schools and head teachers. The facilitator has to collect of financial rules from the concerned department prior to the session and prepare photo copies of the related sections.	1135-1205	30
7	<b>Discussion</b> A whole class discussion will be held based on the reading and on the key points of the financial rules. The discussion will help the CPs in understanding the gist of the rules. The facilitator will give his/ her inputs and expert opinions.	1205-1230	25
8	<b>Drawing and Disbursing Responsibilities of Head Teachers</b> The facilitator will give presentation on the drawing and disbursing responsibilities of middle and secondary school head teachers. CPs will ask questions if something is not clear in the presentation, and can also give their suggestions.	1235- 1300	25
	<b>Break for lunch and Zuhar Prayer</b>	1300-1400	60
9	<b>Basic Requirements for Preparing School Budget</b> Since the participants have been involved in preparing budgets for their schools, it would be helpful asking them about the basic requirements of preparing the school budget. Their responses will be written on the board for discussion and facilitator's input.	1400-1420	20
10	<b>Preparing Budget for Schools</b> In groups, CPs will discuss and prepare sample budget for schools. The facilitator will go to each group and provide technical support in preparing the budget. The budgets should be simple and brief.	1420-1450	30
11	<b>Group Presentation</b> Each group will give presentation of its work followed by question, answer, whole class discussion and facilitator's input.	1450-1600	40

## Day 8

**Theme:** Financial Management

**Objectives:** By the end of the day the CPs should be able to:

- Describe the practices for financial record keeping in schools
- Identify the procedures of expending school funds
- Practice proper accountability procedures for school funds
- Explain the reason and purposes of auditing school funds
- List records and books of accounts to be used for audit purposes

**Resources needed:** -

S. No.	Teaching and Learning Activities	Time	Duration (minutes)
1	<b>Recitation</b> One of the CPs will recite verses from the Holy Quran with translation.	0900-0930	05
2	CP will be asked to share their reflections about the previous day's sessions, focusing more on their learning. Main points of their responses will be written on the white board for discussion and facilitator's input.	0905-0930	25
3	<b>Books of Accounts</b> The facilitator will divide the class into small groups. Each group will discuss and list books of Account, which are used in their schools and categorize them for receiving funds, withdrawals, expenditure and balance. The groups will make the list on chart papers for presentation.	0930-1000	30
4	<b>Group Presentation</b> Each group will give presentation of its work followed by question answer and whole class discussion. The facilitator will give his/ her expert opinion and sum up the session.	100-1030	30
	<b>Break for Tea and Refreshment</b>	1030-1100	30
5	<b>Expending School Funds</b> The facilitator will give presentation on the rules, regulations and procedures for expending school funds, including the pupils' fund. the CPs will ask question for clarification and share their experiences of using school funds and the emerging issues.	1100- 1150	50

6	<p><b>Purpose of Audit</b> Through brainstorming, CPs will share the purpose of auditing school funds. The facilitator will write the responses on the board followed by discussion. CPs will share the existing practices of audit in their schools.</p>	1150-1215	25
7	<p><b>Necessary Records for Audit</b> In groups, CPs will discuss and develop list of all the necessary documents required for audit including registers, files, receipts and vouchers etc. The list has to be prepared on chart papers for sharing with the other groups.</p>	1215-1235	20
8	<p><b>Group Presentation</b> Each group will give presentation and share its list with the other groups, followed by question/ answer and whole class discussion and facilitator's input.</p>	1235-1300	25
	<p><b>Break for Lunch and Zuhar Prayer</b></p>	1300- 1400	60
9	<p><b>Internal and External Audit</b> Each CP will think individually and write his/ her understanding of the purpose of internal and external audit. Then he/ she will share her/ his responses with the person sitting next to her, and then with the whole class followed by discussion and facilitator's input.</p>	1400-1430	30
10	<p><b>Reading Audit Reports</b> CPs will work in small groups and read sample audit reports of different schools. After reading the reports they will jot down the important points of the reports.</p>	1430-1500	30
11	<p><b>Discussion</b> Based on the reading, each group will share the important points of the audit reports. A whole class discussion will be generated in order to get better understanding of the concept. The facilitator will highlight the important points to be kept in mind while preparing for the school audit.</p>	1500-1600	30

## Day 9

**Theme:** Monitoring and Evaluation

**Objectives:** By the end of the day the CPs should be able to:

- Understand concept of Monitoring and Evaluation
- Differentiate between monitoring and evaluation
- Explain purpose of monitoring and evaluation
- Discuss different approaches to Monitoring and Evaluation
- Work cooperatively in groups, share ideas and take part in discussions

**Resources:** Multimedia, handouts, markers, flipcharts

S. No.	Teaching and Learning Activities	Time	Duration (minutes)
1	<b>Recitation</b> One of the CPs will recite verses from the Holy Quran with translation.	0900-0905	05
2	CP will be asked to share their reflections about the previous day's sessions, focusing more on their learning. Main points of their responses will be written on the white board for discussion and facilitator's input.	0905-0930	25
3	<b>What is Monitoring and Evaluation?</b> For eliciting CPs' existing understanding of the term 'monitoring and evaluation' the facilitator will use think, pair, share strategy. CPs will be asked to think for 2 to 3 minutes and write their definition of monitoring and evaluation. Each CP will share his/ her definition with the person sitting next to him/ her and then with the whole class. The facilitator will write some of the definitions or its key points on the board.	0930-0950	20
4	<b>Sharing Literature Based Definitions</b> The facilitator will share with the class the following literature based definition of monitoring and evaluation.  <i>"Monitoring is a system of continuous information, which generally consists of several indicators regarding the projects key aspects that help detect implementation problems and to evolve remedial measures to improve project performance".</i>  <i>"Evaluation is the process of collection and analysis of data for periodic assessment of a project's performance, efficiency and impact".</i>	0950-1010	20

