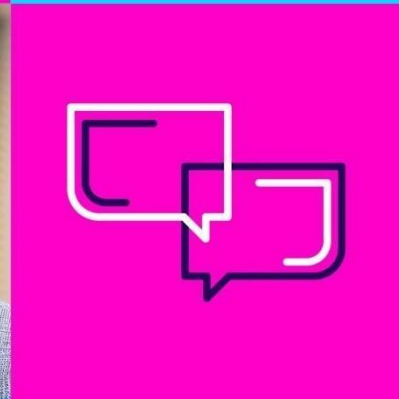
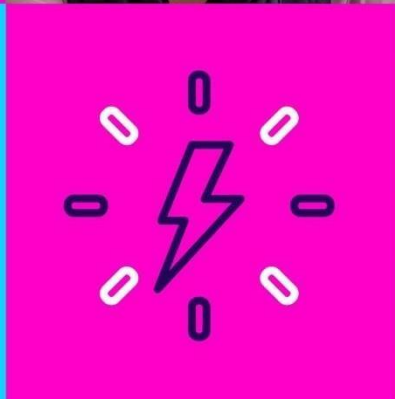
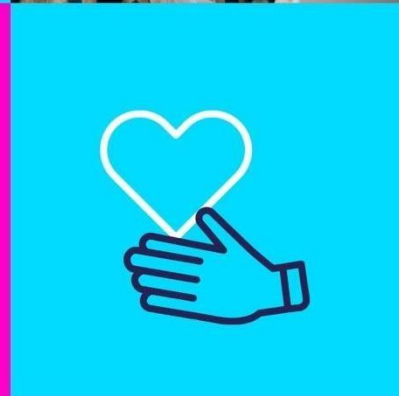
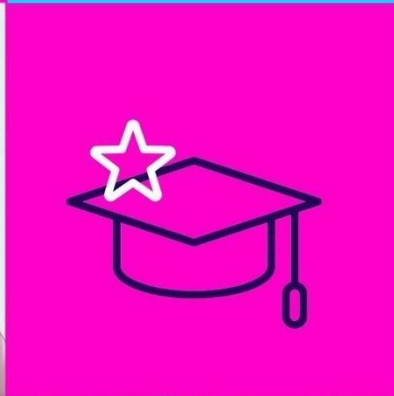
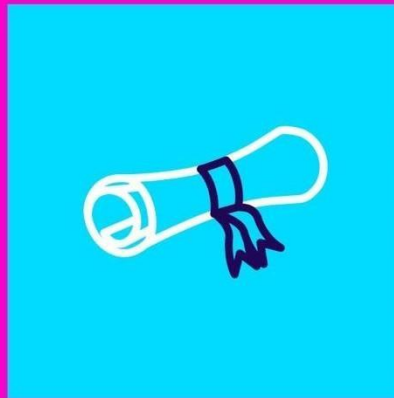
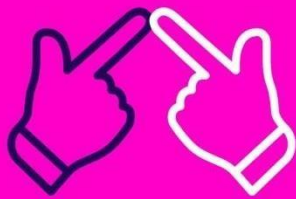


Schools Connect

National Standards for School Heads Pakistan



Standards for School Heads Pakistan

1. Core purpose of school headship

School Heads are leading educational professionals in the school who keep leading of teaching and learning at the heart of their thinking and actions. Through their leadership and character, they inspire all students, staff and members of the community in order to continuously enhance learning and raise outcomes for all teachers, support staff and all students. They lead and manage their schools in what can be a complex, changing environment. Having impact is important and they seek to continuously improve their schools 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 wellbeing of all students. Through their effective leadership they establish and maintain professional relationships and systems to find innovative solutions that support positive outcomes for all.

2. The Standards

The National Standards for School Heads is a reference document and roadmap to use to direct planning, monitoring, evaluation and review processes to identify school heads' professional development needs so they can fulfil Government requirements and their responsibilities as outlined in their job description.

To cover the role of school heads the standards consist of five key areas and each area details the knowledge, understanding and skills required to perform successfully in that key area.

3. Structure of the Framework

The structure of the framework is comprised of the following key areas:

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

- **Leading and managing the organisation**
- **Leading in the community.**

Each key area consists of:

A	Knowledge and understanding
B	Skills
C	Evaluation statement – demonstration of knowledge and skills in action

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 – level 2 builds on level 1 and level 3 builds on levels 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 levels and so be clear about their strengths and areas for development and plan their development accordingly.

It is highly likely that school heads will have a variable profile – for example, be proficient in some areas of the standards, advanced in others and perhaps inexperienced in an area he or she has 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 practices of knowledge, understanding and skills that take account of the national and provincial contexts and requirements.

