



National Standards for School Heads of Khyber Pakhtunkhwa (Pakistan)

**DIRECTORATE OF CURRICULUM & TEACHER EDUCATION
KHYBER PAKHTUNKHWA, ABBOTTABAD**

ACKNOWLEDGEMENT

The Elementary and Secondary Education Department Government of Khyber Pakhtunkhwa, is committed to improve teaching and learning process in the school and has introduced a number of reforms and initiatives in the province for the improvement of Standard of Education in line with national and international emerging trends.

After the introduction of National Curricula of Pakistan 2020 and shift towards decentralization of governance, a stakeholder conference was held for identification of hard areas at the school level in academic supervision and in governance hindering in academic performance. The need is felt that the Academic Supervisors of the School be provided some guiding principles for better delivery at the school's level. For the purpose, a series of brainstorming workshops were conducted, wherein eminent Educationist, Curriculum, Assessments experts and experts from British Council participated. These experts in the supervision of Directorate of Curriculum & Teacher Education KP, Abbottabad with the technical assistance of British Council Pakistan has developed these ***“Standards for School Heads”***. Ensuring, these standards will give a focused and targeted directions to all the Schools Heads (Primary, Elementary & Secondary) for effective academic service delivery of their respective institutions which will further strengthen academic performance and governance of the school management for providing effective leadership and expertise to the community of Pakistan, particularly that of Khyber Pakhtunkhwa. These standards will provide a road map for our academic supervisors/educational leaders to address academic and administrative complexities of their respective educational institution for addressing the newly academic national and international emerging trends for better service delivery.

I would like to acknowledge the firm efforts of DCTE staff, School Principals, DEOs, officers of Elementary and Secondary Education Department (E&SED) and the British Council Pakistan, whose dedication, expertise, and acumen played a pivotal role in the formulation and standardisation. Hard-work, commitment, and adaptability in embracing these standards have been truly commendable. Our team's collaborative spirit and willingness to work closely with the British Council Pakistan has been appreciable.

I am extremely thankful to the British Council Pakistan and its national and international consultants for providing technical assistance and their valuable contributions in the co-creation and finalization of these ***“School Leadership Standards”*** for head teachers of the Khyber Pakhtunkhwa. Their expertise, insights, and guidance have been beneficial in ensuring that the standards are not only comprehensive but are also locally contextualized and aligned. This collaborative effort will significantly enrich our academic performance and governance at the school level. This will further provide educational landscape and pave the way for enhanced leadership within the education sector.

Looking ahead, we are excited about the prospect of rolling out these ***“School Leadership Standards”*** across the province of Khyber Pakhtunkhwa. Our target is to ensure that every school head in the province of KP has the opportunity to benefit from these standards, thereby enhancing their academic supervision resultantly improve teaching and learning skills by impacting all five areas of leadership as outlined in the standards.

Together, we have taken an important step towards fostering excellence in educational leadership in Khyber Pakhtunkhwa, and with the introduction of these standards, we are poised to bring about a transformative change in our academic supervision.

Looking forward to our continued efforts of creating a brighter future for the students of Khyber Pakhtunkhwa.

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National Standards for School Heads of Khyber Pakhtunkhwa (Pakistan)

1. Core purpose of school headship

School Heads are leading educational professionals in the school who keep supervising teaching and learning process in true letter and spirit. Through their leadership and character, they inspire students, staff and members of the community in order to enhance learning continuously and achieve outcomes for all teachers, staff and students. They lead and manage their schools in complex and changing environment. Having impact is important, therefore they seek to improve their schools continuously through the work they undertake.

School heads build capacity, collaborate and work in partnership with a wide range of people to secure the best possible learning outcomes and well-being of students. Through their effective leadership they establish and maintain professional relationships within the system to find innovative solutions that support positive outcomes for all.

2. The Standards

The *National Standards for School Heads* is a reference document and a roadmap to direct planning, monitoring, evaluation and review processes to identify the required professional development of the School Heads so that they can fulfil their responsibilities as outlined in their job description.

To cover the role of school heads, five standards are set and each standard consists of specific knowledge, understanding, skills and evaluation to perform successfully in that area.