5	<b>Difference between monitoring and evaluation</b> Through brainstorming and discussion the differences between monitoring and evaluation will be clarified. The facilitator will further explain that monitoring is a process, which does not examine planning of a project, whereas evaluation involves an extensive analysis of the project plan and operations. Moreover, monitoring follows a management model aimed at improving day-today project operations, evaluations uses a research model to assess impact of project interventions	1010-1030	20
	<b>Break for tea and refreshment</b>	1030-1100	30
6	<b>Purpose of monitoring and evaluation</b> Facilitator will ask questions from the CPs to elicit their understanding about the purpose of monitoring and evaluation. Their responses will be written on the white board and discussion will be held to clarify the concept.	1100-1130	30
7	<b>CPs' current practices of monitoring and evaluation</b> CPs will work in small groups and discuss their current practices of monitoring and evaluation in their schools. They will also highlight the challenges they face in this process. Each group will prepare short presentations.	1130-1200	30
8	<b>Group Presentation</b> Each group will give presentation of their group work. Sufficient time (10-12) minutes will be allocated for each presentation. After each presentation there will be question and answer session. At the end of the presentations, the facilitator will sum up the session by giving her/ his expert inputs.	1200-1300	60
9	<b>Break for lunch and Zuhar prayer</b>	1300-1400	60
10	<b>School Self Evaluation</b> The facilitator will give power point presentation on school self evaluation, what is it and why is it important fro school and how to do it effectively. At the end of the presentation, the CPs will be encouraged to ask questions and take part in the discussion.	1400-1430	30
11	<b>Internal and External Evaluation</b> In small groups, the CPs will discuss about internal and external evaluation, and the advantages and disadvantages of both the approaches. Each group will prepare a short presentation. During the group work, the facilitator will go to each group and provide support	1430-1450	20
12	<b>Group Presentations</b> Each group will give presentation of the group work. The facilitator will encourage other groups to ask questions and take part in the discussion.	1450-1600	40

## Day 10

**Theme:** Monitoring and Evaluation in Schools

**Objectives:** By the end of the day CPs are expected to be able to:

- Discuss different approaches to learners and teachers evaluation
- Identify variables and performance indicators for monitoring school performance
- Develop framework for conducting school based evaluation
- Work cooperatively in groups, share ideas and take part in discussions

**Resources:** Multimedia, handouts, flipcharts, markers

S. No.	Teaching and Learning Activities	Time	Duration (minutes)
1	<b>Recitation</b> One of the CPs will recite some verses from the Holy Quran with translation.	0900-0905	05
2	<b>CPs' Feelings</b> CPs will be asked to share their feelings about the previous day's sessions. The facilitator will write down important points on the white board for further discussion.	0905-0930	25
4	<b>Why Learners' Evaluation?</b> Learners' evaluation is one of the important components of school monitoring and evaluation process. It will be appropriate if CPs' perceptions on this are elicited. For this purpose, brainstorming will be done and the responses of CPs will be written on the board for discussion.	0930-0940	10
5	<b>How to Improve Existing Practices of Learners' Evaluation?</b> CPs will work in groups and discuss existing practices of learners' evaluation in schools. They will identify weaknesses and issues with learners' evaluation and will suggest strategies to improve the practices. The facilitator will also join different groups and share expert opinions.	0940-1000	20
6	<b>Group Presentation</b> Each group will give presentation of the group work. Other groups can ask questions or give comments on the presentations. The facilitator will note down important points of each presentation for discussion and sum up.	1000-1030	30
	<b>Break for Tea and Refreshment</b>	1030-1100	30

7	<b>Teachers' Evaluation</b> Knowing about CPs existing practices of teachers' evaluation is important before talking on this topic further. Therefore, through questions and answers the facilitator will elicit their responses. The responses will be written on the board.	1100-1120	20
8	<b>Approaches used for Teachers' Evaluation</b> The facilitator will give presentation on different approaches used for teachers' evaluation. The presentation will also cover emerging issues in teachers' evaluation and will suggest possible solutions to those issues. The presentation will be followed by questions and answers and discussion.	1120-1200	40
9	<b>Developing Monitoring and Evaluation Framework</b> CPs will work in pairs and develop monitoring and evaluation plans for their schools. The facilitator will provide technical support to the CPs as and when required.	1200-1300	60
10	<b>Break for Lunch and Zuhar Prayer</b>	1300-1400	60
11	<b>Presentation of Pair Work</b> Each pair will present its monitoring and evaluation plan. Other pairs can ask clarifying questions and give suggestions. The facilitator can give expert inputs on each presentation and suggest changes or improvement.	1400-1600	90

## Day 11

**Theme:** School and Community

- Objectives:** By the end of the day, the course participants are expected to be able to:
- Explain the purpose of School Management Committees (SMCs)
  - Discuss how the school – community relations can affect the school management
  - Describe how the parents and community can contribute to the overall development of the school
  - Suggest strategies to involve the local community in the academic and non-academic activities of the school
  - Work cooperatively in groups, share ideas and take part in discussion

