



“Facilitator’s Guide”

for Orientation on

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.

Gohar Ali Khan

Director

Directorate of Curriculum and Teacher Education (DCTE)

Khyber Pakhtunkhwa, Abbottabad.

1 Introduction

International research clearly demonstrates the positive relationship between effective leadership and student outcomes. The quality of leadership has a significant impact on the quality of education. School heads, therefore, are key contributors to improve the life skills of all students across Khyber Pakhtunkhwa. They are responsible for ensuring the active role of schools in delivering the ambitions of the Government of Khyber Pakhtunkhwa and upholding the ideological, ethical and moral values and cultural traditions of the society.

The National Standards are designed for school heads, providing a road map to support and challenge them to achieve high standards of leadership in their schools. The standards are for all aspiring and serving school heads across the province. The framework is based on evidence and is future oriented.

The National Standards document for School Heads is an important tool to clarify the role and responsibilities of school heads. It will support them in their work, motivate and develop their positive attitude towards all students, teachers and community at large. Effective use of standards will improve the quality of leadership in schools and improve teaching and students learning.

**Leadership is second only to classroom teaching as an influence on student learning.
(Leithwood et al., 2008)**

Students' achievement in a school almost never exceeds the quality of leadership and management and improvements in performance almost never occur in the absence of good leadership.

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(Whelan, 2009)

2 Objective

The objective of this orientation session is to familiarize the participants with the School Head Standards (SHS) in Pakistan and provide them with a clear understanding of the structure, standards, and expectations outlined in the framework.

3 Learning Outcomes

By the end of the orientation session, participants will be able to :

- Demonstrate an understanding of the core principles and requirements outlined in the School Heads standards.
- Apply the School Heads standards to their professional practice.
- Equip with the necessary resources and tools to implement the School Heads standards effectively.
- Engage in interactive discussions and collaborative activities to deepen their understanding of the School Heads standards.

Leave the orientation session with a sense of motivation and commitment to upholding the School Heads standards.

4 Duration

03 hours

5 Material Needed

- Presentation slides or visual aids
- Handouts of the Head Teachers Standards framework Flipchart and whiteboard with markers
- Pens and notepads for participants Case studies or scenarios
- Evaluation forms or feedback sheets

6. Activities

Activity 1: Welcome Note & Introduction (10 Minutes)

Session Outline

- Recitation from Holy Quran.
- Greet the participants and introduce yourself.
- Provide a brief overview of the purpose and objectives of the session.
- Explain the importance of the SHS for professional growth and school improvement.

Activity 2: Overview of Head Teachers' Standards (15 Minutes)

- Present an overview of the structure of the framework, highlighting the five standards:
 - a) Leading the school into the future**
 - b) Leading and managing teaching and learning (instructional leadership)**
 - c) Leading, managing, and developing staff**
 - d) Leading and managing the organization**
 - e) Leading in the community**

Explain

- explain that each standard consists of three components: knowledge and understanding, skills, and evaluation statement. *

Emphasize

- Emphasize that these standards provide a comprehensive framework to guide school heads in their roles and responsibilities. *

Explore

- Exploring the standards (60 minutes) *

*(School Heads' Standards document page No. 02

Activity 3: Discuss & Analyse - 30 minutes

- Divide the participants into five groups, assigning each group only one standard from the framework.
- Provide each group with the relevant section of the framework, handouts, and any additional resources.
- Instruct the groups to discuss and analyze the knowledge and understanding, skills, and evaluation statement for their assigned standard.
- Encourage participants to share examples from their own experiences and engage them in discussions. Allow each group to present a summary of their discussions to the whole group.

Facilitator's notes:

Facilitate a group discussion by asking questions such as:

What is the essential knowledge and understanding required for effective leadership in this standard?

What skills and competencies are necessary to demonstrate effective leadership in the standard?

How can school head evaluate their performance and demonstrate the desired knowledge and skills in action?