3. Structure of *National Standards for School Heads*

The *National Standards for School* is comprised of the following standards:

- **Leading the school into future**
- **Leading and managing teaching and learning** (instructional leadership)
- **Leading, managing and developing staff**
- **Leading and managing the organization**
- **Leading in the community**

Each standard consists of:

- A) Knowledge and Understanding
- B) Skills
- C) Demonstration (knowledge and skills)

4 The Levels

a) Rationale for the use of levels in Standards

The three levels allow school heads to see the sequential progress in leadership that exists in the standards. They are integrally arranged for instance level 1 provides basis for level 2 and level 3 is based on level 1 and 2.

School heads can use these levels to identify their current knowledge and skills and think about how they can progress to the next level (through, for example, professional development). Using processes like self-review and peer

review, school heads can identify their current level that make grounds to identify strengths and areas for development in order to plan their development accordingly.

It is observed that school heads may have a diverse profile, for example they may be proficient in some areas of the standards, advanced in others and perhaps weak in an area they have little experience in. It will be unusual for a school head to be at level 3 (advanced) in every single aspect of all five key areas of the standards.

b) Definition of each level

Level 1: Developing

The school head has the basic knowledge, understanding and skills in the key performance areas of each standard.

Level 2: Proficient

The school head demonstrates knowledge, understanding and skills that take into account the national and provincial contexts and requirements.

Level 3: Advanced

The school head demonstrates knowledge, understanding and skills taking into account international perspectives and evidences accordingly.

The Standards

1) Leading the school into the future: Rationale

A school head focuses on developing and achieving a shared vision for the school, using the available resources to attain the defined goals. The school head shares the future plans and assigns the roles according to the core capacities of the team to ensure the quality of learning and teaching. The school head, through adaptability and openness, ensures that future plans are implemented in their true spirit through a collaborative work environment. The school head endeavors to ensure equity, promotes inclusion, tackles the climate emergency and manages data. The school head strives to ensure socio-emotional learning to develop civilized and responsible citizens.

Standard 1	Knowledge and understanding	Skills	Demonstrated By	Level 1 Developing	Level 2 Proficient	Level 3 Advanced
Leading the school into the future	Recent outcomes from educational research	Analysis and application of research-based knowledge	Develops a framework for continuous improvement in the entire system of the school	Understands how to access and explore educational research	Embeds the results and outcomes from national educational research in school	Analyses and evaluates research findings drawn from internationally recognized evidence bases
	Prevalent global emerging trends	<ul style="list-style-type: none"> • Have insight about political and socio-economic values that impact the society. • Support change that uplifts students and embraces societal needs to achieve brighter future 	Reflects through teaching and learning processes and students learning outcomes. Implement emerging areas in learning e.g. blended learning, ICT, STEAM, STEM based projects	Awareness regarding global emerging trends in teaching and learning	Applies of the global emerging trends to improve the students learning outcomes	Engages the students and teachers in the global emerging trends to extend their influence in teaching and learning process
	Provincial, National and International	Implements the school policies and evaluate their	<ul style="list-style-type: none"> • Promotes a culture of achievement 	Knows how to implement Provincial,	Reconciles the educational policies with school-based	Reviews of the educational policies in the light

	education policies	impact	for all learners that acknowledges inclusion and diversity, by communicating and implementing an inspiring vision and mission that are shared by all stakeholders	National and international education policies in the school environment	action plan and school policy	of global
			<ul style="list-style-type: none"> Evaluates the impact of the implemented school policies and achievement and students' Outcomes 			educational objectives to ensure maximum improvement in school
	Principles of constructing and implementing school vision	<ul style="list-style-type: none"> Works with others (team building) to develop and achieve a vision that 	Promotes an inclusive culture of achievement for students by communicating and implementing vision and	Develops and communicates the vision with all stake holders	Utilizes the available resources, including engagement with all stakeholders, to implement	Maximizes improvements in the school culture and outcomes according to strategic vision by ensuring