**Resources:** Handouts, Flip Charts, Markers

S. No.	Teaching and Learning Activities	Time	Duration (minutes)
1	<b>Recitation</b> One of the CPs will recite verses from the Holy Quran with translation.	0900-0930	05
2	<b>CPs' Reflections</b> CP will be asked to share their reflections about the previous day's sessions, focusing more on their learning. Main points of their responses will be written on the white board for discussion and facilitator's input.	0905-0930	25
3	<b>School Management Committees (SMCs)</b> The facilitator will ask the CPs to think for two minutes and share why establishment of School Management Committees (SMCs) is important. CPs' responses will be written on the white board for discussion and facilitator's input.	0930-0950	20
3	<b>Existing Status of SMCs in Schools</b> Each CP will be asked to share with the class existing status of SMCs and parents' participation in their schools. For example, when the SMC was established and by whom, how many male and female members are there in the SMC and how frequently they meet, and what matters are discussed in the SMC meeting etc. Each CP will write this information on a piece of chart paper and display in the class for others to see.	0950-1030	40
	<b>Break for Tea and Refreshment</b>	1030-1100	30

4	<p><b>Case Studies</b>  In three groups, CPs will read the following three different case studies regarding function of school management committees, discuss and suggest solutions to the issues identified in the case studies, and prepare presentations.</p> <p><b><u>Case study 1</u></b>  On arrival at her new school as head, Mrs. Mehmooda found that the behavior of the children was really bad. A fortnight later a member of the school management committee came to her office and requested her assistance in stopping the children from attending film shows at night. On investigation, Mrs. Mehmooda found that the complaint was justified. Firstly, some children were found at the film shows almost every night of the week. Secondly, parents had been giving money to their children for them to attend the night shows.</p> <p>There was, however, a complication. The owner of the film theatre had for a long time been a generous supporter of the school and there was still an urgent need for funds.</p> <p><b>Discussion</b>  (1) What are the issues in this case?  (2) How should Mrs. Mehmooda resolve the situation?</p> <p><b><u>Case Study 2</u></b></p> <p>A secondary school serves two separate communities which are constantly opposed to each other. In village politics, religion and social activities they hold opposing views. When one party is helping the head, the other engages in continuous criticism and sometimes bitter opposition. The problem is not helped by the fact that the staff is also divided on ethnic grounds, while the pupils simply reflect the attitudes of their parents. Mr. Saleem, the school head, although a member of the dominant community, is nevertheless concerned to bring about a reconciliation of interests.</p> <p><b>Discussion</b>  What lines of action (both positive and negative) are open to Mr. Saleem?</p> <p><b><u>Case study 3</u></b></p> <p>A school committee member is a well-to-do person who involves himself in active politics. He has relations</p>	1100-1140	40
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	<p>holding key posts in the Ministry. Without the knowledge of the head, the committee member warning a staff member of the school and writes to one of his Ministry contacts suggesting that the teacher be transferred to another school.</p> <p>The teacher concerned feels that this is improper and unprofessional. He maintains that only the head who is his immediate superior officer has the power to do such a thing. He therefore approaches the head, who then becomes aware of the situation for the first time. The head is anxious to avoid the transfer and replacement of the teacher particularly since an examination class is involved and the examinations are a few weeks away. She realizes, however, that the committee member could be difficult to oppose.</p> <p><b>Discussion</b> What strategies would you suggest the head employs in order to retain the teacher?</p>		
5	<p><b>Group Presentations</b> Each group will give presentation of its work. 10 minutes will be allocated for each presentation and 05 minutes for the question and answer.</p>	1140-1225	45
6	<p><b>Involving Community in School Affairs</b> The facilitator will give presentation on involving the local community in the academic and non academic activities of the schools. The facilitator can give examples of some of the successful models community participation, which were developed and tested in Northern Aras, Chitral and other parts of the country. A concept paper written by Sultan Ali Khan will be a useful reading material (see annex 7).</p>	1225-1300	35
	<b>Lunch and Zuhar Prayer and Off</b>		

## Day 12

**Theme:** Planning

**Objectives:** By the end of the day the CPs should be able to:

- Describe importance of planning
- Explain lesson planning
- Prepare school development plan
- Share their reflections about the training programme
- Give suggestions to improve the future programmes

**Resources:** -

S. No.	Teaching and Learning Activities	Time	Duration (minutes)
1	<b>Recitation</b> One of the CPs will recite verses from the Holy Quran with translation.	0900-0930	05
2	<b>CPs' Reflections</b> CP will be asked to share their reflections about the previous day's sessions, focusing more on their learning. Main points of their responses will be written on the white board for discussion and facilitator's input.	0905-0930	25
3	<b>Planning</b> Through think, pair share strategy CPs' existing understanding of the term 'planning' will be elicited. The facilitator will write the responses on the board for discussion.	0930-0945	15the
4	<b>Lesson Planning</b> The facilitator will give short presentation on importance of planning, particularly lesson planning. S/he will highlight the important components of a lesson plan and will suggest strategies to develop a concise lesson plan with SMART objectives.	0945-1000	15
5	<b>Developing Lesson Plans</b> The class will be divided in 05 groups and each group will prepare a less plan on different subjects as per the following guidelines.  Group 1: English Group 2: Math Group 3: Science Group 4: Social Studies Group 5: Urdu or Islamiat	100-1030	30