Facilitator's notes:

The prompts (Annexure A) can be used to start a discussion and encourage knowledge sharing among participants in the orientation session. Facilitators may modify the terms in their local context, as per requirement, aligned with the session.

Conclude the activity you may consider with the following, if needed:

The National Standards for School Heads is a reference document and roadmap to be used to direct their planning, monitoring, evaluation and review processes to identify

professional development needs in order to fulfil Professional requirements and their responsibilities as outlined in their job description. To cover the role of school heads the standards consist of the knowledge, understanding and skills required to perform successfully in that area.

Activity 4: Identification and Application of SHS – 50 Minutes

Facilitator's notes:

Ask participants to think any of their practices/ scenarios /case studies related to the area OR use the case studies (annexure B) to individually analyze the case studies and identify how they can apply the knowledge and skills from the framework to address the challenges or situations presented.

- Provide participants with case studies or scenarios related to the standards discussed.
- Encourage participants to reflect on their own practice and identify areas for improvement based on the School Head Standards.
- Ask participants to individually analyze the case studies and identify how they can apply the knowledge and skills from the framework to address the challenges or situations presented.
- Facilitate a group discussion by inviting participants to share their insights, strategies, and approaches.

Conclude the discussion

- Divide participants into five groups.
- Assign each group a specific standard from the School Head Standards. (Annexure-B)
- Instruct them to prepare a short role-play or standard.
- Let the participants present the role-play.
- Conclude the activity.

Activity 5: Conclusion (10 Minutes)

- Summarize the key points discussed during the session.
- Emphasize the importance of ongoing professional development and continuous improvement based on the School Heads Standards (SHS).
- Provide information about any upcoming training or support opportunities related to the framework. (British Council, Online Portal, LMS or the Focused group forum i:e SHS, PLCs etc.)

Activity 6: Action Planning (20 Minutes)

Facilitator's notes:

Working in groups, allow participants to reflect their learning and draft an action plan focusing SHS. Use the template (annexure C).

Take presentations

20 minutes

Activity 7: Feedback (15 Minutes)

Collect feedback from participants through evaluation forms or feedback sheets.

Thank the participants for their active participation and contributions.

Provide contact information for follow-up questions or assistance.

Annexure A: Prompts for group work Activity 1

Standard 1: Leading the School into Future:

- Share your vision for the future of the school. How does it align with the needs and aspirations of the students, staff, and community.
- Discuss innovative strategies or initiatives that can help the school adapt the changing educational requisites.
- How can technology be effectively integrated into the school's vision for the future.

Standard 2: Leading and Managing Teaching and Learning (Instructional Leadership)

- Share examples of effective instructional leadership practices you have observed or implemented.
- Discuss strategies for promoting a culture of continuous improvement in teaching and learning.
- How can instructional leaders support teachers in implementing evidence-based practices and fostering students engagement.

Standard 3: Leading, Managing, and Developing

- Share successful strategies for identifying and nurturing leadership potential among staff members.
- Discuss approaches for providing ongoing professional development opportunities that meet the diverse needs of the staff.
- How can school heads foster a positive and supportive work environment that promotes the growth and well-being of all staff members.

Standard 4: Leading and Managing the Organization

- Discuss strategies for effectively managing resources, such as budget, facilities, and technology, to support the school's goals.
- Share examples of successful strategies for creating a safe and inclusive learning environment for all students.
- How can school heads promote effective communication and collaboration among different stakeholders within the school community.

Standard 5: Leading in the Community

- Share experiences of successful community engagement initiatives that have a positive impact on students' learning and well-being.
- Discuss strategies for building strong partnerships with community organizations, parents, and local stakeholders.

- How can school heads supplement the community resources and expertise to enhance educational opportunities for students.