Level 3	Advanced	The school head demonstrates practices of knowledge, understand and skills that take account of international perspectives and evidence.
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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 future plans are implemented in their true spirit through a collaborative work environment. The school head

endeavours to ensure equity, promote inclusion, tackle the climate emergency and manage 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	Analyse and use research-based knowledge	Develop 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 base
	Prevalent global emerging trends	Have insight about political and socio-economic values that impact the society. Support change that uplift all students and embraces societal needs to achieve a brighter future	Reflect through teaching and learning processes and students' learning outcomes. Implemented emerging areas in learning e.g. blended learning, ICT, STEAM, STEM based projects	Is aware of global emerging trends in teaching and learning	Applies the global emerging trends to improve all students' learning outcomes	Engages with global emerging trends to extend their influence in teaching and learning
	Provincial, National and International education policies	Implement the school policies and evaluate their impact	Promote a culture of achievement for all learners that acknowledges inclusion and diversity, by	Knows how to implement Provincial, National and international education policies in the	Reconciles the educational policies with school-based action plan and school policy	Reviews the educational policies in the light of global educational objectives to ensure maximum improvements in school

		<p>communicating and implementing an inspiring vision and mission that are shared by all stakeholders</p> <p>Evaluate the impact of the implemented school policies on school's achievement and all students' outcomes</p>	school environment		
Principles of constructing and implementing school vision	<p>Work with others (team building) to develop and achieve a vision that promotes respect for diversity and inherent dignity for all students. Communicate and accomplish future plans with the team</p>	<p>Promote an inclusive culture of achievement for all students by communicating and implementing vision and mission that is shared by all the stakeholders</p>	Develops and communicates vision with all stake holders	Utilizes all available resources, including engaging with all stakeholders, to implement vision	Maximizes improvements in the school culture and outcomes according to strategic vision by ensuring continuous development
Sustainability and sustainable	Make rational decisions through	Execute actions plans based on SDGs I.e.tree	Understands the importance of SDGs in	Embeds SDGs in school improvement	Extends the influence of SDGs in school and classroom practices to

	development goals (SDGs)	consultation that lead to a sustainable society	plantation, self-hygiene, developing communities, gender equity etc.	school action framework and raises awareness across school	framework and formulates school-based action plan accordingly	improve outcomes
	Emotional intelligence and emotional leadership	Utilize emotional intelligence to enhance the performance of the institute / school Be cognitively flexible, novel, intuitive and creative, including improvising in unforeseen circumstances	Create climate of trust, motivation inquiry and openness	Understands how to manage own emotions and is aware of developing positive relationship with all students, teachers and community.	Applies principles of emotional intelligence and leads 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 emotional leadership
	Creating a positive school culture, with high expectations	Employ extrinsic motivation to achieve the desired goals. Inculcate and embed ethical values and positive attitude development Support change that uplifts all students and	Encourage staff and all students to be responsible by reflective practices like critical thinking problem- solving and conducive environment in the school for better learning outcomes	Knows how to work with school staff, all students and community to develop institution of high quality	Improves school cultures by acknowledging all efforts and establishes high expectations for all	Disseminates high level of support to all and establishes the environment of constructive feedback

		embraces societal needs to achieve a brighter future	Set high standards and work collegially to achieve them Reflective learners with civic practices. Develop / improve holistic school environment			
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2 Leading and 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 – to be seen around the school, to support and challenge teachers and to keep in touch with students’ experiences.

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 all students	Lead, organise and manage the implementation of the curriculum for the benefit of all students, including those with special/ additional needs and differently abled	Keep pedagogical practice and the curriculum up-to-date, in line with government requirements and research/ evaluation evidence Oversee the implementation of effective, inclusive pedagogy and	Displays instructional leadership skills Encourages use of research-based practice in implementation of curriculum and promotes effective pedagogies	Supports and enhances effective teaching-learning activities Supports teachers to use and share evidence informed	Models instructional leadership and supports all school leaders to be instructional leaders

			curriculum for all students, including digital competence		practices with colleagues	Institutionalize research and evidence informed culture in school
Digital technology and the contribution it can make learning for all students and organization.	Develops and promotes a shared understanding of high quality teaching and learning through digital technology/ICT	Distribute resources effectively to support learning, facilitate the use of a variety of technologies to support learning for all students	Understands the use of technology in enhancing students' learning and efficiency of organizational operations and management	Influences 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. Establishes effective operation and management systems through the use of technology	
Curriculum and the use of a variety of technologies to support teaching and learning	Recognize and promote best practice to both celebrate and improve provision Understand modifications needed in physical and learning environment without compromising learning outcomes for ALL students	Ensure the curriculum is planned, delivered and updated in a way that meets the needs of all students, irrespective of characteristics like gender, ability and differently abled	Knows and understands the strategies of curriculum enrichment Plans its delivery to meet the needs of all learners and maximise the learning of all students	Collaborates with staff to effectively plan their lessons, embedded with curriculum enrichment and digital technology support	Reviews and evaluates the teaching and learning in the classroom and gives constructive feedback to teachers to enhance the students' learning outcomes	