	The groups will display their lesson plans in the classroom for others to see.		
	<b>Break for Tea and Refreshment</b>	1030-1100	30
6	<b>What is School Development Plan?</b> Using think, pair, share strategy, CPs' existing understanding of School development Plan will be elicited, and its important components will be discussed.	1100-1130	30
7	<b>Preparing School Development Plan</b> CPs will be divided in 04 groups and each group will prepare a development plan for their schools. The facilitator will work with each group and provide technical support in completing the plans.	1130-1215	45
8	<b>Group Presentation</b> The groups will give presentation of their work followed by questions/ answers and facilitator's input. The presentations will be displayed in the classroom.	1215-1300	45
	<b>Break for Lunch and Zuhar Prayer</b>	1300-1400	60
9	<b>Programme Evaluation</b> Programme evaluation form will be distributed among the CPs to complete and return. CPs will be asked to mention about their learning, strengths of the training, and areas needing improvement. They will give their suggestions for improving the future training programme.	1400-1430	30
10	<b>Briefing about Field Work</b> CPs will be briefed about their field work, follow- up support and the assignment to be completed and submitted by the CPs.	1430-1440	10
11	<b>Closing Ceremony</b> A simple closing ceremony of the training will be organized. Representative of Government Education Department, Director DEE and her senior staff, and UNESCO field staff will also participate in the programme. The CPs will share their reflections about the training followed by speeches by Course facilitators, Director DEE and the chief guest.	1440- 1600	30

## Types of Leadership

There are many theories about the types of educational leadership. In order to provide an overview of the different theories, below are brief definitions of the types of leadership, including Transformational Leadership and Pedagogical Leadership which are key to school improvement. However, it is important to note that the context of the school and the particular situation you face would determine the type of leadership you use. As head teachers, you might need to be transactional leaders on one occasion, and, on other occasions, you might need to be bureaucrats; however, research and experience show that if you focus on Pedagogical Leadership, your school improvement efforts are more likely to be successful.

### **Instructional leadership**

Instructional leadership focuses on the role of the head teacher in coordinating, controlling, supervising and developing curriculum and instruction in the school (Hallinger, 2003).

### **Bureaucratic leadership**

Bureaucratic leadership focuses on the role of the head teacher in mandating tasks and outcomes. Management systems that emphasize supervision, evaluation and incentives support this type of leadership (Sergiovanni, 1998).

### **Visionary leadership**

Visionary leadership focuses on the role of the head teacher in providing a vision for the school. The visionary leader does this by motivating and inspiring schools to change (Sergiovanni, 1998).

### **Entrepreneurial leadership**

Entrepreneurial leadership focuses on the role of the head teacher in encouraging competition, providing incentives for winning and disincentives for losing. (Sergiovanni, 1998)

### **Transactional leadership**

Transactional leadership focuses on the role of the head teacher in providing rewards (e.g. salary and other extrinsic rewards that the head teacher controls to a certain degree) in exchange for services (e.g. from a teacher).

### **Transformational leadership**

Transformational leadership focuses on developing leadership capacity within the organization rather than limiting leadership to the head teacher. It focuses on capacity development of school community members in order to bring about improvement in teaching and learning. This is in contrast to instructional leadership, where the head teacher focuses on directly improving classroom teaching and learning. Transformational leadership stresses on the head teacher's moral role.

Transformational leadership is linked with change and improvement and it is seen when leaders:

- Stimulate interest among colleagues to view their work from new perspectives
- Generate awareness of the mission and vision of the team and organization

- Develop colleagues to higher levels of ability and potential
- Motivate colleagues and followers to look beyond their own interests towards those that will benefit the group  
(Bass and Avolio, 1994, p. 2).

## **Pedagogical Leadership**

Sergiovanni (1998) took the concept of transformational leadership further to put it in the context of learning communities and development of human capital. He saw the development of social and academic capital for students, and intellectual and professional capital for teachers as the cornerstone of pedagogical leadership. Let us explore this concept a little further.

The term 'pedagogue' derives from the Greek language where it referred to a watchful guardian whose responsibility it was to lead (agogos) the young boy (paides) to school. The adult had the task of accompanying the child, of being with the child, and of caring for the child. This was a kind of 'leading' where one often walked behind the one who was led. The pedagogue was there in loco parentis-in place of the parent (Van Manen, 1991).

The term pedagogy was relatively uncommon in the language of educators a decade ago. Now, publications and teachers' discourses use the term more frequently. We use the term as a synonym to teaching and learning.

Pedagogical leadership is fundamentally concerned with improving teaching and learning in schools. It involves investing in capacity building by developing social and academic capital for students and intellectual and professional capital for teachers. It helps schools to become caring (social), focused (academic) and inquiring (intellectual) institutions.

The core purpose of pedagogical leadership is to create an environment that is conducive to high levels of student learning and achievement. This purpose is based on a set of beliefs about what constitutes effective schooling and appropriate student achievement. Leadership in schools focuses on making these beliefs explicit in the school environment so that there is a shared understanding that the focus of the school is student learning. This incorporates curriculum planning, policy development and the delivery of learning and teaching programmes that enable students to develop their capacities as fully functioning and responsible future citizens. The extent to which student learning occurs provides the basis for judgments about a school's educational effectiveness. The total effectiveness of a school as a learning community includes the continuing learning of students, teachers, support staff and parents.

## **Strategies for Pedagogical Leadership**

### **1. Mentoring**

The process of mentoring is used in many professions and it refers to a one-to-one professional relationship that aims to improve practice. In education it usually involves senior and experienced teachers working with less experienced teachers through a combination of methods: informal meetings and conversations, induction to the school for newly arrived teachers, providing demonstrations of teaching, coaching on lesson planning, and teaching or other activities depending on the needs of the 'mentee', that is, the teacher being mentored.

The head teacher may be a mentor or may have the role of organizing and coordinating the mentoring system throughout the school. This would mean allocating mentors to mentees and facilitating the process, for example, by finding time for them to meet, and monitoring the process to ensure that it is working well for both mentors and mentees. Finding time is always an important issue and it is suggested the provision of one hour of protected time per week for a period of six months to enable the process to work effectively.