		<p>promotes respect for diversity and inherent dignity for students.</p> <ul style="list-style-type: none"> Communicates and accomplishes future plans with the team 	mission that is shared by all the stakeholders		vision	continuous development
	Sustainability in sustainable development goals (SDGs)	Makes rational decisions through consultation that lead to a sustainable society	Executes action plans based on SDGs I.e. tree plantation, self-hygiene, developing communities, gender equity, careful use of resources etc.	Understands the importance of SDGs in school action framework and raises awareness across school	Embeds SDGs in school improvement framework and formulates school-based action plan accordingly	Extends the influence of SDGs in school and classroom practices to improve outcomes
	Emotional intelligence and emotional leadership	Utilizes emotional intelligence to enhance the performance of the institute / school Be cognitively flexible,	Creates climate of trust, motivation inquiry and openness	Understands how to manage own emotions and is aware of developing positive relationship with students, teachers and community.	Applies principles of emotional intelligence and leading from the front to resolve/manage issues	Draws on emotional intelligence to establish strong relationship with all stakeholders and creates an environment of trust and credibility through

		novel, intuitive and creative, including improvising in unforeseen circumstances				emotional leadership
	Creating a positive school culture, with high expectations	<ul style="list-style-type: none"> • Employs motivation to achieve the desired goals. • Inculcates ethical values and positive attitude development • Supports changes that uplift students and embrace societal needs to achieve a brighter future 	<ul style="list-style-type: none"> • Encourages staff and students to be responsible by reflective practices like critical thinking, problem-solving and conducive environment in the school for better learning outcomes • Sets high standards and work collegially to create reflective learners with civic practices. • Develops / improve holistic school environment 	Knows how to work with school staff, students and community to develop institution to the high quality	Improves school culture by acknowledging all efforts and establishes high expectations for all	Disseminates high level of support to all and establish the environment of constructive feedback

2 Leading, managing teaching and learning: Rationale

Since teaching and learning are the most important activities in a school. It follows logically **that leading and managing teaching and learning (instructional leadership)** must be a key function of headship. Whilst the school head may delegate certain tasks, it is important for him / her to retain an overview and be actively involved in this aspect of a school’s life. He / she must be seen around the school to support teachers in order to keep in touch with students’ learning experiences.

To be successful in this standard, school heads will need to know and follow the given matrix below:

Standard 2	Knowledge and understanding	Skills	Demonstrated by	Level 1 Developing	Level 2 Proficient	Level 3 Advanced
Leading and managing teaching and learning (instructional leadership)	Pedagogy and what constitutes highly effective teaching for students	Leads, organises and manages the implementation of the curriculum for the benefits of students, including those with special/ additional needs	<ul style="list-style-type: none"> Keeps pedagogical practice and the curriculum up-to- date, in line with government requirements and research/ evaluation evidence Oversee the implementation of effective, inclusive 	<ul style="list-style-type: none"> Displays instructional leadership skills Encourages the use of research-based practice in implementation curriculum and promote effective pedagogies 	<ul style="list-style-type: none"> Support and enhance effective teaching-learning activities Supports teachers to use and share evidence and informed practices with colleagues 	<ul style="list-style-type: none"> Model instructional leadership and support all school leaders to be instructional leaders Institutionalize research and evidence informed culture in school
			pedagogy and curriculum for students including digital competence			

	Digital technology and the contribution it can make learning for students and organization.	Develops and promotes a shared understanding of high-quality teaching and learning through digital technology/ICT	Distributes resources effectively to support learning, facilitate the use of a variety of technologies to support learning for students	Understands the use of technology in enhancing students learning and efficiency in organizational operations and management	Influence colleagues to ensure positive use of digital technology for teaching and learning and promoting better student outcomes	Leads innovative use of digital technologies in teaching and learning. Establish effective operation and management systems through the use of technology
	Curriculum and the use of a variety of technologies to support teaching and learning	<ul style="list-style-type: none"> • Recognizes and promote best practice to both celebrate and improve provision • Understand modifications needed in physical and learning environment without compromising learning outcomes for Students 	Ensures the curriculum is planned, delivered and updated in a way that meets the needs of students irrespective of characteristics like gender and ability	<ul style="list-style-type: none"> • Knows and understands the strategies of curriculum enrichment • Plans its delivery to meet the • needs of all • learners and maximize the learning of students 	Collaborate with staff to plan their lessons effectively, embedded with curriculum enrichment and digital technology support	Reviews and evaluates the teaching and learning in the classroom and give constructive feedback to teachers to enhance the students learning outcomes