Annexure B: Sample case studies for group work Activity 2

Below are the five case studies, each corresponding to one of the standards in the SHS:

Standard 1: Leading the School into Future:

Scenario: *As a school head, you have been tasked with leading your school through a significant change, such as SLO based teaching and assessment. The change requires collaborative decision-making, effective communication, and long-term planning. However, some staff members are resistant to change, and there are limited resources available for implementation.*

Questions for Discussion:

- 1) How would you create a vision and communicate it effectively to staff, students, and parents?
- 2) What strategies would you use to address resistance to change and build a culture of openness and collaboration?
- 3) How would you prioritize and allocate resources to support the successful implementation of SLO based teaching and learning.

Standard 2: Leading and Managing Teaching and Learning (Instructional Leadership):

Scenario: *Your school has identified a need to improve students' performance in mathematics. As a school head, you need to lead and support your teachers in implementing evidence-based instructional practices, conducting effective assessments, and providing targeted interventions. Additionally, you need to foster a culture of professional growth and collaboration among the teaching staff.*

Questions for Discussion:

- 1) How would you provide professional development opportunities to enhance teachers' instructional practices in mathematics?
- 2) What strategies would you use to ensure teachers' access to appropriate instructional resources and materials?
- 3) How would you facilitate collaboration among teachers to share best practices and support each other in implementing effective strategies for students learning?

Standard 3: Leading, Managing, and Developing Staff:

Scenario: *One of your teachers is struggling with classroom management and student engagement. As a school head, you need to support their professional development and provide guidance to help them improve their teaching skills. You also need to create a positive and supportive work environment that fosters professional growth for all staff members.*

Questions for Discussion:

- 1) How would you identify the specific areas of improvement for the struggling teacher and provide targeted support?
- 2) What strategies would you use to encourage a culture of ongoing professional development among the staff?
- 3) How would you foster a supportive and collaborative work environment that promotes the sharing of ideas, feedback, and peer mentoring?

Standard 4: Leading and Managing the Organization:

Scenario: *Your school is experiencing a decline in student enrollment, resulting in a decrease in financial resources. As a school head, you need to manage the available resources efficiently, maintain a safe and inclusive learning environment, and make informed decisions to ensure the long-term sustainability of the school.*

Questions for Discussion:

- 1) How would you prioritize and allocate the limited financial resources to address the school's most pressing needs?
- 2) What strategies would you implement to ensure effective management of school facilities and resources?
- 3) How would you create a safe and inclusive learning environment that fosters the well-being and success of all students?

Standard 5: Leading in the Community:

Scenario: Your school is located in a diverse community with multiple stakeholders, including parents, local and government organizations. As a school head, you need to establish strong partnerships and engage the community to support students' learning, promote shared responsibility, and leverage community resources effectively.

Questions for Discussion:

- 1) How would you build positive relationship and engage parents in their children's education?
- 2) What strategies would you apply to collaborate with local organizations and tap into community resources to enhance educational opportunities?

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- 3) How would you promote your school as an active and integral part of the community and encourage community involvement in school events and initiatives?

Annexure C: Action Planning Template

Action Planning Template:

Standard: _____

Goal:

(State a specific goal related to the standard you have chosen.)

Action Steps:

(List the specific actions you will take to achieve your goal. Be specific and include timelines for every activity if possible.)

Timeline for activity 1: _____ **Timeline for act 1:** _____

Timeline for activity 1: _____ **Progress Indicators:**

Identify how you will measure your progress towards achieving your goal. Include specific indicators or milestones.

Support/Resources Needed:

Determine any support or resources you require to successfully implement your action plan.

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Reflection and Next Steps:

Take a moment to reflect on your action plan and identify any additional steps or considerations.

Follow-up:

Decide on a follow-up mechanism or accountability process to review and track your progress. This could include setting a date for a follow-up meeting, identifying a mentor or colleague for support, or any other strategy to ensure accountability.

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Development and Review Teams**List of Developers:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

List of Reviewers: (Khyber Pakhtunkhwa)

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