It is important to realize that mentoring must be responsive to the individual strengths, values and needs of both mentor and mentee. This is an important point in allocating mentors and mentees. For example, if a teacher has a need to develop computer skills, it would make sense to allocate a mentor who has those skills or is at least interested in that area so that there would be some compatibility of needs and interests.

Mentoring is a process whereby skills can be developed; however, it is not necessary for the mentor to be an 'expert' in those skills. It is possible for the mentor to assist in arranging for the mentee to attend a course rather than personally providing all the necessary skills.

It is also important to realize that not all experienced teachers can be effective mentors. To be a good mentor a teacher needs to be interested in the professional development of another teacher and must be willing to give the time and benefit of their experience. People who are secretive, uncommunicative and unwilling to share experiences and practice with others would probably be more suited to a strategy other than mentoring. Mentoring is a demanding activity and only teachers who are suited to that kind of relationship with another teacher should undertake this task.

Mentoring is a strategy of pedagogical leadership because it is ultimately concerned with improving teaching and learning. "Mentoring is seen as a dynamic process whereby a teacher new to the profession not only learns the necessary skills (as an apprentice carpenter might for example) with a more experienced colleague but also develops the attitudes, practice and knowledge that are conducive to bringing about pupils' learning in class" (Fletcher, 2000, p. 4).

## 2. Clinical Supervision

Although the term 'clinical supervision' may be new to you, it is very likely that you have had some experience of observing teachers and providing feedback to them on their teaching. Clinical supervision refers to a systematic and data-driven process of assisting teachers to improve through classroom observation and feedback.

The clinical supervision process was first developed by a group of educators at Harvard University in the 1950's-so you can see that the process has been around for a long time. Over the years there has been a lot of discussion about the label 'clinical supervision' with some writers suggesting that a different term should be used because of problems associated with the meaning of 'clinical' (medical connotations) and 'supervision' (connotations of inspection). In fact, clinical supervision does not mean either of these things.

For our purposes, clinical supervision refers to the in-class nature of assistance provided to teachers to help them make sense of the complex processes of teaching and learning; in short it has to do with discussion, observation, and analysis 'in the clinic of the classroom' (Smyth, 1984, p. 2). From this definition, you can see that the word *clinic* refers to the place where teaching and learning occurs and that is the focus of the process of clinical supervision.

The starting point for clinical supervision is its belief in the importance and worth of the individual teacher. Unlike other forms of supervision that rely on rating or evaluating teachers, clinical supervision emphasizes the importance of teachers seeking to improve their own practice through reflection, with assistance and support from their colleagues. It suggests a frame of mind that is open to new ideas, skills and understandings along with a motivation to follow these through into improved practice. However, clinical supervision also recognizes that individual teachers who are left on their own will not usually change and improve. There is therefore a need for teachers to work together for the improvement of teaching

The rationale for clinical supervision is that teaching processes can be improved when the teacher is provided with timely and relevant feedback on aspects of teaching that are of interest and concern to the teacher. It is important then that the teacher is greatly involved in selecting the aspect of teaching that will be observed.

You can see that clinical supervision is more than just a set of techniques for classroom observation; it emphasizes a number of values related to assisting teachers to acquire meaning and understanding from their teaching. In particular clinical supervision aims to:

- Help a teacher expand his or her perceptions of what it means to be a teacher, through discovery of strengths and weaknesses;
- Assist a teacher to regularly and systematically examine personal teaching to see if there is a match between intentions and actions; and,
- Provide a teacher with a methodology by which to monitor the effect of bringing

about changes to teacher behaviour (Smyth, 1984, p. 6).

This takes us into the actual process or, as it is sometimes called, the cycle of clinical supervision. The cycle consists of a 4-stage process as shown below. The centerpiece is the idea of a 'conference' both before and after the lesson is taught and observed. The following diagram and notes on clinical supervision are from Smyth (1984)

### **3. Professional Development Programmes**

Professional development programmes, often called in-service education, are quite common and if well conducted can be very helpful for teachers in improving their practice. While mentoring and clinical supervision both rely on teachers within a school working with other teachers, the major feature of professional development programmes is that they usually bring an 'outsider' into the school as a presenter of the programme. This is an important point as outside presenters are usually invited because they have new and challenging ideas. Such outsiders may be university professors, consultants, experienced teachers from other schools, or parents with particular expertise. Depending on the availability of the presenter, a professional development programme could be a single session, of say 2 hours, or it could be a series of sessions spread over a month or more.

Whilst they have great potential if done properly, professional development programmes are often not very effective in assisting teachers to improve teaching and learning. Some of the reasons for the lack of effectiveness are:

- One-time sessions are widespread but generally not effective due to lack of follow-up.
- People who do not know the needs of the teachers concerned frequently select topics and they are therefore not relevant.
- Evaluation of programmes occurs infrequently so there is a lack of feedback.
- There is a lack of conceptual basis in planning and implementing the programmes.
- Programmes are arranged because a presenter happens to be available, not because there is a demand for the programme.

Guskey (2000, pp. 36-38) outlines the principles of effective professional development. He suggests that there are four principles common to the diverse range of approaches used:

#### ***A clear focus on learners and learning***

Successful professional development programmes centre primarily on issues related to learning and the attainment of high standards by learners. Focusing on students helps keep the leaders and teachers on task and prevents distraction that wastes time and effort.

#### ***An emphasis on individual and organizational change***

Schools will only improve if the individual leaders and teachers within them improve and there needs to be an emphasis on whole-school improvement. Barriers between teachers and leaders need to be reduced or removed so that they can work together as partners in improvement. Continuous improvement should be the norm.