	How to motivate teachers and improve quality in teaching	Motivates, supports and challenges the teachers to improve teaching	<ul style="list-style-type: none"> • Recognizes and praises good instructional practices that motivate and increase learner achievement, and encourages teachers to implement these practices • Develops and improves the quality of teaching in response to learning needs of students 	Knows and understands motivational strategies and their impact on teaching and learning and performance of teachers and learners	Applies motivational strategies to enhance the performance of teachers and students	Evaluates the effectiveness of these strategies, to further improve the quality of teaching and learning.
	Data collecting, processing and interpretation,	Processes, interprets and uses data to	Collects, processes and interpret range of data to	Develops data collection plans in order to	Utilizes the collected data and evidence in	Maximizes and extends influence by adopting alternatives
	and alternative assessment methods suitable for students	improve practice	inform and develop school practice and enable success for students	improve all student outcomes and school's performance	order to improve the practices and performance	to enhance the school performance through the use of performance data

	Relevant updated and research-based data to improve students and teachers' achievements	Collaborates both within the school and externally with other schools	Facilitates access to resources, organizations and experts within and outside the school community to enhance students learning and development	Aware of how to use research-based data with evidence in order to improve students and teachers' performance	Observes and applies the data collected for holistic development of school	Display effective monitoring and evaluation skills and engage community/organizations to improve quality of instruction
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3. Leading, Managing and Developing Staff: Rationale

School Heads play a considerable role in developing and influencing teaching and learning in the school by effectively leading, managing and developing all staff. The school head achieves this by effective planning, allocating, supporting, and evaluating the work of individuals and teams, ensuring their professional improvement and celebrating their achievements. The school head must understand importance of motivation and its impact on all staff performance and explore the relationship between professional development and all students outcomes.

The school head should organize effective professional development, including school-based professional learning as it is likely to result in changes in staff practice and improvements in all student outcomes. To build leadership capacity across the school, the school head should distribute leadership tasks appropriately and evaluate the impact of professional learning and development.

Standard 3	Knowledge and understanding	Skills	Demonstrated by	Level 1 Developing	Level 2 Proficient	Level 3 Advanced
Leading, Managing and Developing Staff	Relationships in school head standards, performance management, continuing professional development and sustainable school improvement. Knowledge of roles / responsibilities of those working in support.	<ul style="list-style-type: none"> • Sets high expectations through effective communication. • Values and respects people and their contributions by rewarding staff in different ways. • Develops harmony, respect and tolerance amongst all staff and students 	<ul style="list-style-type: none"> • Impact of professional development opportunities through professional learning communities, self-paced courses, professional development days and informed meeting after specific intervals for review, coaching and mentoring 	Aware of professional development strategies, learning communities and where to find opportunities regarding self-directed courses	Improves staff through professional learning, mentoring/ coaching in accordance with professional development strategies	Demonstrates observable improvement in staff behavior, student learning outcomes and school culture as a result of professional development
	Different theories and strategies of staff motivation, including ways in which motivation, morale and job satisfaction may be sustained and enhanced	Inspires, challenges, motivates, empowers others and support all within the school's learning community	<ul style="list-style-type: none"> • Demonstrates of motivational practices/strategies, patience, empathy, compassion, respect, emotional intelligence and humility in all dealings with others and in the promotion and protection of the interests of 	Knows and understands about relevant theories of motivation and their utilization	Applies the relevant theories and strategies for motivation fairly across all staff	Disseminates strategies practically across the school

			educators and students			
	Ways to plan, allocate, support and evaluate the work of individuals and teams to guide effective delegation/ distributed leadership for sustainable school improvement and development	<ul style="list-style-type: none"> • Provides a range of opportunities for, and encourages and supports engagement in, the continuing professional development of people working in the school • Identifies and supports professional needs of all staff. 	<ul style="list-style-type: none"> • Shows adaptability and responsiveness to change and resilience and political astuteness in situations of ambiguity, adversity or opposition 	Understands distributed leadership and its utilization for sustainable school improvement	Develops staff through distributed leadership to achieve sustainable improvements	Delegates authorities to staff and evaluates performances
	How to improve under performance and ability to address the issues/problems with effective feedback, mentoring and coaching	<ul style="list-style-type: none"> • Supports and evaluates the work of individuals and teams to guide and ensure improvement and celebrate achievements • Develops and maintains effective procedures, practices and tools for performance management and professional development 	Under performance addressed through evidence i.e. informed feedback, support and appropriate actions.	Knows and understands effective feedback, mentoring, coaching and performance cycle and how to differentiate levels of teaching.	Addresses teacher performance, with evidence through the performance cycle	Evaluates teachers' performance and demonstrates achievements through the performance levels