	How to motivate teachers and improve quality of teaching	Motivate, support and challenge teachers to improve teaching	Recognize and praise good instructional practices that motivate and increase learner achievement, and encourage teachers to implement these practices Develop and improve the quality of teaching in response to learning needs of all 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 all students	Evaluates the effectiveness of these strategies, to further improve the quality of teaching and learning.
	Data collecting, processing and interpretation, and alternative assessment methods suitable for all students	Process, interpret data and use to improve practice	Collect, process and interpret range of data to inform and develop school practice and enable success for all students	Develops data collection plans in order to improve all student outcomes and schools' performance	Utilizes the collected data and evidence in order to improve the practices and performance	Maximizes and extends influence by adopting alternatives to enhance the school performance through the use of performance data
	Relevant updated and research-based data to improve all students' and teachers' achievements	Collaborate both within the school and externally with other schools	Facilitate access to resources, agencies and experts within and outside the school community to enhance all	Aware of how to use research-based data with evidence in order to improve all students' and	Observes and applies data collected for holistic development of school	Displays effective monitoring and evaluation skills and engages

			students' learning and development	teachers' performance		community/agencies 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 and 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 student outcomes.

The school head should organize effective professional development, including school-based professional learning as this is equally 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 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 between school heads' standards, performance management, continuing professional development and sustainable school improvement; Knowledge of roles / responsibilities of those working in support services	Set high expectations through effective communication Value and respect people and their work contributions; rewarding staff in a range of different ways Develop harmony, respect and tolerance amongst all staff and all students	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	Is aware of professional development strategies, learning communities and where to find opportunities of self-directed courses	Improves staff through professional learning, mentoring/coaching in accordance to professional development strategies	Demonstrates observable improvement in staff behavior, student learning outcomes and in school culture as a result of professional development

	<p>Different theories and strategies of staff motivation, including ways in which motivation, morale and job satisfaction may be enhanced and sustained</p>	<p>Inspire, challenge, motivate and empower others and support all within the school's learning community</p>	<p>Demonstration 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 educators and all students</p>	<p>Knows about and understands relevant theories of motivation and their utilization</p>	<p>Applies relevant theories and strategies for motivation fairly across all staff</p>	<p>Disseminates strategies practically across the school</p>
	<p>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</p>	<p>Provide a range of opportunities for, and encourage and support engagement in, the continuing professional development of people working in the school</p> <p>Identify and support professional needs of all staff.</p>	<p>Show adaptability and responsiveness to change and resilience and political astuteness in situations of ambiguity, adversity or opposition</p>	<p>Understands distributed leadership and its utilization for sustainable school improvement</p>	<p>Develops staff through distributed leadership to achieve sustainable improvements</p>	<p>Delegates authorities to staff and evaluates performances</p>

	<p>How to improve underperformance and ability to address the issues/problems with effective feedback, mentoring and coaching</p>	<p>Support and evaluate the work of individuals and teams to guide and ensure improvement and celebrate achievements</p> <p>Develop and maintain effective procedures, practices and tools for performance management and professional development</p>	<p>Underperformance addressed through evidence i.e. informed feedback, support and appropriate actions</p>	<p>Knows and understands effective feedback, mentoring, coaching and performance cycle and how to differentiate levels of teaching</p>	<p>Addresses teacher performance, with evidence through the performance cycle</p>	<p>Evaluates teachers' performance and demonstrates achievements through the performance levels</p>
	<p>Educational technology and its role in quality of classroom instruction for all students and productivity in management functions</p>	<p>Further develop use of digital literacy tools required for teaching and learning and school management</p>	<p>Smart use of embedded digital literacy tools in school processes for productivity of staff</p>	<p>Aware of digital technologies and their role in educational situations</p>	<p>Utilizes the digital technology for staff development and pedagogy</p>	<p>Review and evaluate the use of digital technology in quality of classroom and staff management / performance</p>