### ***Small changes guided by a grand vision***

The greatest success is consistently found when the change requires noticeable, sustained effort but is not so massive that teachers feel overwhelmed by it. However, any small changes need to be guided by a grand vision or goal that relates to learners and learning. This is often described as "think big, but start small".

### ***Ongoing professional development that is part of the norms and routines of the organization***

In successful programmes, professional development is not an event that is separate from the everyday life and work of the teachers. Instead, it is an ongoing activity woven into the fabric of the school and we see it as a natural and recurring process integral to all learning environments.

Perhaps the most common form of teacher professional development currently in use is the workshop. Seminars on many different topics and professional dialogues are also becoming popular. Unfortunately, many seminars and workshops are not well planned or conducted and often there is no follow-up later.

## **4. Networking**

Networking is a second source of 'outside' ideas for the improvement of teaching and learning. Networking implies joining with teachers from other schools and/or education systems in both informal and formal ways to learn new ideas to improve teaching and learning.

Informal ways include inter-school visits where groups of teachers from one school will spend a day or two in another school (sometimes even in another country) to observe and discuss innovative approaches to teaching and learning. Networking can be made more formal through professional associations that teachers can join to participate in their various activities. Specific examples of such associations in Pakistan include Mathematics Association of Pakistan (MAP), School Head teachers Association for Development of Education (SHADE), and Society of Pakistan English Language Teachers (SPELT).

### ***Networks seem to provide:***

- Opportunities for teachers to both consume and generate knowledge;
- A variety of collaborative structures;
- Flexibility and informality;
- Discussion of problems that often have no agreed-upon solutions;
- Ideas that challenge teachers rather than merely prescribing generic solutions;
- An organizational structure that can be independent of, yet attached to, schools or universities;

- A chance to work across school and district lines;
- A vision of reform that excites and encourages risk taking in a supportive environment; and,

## Case Studies on School Management

### Case Study A

City High School seems set for a crisis. A recent inspection of the school identified the following as its strengths and weaknesses:

#### **Strengths**

- An experienced, mature staff
- careful budgeting
- Adequate learning resources
- Excellent sports and games facilities
- A coherent philosophy and mission for the school
- High quality counseling services

#### **Weaknesses**

- Poor and declining student achievement scores
- Insufficient diversity of teaching methods
- Generally unacceptable standards of student literacy
- An ineffective departmental structure
- Inadequate mechanisms for curriculum development
- Little effective monitoring and evaluation at whole school level

Imagine you are the newly appointed principal of City High School. How would you describe the problem that you would face in the light of the audit/inspection described above?

As a school leader, what practical steps would you take to address the identified weaknesses?

### **Case B**

Mrs. Kamal is a long serving teacher in the school who sees herself passed over for promotion as younger teachers gain posts of responsibility ahead of her. She feels that you (the head) have something against her but that you really do not want to tell her outright. Mrs. Kamal repeatedly asks you why she did not get such and such a position and you repeatedly tell her that the position went to the best applicant and that this is no reflection on her competence or potential. She is now embittered and in the past few months she has been making a rash of applications for senior positions in other schools. Her failure in these applications merely increases her bitterness and she sees you as the person preventing her advancement elsewhere.

What is the challenge presented in this case?

How would you deal with it?

**Case C**

Mr. Dawood is constantly undermining your authority as the head through criticism, rumor and half-truth, always in informal contexts such as staff-room gossip. He is also constantly distancing the senior staff from other junior colleagues. Sometimes he voices his opposition to your policies and practices publicly. He is also always quick to supply colleagues, during tea breaks, with the 'real' reason why something has been said, done or proposed.

How would you deal with this situation?

**Case D**

Mr. Davies has poor interpersonal skills with colleagues but does not recognize this fact. He is a source of major frustration to colleagues in meetings, in daily communications and with parents. He is a poor listener. He is unconsciously rude in interrupting colleagues and speaks at parents rather than talking with them. No one wants to work with him. As the head, you spell out some of these issues and problems to the teacher. He listens but does not hear. He refutes the criticism, reminding you that staffroom gossip and tale telling are one thing, but being an effective teacher is another-and no one doubts his teaching ability.

What is the challenge presented in this case study and how would you deal with it?

*(These case studies have been adapted from Holmes, 1993).*

## **Different Scenarios Related to Resource Management**

### **Scenario One**

You are the head of a secondary school. You have sufficient rooms to accommodate all the classes. The school also has a staff room, head teacher's office and clerk's office. Teaching staff and students have been demanding a library for some time. You have some funds to purchase books but there is no extra room available to make a library so you are holding on to the funds. Now, your School Management Committee, especially parents' representatives, is pressurizing you to utilize the funds for the purchase of books. What would you do?

### **Scenario Two:**

Your middle school budget has some provision for purchase of teaching material. You manage to purchase some teaching material and resources. However, these resources are not enough; and, in the absence of a separate resource room, all purchased material is kept in your office. How do you resolve the issue of accessibility of the available resources? How would you maximize their use and what strategy would you use to acquire more resources?

### **Scenario Three:**

Your secondary school is below average in national level exams. You realize that it is due to students' low marks in mathematics and science. To improve the situation your school has decided to introduce activity-based math and science teaching from class 5. This, however, is very resource demanding and you do not have enough funds. What will you do? What strategy will you employ to acquire these resources? Do you have any ideas about utilizing your human resources (parents, teacher and students)?