	Educational technology and its role in quality of classroom instruction for students and productivity in management functions	<ul style="list-style-type: none"> Develop the use of digital literacy tools required for teaching and learning and school management 	uses embedded digital literacy tools in school processes for productivity of staff.	Awareness of the digital technologies and their role in educational situations.	Utilizes the digital technology for staff development and pedagogy	Reviews and evaluates the use of digital technology in quality of classroom and staff management / performance
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4. Leading and Managing the Organization: Rationale

The school head is responsible for leading and managing the school in a way that safeguards students and staff and achieves an efficient, effective learning environment with high outcomes. The school head oversees the implementation of strategic and operational planning and evaluates outcomes using school self-evaluation techniques. The school head is responsible for ensuring the application of policies at school level in light of the federal and the provincial policies, whatever is applicable, managing financial issues and overseeing attendance. Ensuring the school premises provides a safe, secure environment for students and staff. Administrative tasks should be delegated effectively and completed accurately within the required timelines.

Standard 4	Knowledge and Understanding	Skills	Demonstrated by	Level 1 Developing	Level 2 Proficient	Level 3 Advance
Leading and Managing the Organization	Organizational norms and values	Motivates, inspires and use administrative skills effectively	Organizational structure that reflects school values	Knows about the importance of norms and values	Implements and utilizes norms and values to improve school culture	Establishes strong and positive school culture by inculcating norms and values

	School related rules and regulations	Implements practices in timely and appropriate way	Reflects in school discipline and other records e.g. attendance data	Comprehends rules and regulation in practice	Implements the rules and regulations to improve school environment	Influences and enhances school environment through implementation of rules and regulations
	Strategic and operational planning processes	Devises, implements and evaluates strategic and operational plans	Manages of the school in a systematic way, whilst demonstrating adaptability and flexibility	Understands operational processes to plan strategies and creates a plan	Reconciles and deliver strategic plans to manage operational processes to manage the school	Evaluates strategic planning for effective school management and improvement
	School self-evaluation techniques	Uses school self-evaluation techniques to inform and implement school planning	High quality school development plan which is evident informed, concise and carefully	Identifies school self-evaluation techniques and use to help further in developing school plan	Applies school self-evaluation techniques to monitor and collect data in order to identify	Analyzes data, disseminates outcomes and reviews school development plan to enhance the
		<ul style="list-style-type: none"> Oversee quality assurance by monitoring, collecting and analyzing data through, for example, lesson observations 	monitored and evaluated		improvement priorities	school performance

	Leadership styles and how to apply appropriate style to achieve desired outcomes	Employs situational leadership along with effective communication	<ul style="list-style-type: none"> • Effective school environment and management reflected through the use of appropriate leadership style(s), collaboration and collegial practices • Ensures safe management of the school and implementation of policies and procedures to create a safe, secure learning environment for all staff and students 	Aware of leadership styles and understands how to use them appropriately	Applies the desired leadership style to improve school functionality and outcomes	Builds, shares and delegate leadership to achieve highly effective outcomes
	Clear objectives and outcomes of different academic and administrative tasks	Makes decisions in a timely, effective way and based on evidence	School's purpose, goals and plans are communicated and implemented and evaluated	Understands and develops academic and administrative objectives to achieve tasks	Improves and applies academic and administrative tasks to achieve better outcomes	Reviews and evaluates tasks and effectively delegates those for school development

	Effective communication skills	<ul style="list-style-type: none"> • Uses communication & collaborative skills to enhance the effectiveness of organization • Resolve conflicts and create a school culture to minimize conflict 	<ul style="list-style-type: none"> • Engages in dialogue and reconciliation to resolve conflicts and disputes • Liaise with authorities (e.g. government, provincial officials) and community 	Uses effective communication skills appropriate for the school environment	Successful application of communication skills for conflict management	Influences school environment to ensure sustainable development
	Available human, financial and physical resources	Follows procedure for effective equitable allocation, including financial provision to students	Applies effective financial planning strategies to achieve quality through efficient use of aligned resources according to needs and priorities of the school.	Understands how to optimize and use financial and physical resources	Utilizes financial and physical resources efficiently and effectively for school development	Maximizes improvements by very effective utilization of all resources and the benefit of students

5. Leading in the Community- Rationale

The school head is responsible for working with the community and its key stakeholders to enhance opportunities in the school and support community activities. He or she should have leadership ability to engage with the community to share responsibilities, motivate stake holders and develop the required resources for working together (for example through Parents’ Teachers Council). The community is a learning opportunity and can support the development of the school. The school head should also engage with parents regarding their children’s assessment results and learning outcomes and encourage parents to engage in school-based projects to support their children’s progress.