4. Leading and Managing the Organization- Rationale

The school head is responsible for leading and managing the school in a way that safeguards all 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 government policies, provincial government policies and school policies are implemented effectively, managing financial issues and overseeing attendance. Ensuring the school premises provide a safe, secure environment for all students and staff is key. 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 Advanced
Leading and Managing the Organization	Organizational norms and values	Motivate, inspire 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, positive school culture by inculcating norms and values
	School related rules and regulations	Implement practices in timely and appropriate way	Reflected 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	Devise, implement and evaluate strategic and operational plans	Management of the school in a systematic way, whilst demonstrating adaptability and flexibility	Understands operational processes to plan strategies and creates a plan	Reconciles and delivers strategic plans to manage operational processes to manage the school	Evaluates strategic planning for effective school management and improvement
	School self-evaluation techniques	Use school self-evaluation techniques to inform and implement school planning Oversee quality assurance by monitoring, collecting and analyzing data through, for example, lesson observations	High quality school development plan which is evidence informed, concise and carefully monitored and evaluated	Identifies school self evaluation techniques and uses to help further in developing school plan	Applies school self evaluation techniques to monitor and collect data in order to identify improvement priorities	Analyses data, disseminates outcomes and reviews school development plan to enhance the school performance

Leadership styles and how to apply appropriate style to achieve desired outcomes	Employs situational leadership along with effective communication	Effective school environment and management reflected through use of appropriate leadership style(s), collaboration and collegial practices Ensure safe management of the school and implementation of policies and procedures to create a safe, secure learning environment for all staff and all students	Is 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 delegates leadership to achieve highly effective outcomes
Clear cut objectives and outcomes of different academic and administrative tasks	Make 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	Use communication & collaborative skills to enhance the organization's effectiveness Resolve conflicts and create a school culture to minimize conflict	Engage 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	Successfully applies communication skills for conflict management	Influences school environment to ensure sustainable development
Available human, financial and physical resources	Follow procedure for effective equitable allocation, including financial provision to all students	Applied effective financial planning strategies to achieve quality through efficient use of aligned resources according to needs and priorities of the school.	Understands how to optimise 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 all students

5. Leading in the Community- Rationale

The school head is responsible for working with the community and its key stakeholders to both

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 (through, for example, 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 assessments 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 Advanced
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	Motivate and inspire the community to engage with the school and all its students	Work with the School's Councils to promote community links	Understands the importance of periodical meetings with parents, school councils and local dignitaries and organises 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 /	Manage time effectively to ensure balance between	Engage with the community to promote understanding	Identifies and prioritizes the school expectations	Builds collaboration with the society to enhance	Improves infrastructure with the provision of missing facilities

	school from society	school focus and community focus	of the school's vision and future priorities Develop the institution in line with the vision		development of the school	
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Leading in the Community		Develop collaborative relationships and partnerships with other agencies in the community	and futuristic approaches. Take 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. Achieves provision of missing facilities for the enhancement in learning outcomes	Minimises school dropouts Achieves better academic results.
	The presence and work of other relevant agencies in the community, including those supporting the	Use effective communication and collaboration skills to engage	Maintain structures for effective liaison and consultation	Identifies and collaborates with local bodies, govt. Reps, NGOs, health, nutrition,	Designs and implements planned visits of relevant agencies	Leads and evaluates the impact of change brought about by the

	needs of all students	with range of groups		department, security agencies etc.	for the benefit of students	collaboration with relevant agencies
	Motivation strategies for the parents, for instance inviting them as guest speakers, to share their success stories with all 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/counselling of all students.	Motivates community to commit to working with all students to improve learning outcomes Builds trust of parents in school
	Existing issues and potential trends that might influence the school community in the future	Has awareness and sensitization to campaigns by effective planning	Conduct co-curricular activities and share record of periodical awareness with community in meetings	Understands and identifies 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.	Identify influential responsible individuals and motivate them through consultation	Share school responsibilities with the community to ensure their support for school improvement	Is aware of the benefits of distributing responsibilities to the stakeholders.	Plans and acts to improve the schools' performance through active engagement of stakeholders	Shares the leadership with the stakeholders to improve the institution.

		on with local mem bers				
	Understanding of how to build links with parents to maximise attendance of all students, so they can support their own children's education	Establish a culture where teachers work with parents to support their children's learning	Maintain regular contact with community groups, demonstrating sensitivity and self-awareness to differing needs	Understands and respects 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	Addressees all students' issues regarding education, health, and personality development

**Co constructed by Pakistan task group and International British Council consultants;
Jane Doughty and Jane English.**