## **Stages of Reflection**

Van Manen (1977), among others, has identified different stages of reflection. He suggests that there are three stages for developing into a reflective practitioner:

- Technical reflection
- Practical reflection
- Critical reflection

### **Technical Reflection**

At this early stage, the teacher's reflection is limited to the technical determination of whether or not one's own performance is efficient and effective in achieving certain goals or objectives. The teacher does not see the goal or the context as problematic at this level and hence these remain unexamined. For example, if a teacher plans a lesson and reflects on the achievement of the objectives it would most likely be technical reflection.

At this level, the teacher is essentially concerned with 'covering the syllabus'. For a head teacher, the equivalent activity could be that of reflecting on a particular management task, such as teacher appraisal, where the objective might be to observe each teacher once per week. If the head's reflection is simply concerned with achieving the objective, then it is likely to be technical reflection.

### **Practical Reflection**

At the practical reflection stage, the teacher examines his or her goals or objectives in relation to wider questions such as the appropriateness of the objectives, the extent to which students develop understanding, and the nature of interactions in the teaching-learning situation.

It is, of course, important for teachers to ensure that students achieve the objectives (as in technical reflection); but, it is also important to reflect on the nature and value of those objectives. Following are some of the kinds of questions that can be the basis of practical reflection: Are the objectives the most appropriate for that group of students? Have the students achieved deep understanding of the concepts being taught? Is there a caring and interactive environment in the classroom?

For a head teacher, continuing the above example of teacher appraisal, the questions might be: Why am I observing the teachers? Do the teachers find it helpful? Is a weekly observation appropriate? What is the quality of my interactions with the teachers?

In other words, practical reflection concerns competing explanations, perspectives and

theories as a prerequisite for taking action.

### **Critical Reflection**

The critical reflection stage is the highest stage of reflection. At this stage, the social and political implications of teaching and schooling become central to the reflection process of the teacher or head. Having progressed from technical and practical reflection you may now reflect on questions such as: Why do teachers have such low status in this country? Why do teachers get such few professional development opportunities? Why does the government not give more financial and other support to the education sector? How can I, as a head teacher, facilitate teacher and school improvement on a limited budget? What are the implications for teachers' and heads' professionalism of all these issues?

Such questions are not easy to answer and they demand a lot of thought. According to Van Manen (1977), the stages of reflection are hierarchical and correspond to the growth of the teacher from a novice to a fully professional teacher. Taking the teacher appraisal example again, the kind of questions posed in the critical reflection stage might be: Does appraisal of teachers improve or diminish their status as professionals? How can I make appraisal more helpful as a forum of professional development for teachers? Is appraisal a process of control over teachers or a process of intellectual liberation for teachers?

### **Critical Incident Reflection Protocol**

An effective way of writing reflection is to use the Critical Incident Reflection Protocol. Simon Hole's story about "The Geese and The Blinds" is used here to demonstrate the process.

#### ***Step One: What Happened?***

*“Wednesday, September 24, 9:30 a.m. I stand to one side of the classroom, taking the morning attendance. One student glances out of the window and sees a dozen Canada geese grazing on the playground.*

*Hopping from his seat, he calls out as he heads to the windows for a better view. Within moments, six students cluster around the windows. Others start from their seats to join them. I call for attention and ask them to return to their desks. When none of the students respond, I walked to the windows and lowered the blinds”.*

Answering the question, "What happened?" is more difficult than it sounds. We all have a tendency to jump into an interpretive or a judgmental mode, but it is important to begin by simply telling the story. Writing down what happened (without analysis or judgment) aids in creating a brief narrative. Only after writing such a narrative are we ready to move to the second step.

#### ***Step Two: Why Did It Happen?***

Attempting to understand why an event happened the way it did is the beginning of reflection. We must search the context within which the event occurred for

explanations. Simon reflects:

*“Even as I was lowering the blinds, I was kicking myself. Here was a natural opportunity to explore the students' interest. Had I stood at the window with them for five minutes, asking questions to see what they knew about geese, or even just listening to them, I'd be telling a story about seizing the moment or taking advantage of a learning opportunity. I knew that even as I lowered the blinds”*

Searching deeper, we may find that a specific event serves as an example of a more general category of events. We need to consider the underlying structures within the school that may be a part of the event and examine deeply held values. As we search, we often find more questions than answers.

*“Two key things stand out concerning that morning. First, the schedule: On Wednesdays, students leave the room at 10:00 a.m. and do not return until 15 minutes before lunch. I would be out of the classroom all afternoon attending a meeting, and so this half hour was all the time I would have with my students.*

*Second, this is the most challenging class I've had in 22 years of teaching. The first three weeks of school had been a constant struggle as I tried strategy after strategy to have a discussion, give directions, or conduct a lesson. The hectic schedule and the need to prepare the class for a substitute added to the difficulty I've had ‘controlling’ the class, so I closed the blinds”.*

There is something satisfying about answering the question, "Why did it happen?" Reflection often stops here. However, if our goal is to become reflective practitioners, we need to look more deeply. The search for meaning is step three.

### **Step Three: What Might It Mean?**

Assigning meaning to the ordinary episodes that make up our days can feel like overkill. Is there really meaning behind all those events? Would it not be more productive to wait for something extraordinary to happen an event marked with a sign: "Pay attention! Something important is happening."

Guided reflection is a way to find the meaning within the ordinary. Split-second decision-making is a crucial aspect of teaching. Given the daily madness of life in a classroom, considering all options and consequences is difficult. Often, it is only through reflection that we even recognize that we had a choice and that we could have done something differently.