Standard 5	Knowledge and understanding	Skills	Demonstrated by	Level 1 Developing	Level 2 Proficient	Level 3 Advance
Leading in the community	Norms, values, culture and expectations of the community	Communicate effectively and convincingly with different community audiences	The desired outcomes achieved by the school with the help of the community	Possesses a thorough knowledge of norms, values and expectations of the community	Promotes established beliefs, norms and values through practices (modelling, co-curricular activities, lectures)	Meets community expectations through high achievements and reflects values in the professional ethos of the school
	Capacity of the community to engage with the school e.g., Parent Teachers Council, School Management Councils	Motivates and inspire the community to engage with the school and all its students	Works with the School’s Councils to promote community links	Understands the importance of periodical meetings with parents, school councils and local dignitaries and organize accordingly,	Plans and conducts effective meetings with community members and keeps accurate records	Achieves the enrolment and retention targets Conducts career counselling sessions in the school

	Needs/ expectations of the institution / school from society	Manages time effectively to ensure balance between school focus and community focus	<ul style="list-style-type: none"> Engages with the community to promote understanding of the school's vision and future priorities Develop the institution in line with the vision and futuristic approaches. 	Identifies and prioritizes the school expectations	Builds collaboration with the society to enhance development of the school	Improves infrastructure with the provision of missing facilities
		Develops collaborative relationships and partnerships with other organizations in the community	Takes account of community expectations and needs and respond. positively to them	Develops approaches in response to the community's expectations	Improves infrastructure, student enrolment, retention. Achieve provision of missing facilities for the enhancement in learning outcomes	Minimizes school dropouts Achieves better academic results.

	The presence and work of other relevant agencies in the community, including those supporting the needs of all students	Uses effective communication and collaboration skills to engage with range of groups	Maintains structures for effective liaison and consultation	<ul style="list-style-type: none"> Identifies and collaborate with local bodies, govt. Representatives, Developmental Partners, health, nutrition, department, security agencies etc. 	Designs and implements planned visits of relevant agencies for the benefit of students	Leads and evaluates the impact of change brought about by the collaboration with relevant Agencies
	Motivation strategies for the parents, for instance inviting them as guest speakers, to share their success stories with students in career counselling and community programs for parents and their children.	Use range of communication methods to link with the community	Engage with community to ensure the availability of community members/leaders by all means.	Gives parents prestige through discussing different student-based topics and use their expertise to achieve better outcomes.	Draws on the parents input for the better performance of the school and guidance/counseling of students.	<p>Motivates community to commit to working with students to improve learning outcomes</p> <p>Builds trust of parents in school</p>

	Existing issues and potential trends that might influence the school community in the future	Has awareness and sensitization to campaigns by effective planning	Conducts co-curricular activities and share record of periodical awareness with community in meetings	Understands and identify the existing issues and potential trends of the community	Formulates the plans for the effective engagement with the community to address existing issues	Disseminates awareness to the wider school community - seminars, learning walks and student led campaigns - to reduce the impact of negative prevailing trends.
	Distribution of responsibilities expected from the community stakeholders.	Identifies influential responsible individuals and motivate them through consultation with local members	Share's school responsibilities with the community to ensure their support for school improvement	Aware of the benefits of distributing responsibilities to the stake holders.	Plans and acts to improve the schools' performance through active engagement of stakeholders	Shares the leadership with the stakeholders to improve the institution.
	Understanding of how to build links with parents to maximize attendance of students, so they can support their own children's education	Establishes a culture where teachers work with parents to support their children's learning	Maintains regular contact with community groups, demonstrating sensitivity and self- awareness to differing needs	Understands and respect the diversity in the society and establishes a link with all stake holders.	Communicates effectively with parents and the community through feedback proformas, comment boxes and visitors' registers	Addresses students' issues regarding education, health, and personality development

Development and Review Teams

List of Developers:

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- 7.
- 8.
- 9.
- 10.

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