*“Like a football quarterback, I often make bad decisions because of pressure. Unlike a quarterback, I don't have an offensive line to blame for letting the pressure get to me. While it would be nice to believe that I could somehow make the pressure go away, the fact is that it will always be with me. Being a teacher means learning to live within that pressure, learning from the decisions I make and learning to make better decisions”.*

Our growing awareness of how all events carry some meaning is not a new concept. In *Experience and Education* (1938) John Dewey wrote about experience and its relationship to learning and teaching: "Every experience affects for better or worse

the attitudes which help decide the quality of further experience" (p. 37). He believed that teachers must be aware of the "possibilities inherent in ordinary experience" (p. 89) and that the "business of the educator is to see in what direction an experience is heading" (p. 38). Rediscovering this concept through an examination of ordinary events creates a fresh awareness of its meaning.

The search for meaning is an integral part of being human. However, understanding by itself does not create changes in classroom practice. The last phase of guided reflection is more action oriented and involves looking at our practice in light of those new understandings.

#### **Step Four: What Are the Implications for My Practice?**

Simon continues:

*"My reaction to the pressure this year has been to resort to methods of control. I seem to be forever pulling down the blinds. I'm thinking about how I might better deal with the pressure.*

*But there is something else that needs attention. Where is the pressure coming from? I'm sensing from administration and parents that they feel I should be doing things differently. I've gotten subtle and overt messages that I need to pay more attention to "covering" the curriculum, that I should be finding a more equal balance between process and product.*

*Maybe they're right. What I've been doing hasn't exactly been a spectacular success. But I think that what is causing the lowering of the blinds stems from my not trusting enough in the process. Controlling the class in a fairly traditional sense isn't going to work in the long run. Establishing a process that allows the class to control itself will help keep the blinds up".*

## **Community Participation in Schools Being Constructed by UNESCO Under ERP and ZBNF Projects**

A concept paper developed by: Sultan Ali Khan, Teacher Education and Training Officer

Participatory approach that involve local communities in their own development have become very popular among donor organizations and international community during the past few years. According to Save the Children (2002), “No country will develop through external support alone; a proactive role by the community in the development and management of resources is essential”. In Pakistan, the role of communities in school management has been recognized as crucial and School Management Committees (SMCs) and Parent Teacher Councils (PTCs) have been established in most of the government schools. The philosophy behind this initiative is that the involvement of parent/ community in decision making process gives them a sense of ownership and it also enhances students learning achievements.

In Azad Jammu and Kashmir (AJK), the idea of community involvement/ participation in schools is relatively new, particularly at secondary school level. In 1998, the government issued orders to establish school management committees in elementary school under order number 683- 86/planning/s-t dated 04.05.1998. However, the functioning of most of these SMCs was not to the desired standards and they were mostly formal entities not having decision making powers at school level and thus became non functional after some times.

After the earthquake of 2005, different national and international organizations, such as UNICEF, Department for International Development (DFID), Revitalizing, Innovating and Strengthening Education (RISE) and National Rural Support Programme (NRSP) started working on formation and Reactivation of SMCs at primary and elementary school level. At present, NRSP is fully involved in formation and activation of SMCs in schools of Muzaffarabad, Neelum, Bagh and Kotli districts of AJK. So far SMCs have been formed/ activated in more than 1100 schools in Muzaffarabad district, 735 in Kotli district, 235 in Bagh district and 250 in Neelum district. NRSP has arranged training for the SMC members and has provided funds @ Rs. 4500/- per SMC to more than 95% of the SMCs.

UNESCO under its ERP and ZBNF project is constructing five secondary and middle schools in the earthquake affected areas of AJK and NWFP and is also planning to ensure active participation of the local communities in the construction work as well as in the improvement of the schools and quality education. The purpose is to develop and test a model with active community involvement in to decision making process on school related issues including the construction work. In this regard, **school improvement plan** for each of the five schools will be developed with active participation of all the stakeholders including the SMC/ PTC members, teachers and interested general public.

The following strategy will be adapted for this purpose.

1. Study of the current status of community participation, role of SMCs/ PTCs in the selected secondary and middle schools
2. Perception of community about their roles and responsibilities
3. Capacity building of SMCs/ PTCs and Village Education Committees/ village

- Organizations etc and creating awareness about their roles/ responsibilities
4. Identifying needs of the school and prioritizing the needs
  5. Based on the prioritized needs, developing school improvement plan with active participation of the community
  6. Resource identification and mobilization
  7. Implementation of the plan and proper monitoring
  8. Evaluation of the outputs, outcomes and impact

The local community could be involved in both academic and non academic activities of the school.

### **Community Involvement in Academic Activities**

- Educated male/ female of the community can teach in the school voluntary
- People of different profession (doctors, nurses, engineers, politicians, farmers) can give lectures on different topics of the school curriculum
- Aged women can tell local stories to students
  
- Arranging study tours for students within the community to observe people involved in different professions
- Helping teachers in arranging co- curricular activities in the schools
- Providing raw materials for developing teaching learning resources
- Improving students' enrolment and retention
- Minimizing absenteeism and dropouts

### **Community Involvement in Non Academic Activities**

- Arranging free land for school construction
- Providing locally available construction materials, such as sand, crash, stones etc by the community
- Helping in leveling school courtyard
- Providing non skilled labor for construction work
- Tree plantation in the school yard and planting bushes in the slopes for stabilization
- Looking after the school property
- Monitoring the construction work

As the concept is quite new for many of the communities in AJK, mobilizing and motivating them for their active participation and involvement in school affairs may be challenging in the beginning. Therefore, it would be appropriate to arrange exposure visits for the community members to targeted areas where there are successful model of community participation, particularly in the Northern Areas and Chitral. The exposure will enable the community members to meet communities in those areas and to interact with people and see the huge impact of community involvement.