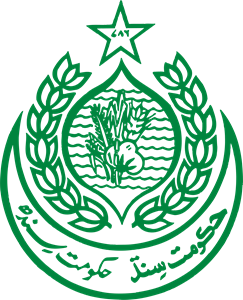
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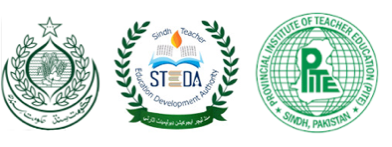
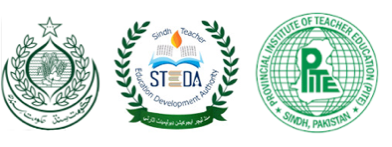
**Sindh**

**HEAD TEACHERS**

**TRAINING MODULE**

**FOUR (4)DAYS TRAINING SESSION**

Reviewed and certified by Sindh Teacher Education Development Authority (STEDA)

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**Sindh Technical Assistance Development Through Enhanced Education Program (STA-DEEP)**

# Module Review Team

The process of reviewing and certifying the Head Teachers training module – Four (4) days training session, developed by Sindh Technical Assistance through Enhanced Education Programme (STA-DEEP) was initiated under the supervision of Sayed Rasool Bux Shah, the Executive Director, Sindh Teacher Education Development Authority (STEDA). The STEDA provided valuable feedback during the review process, which was duly incorporated into the module. Subsequently, permission was granted for piloting this module.

**Review Team Members:**

1. Dr Shila Devi Deputy Director STEDA
2. Ms Rehana Parveen Meerani Deputy Director STEDA
3. Mr Rasheed Ahmed Channa Deputy Director STEDA

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# Introduction and Rationale for the Training

**Dear Head Teachers,**

Welcome to this training module which, in continuation of professional development activities, has been designed to support you in your future work with Guide Teachers and Subject Coordinators as part of the Continuous Professional Development (CPD) Program for teachers in Sindh.

**Our vision**

Our common goal is to improve the quality of teaching in schools all over Sindh. Students should become active and collaborative learners, problem solvers and critical thinkers who approach tasks with creativity and confidence. To make this possible, teachers need to be better prepared for the demands of the classroom. Guide Teachers and Subject Coordinators will take on this task. It is up to you as Head Teachers to professionalize these Guide Teachers and Subject Coordinator so that CPD teacher training courses become a success and bring about change.

**Our Teaching Philosophy**

The CPD training sessions, including this training, follow a participatory teaching philosophy that engages participants in active and collaborative learning, application and practice as well as self and peer reflection. The objective is not only to improve teaching practice but to create an understanding as to why a change in teaching practice is beneficial for both students and teachers.

**Supporting You**

This training module is designed to support you in your task. It will familiarize you with the approach to future teacher training in the scope of the CPD model 2022, cover important topics for the guidance of Guide Teachers and Subject Coordinators, and provide you with tools to assist them in implementing the Learning Cycle under CPD model.

# Overview of the Session

This module is designed for 4-day Head Teachers training to continue their professional growth. As, in the phase I the head teachers were trained on School clustering ad CPD policy, Instructional Leadership, Role of HTs in the implementation of CPD policy, and leading educational change. Likewise, phase II is also focusing to strengthen HTs leadership, and management skills to further institutionalize the CPD activities.

**Day 1** “Role of School Leader in Continuing Professional Development of Teachers” In the **ever-**evolving landscape of education, the role of a school leader is pivotal in shaping the growth and success of teachers. Using the lens of Instructional Leadership (Hallinger & Murphy, 1985), this module delves into the multifaceted responsibilities of school leaders, focusing on the design, implementation, and management of Continuing Professional Development (CPD) for educators. The module offers a comprehensive understanding of the school leader's crucial role in nurturing a culture of continuous learning and development within educational institutions. Through a blend of theory and practical insights, participants will gain the skills and knowledge needed to inspire, support, and lead their teaching staff toward ongoing growth and success.

**Day 2** “Cluster and Cell Hub Schools Improvement Plan”. This module is designed to empower clusters heads and educational leaders with the knowledge and skills necessary to formulate, implement, and monitor improvement plan for cluster and cell school. The module will focus on enhancing participants’ capacity to set clear goals, conduct comprehensive situational analyses, design actionable steps and strategies, and establish monitoring mechanisms to promote conditions for effective implementation of CPD and the overall performance of cluster and cell schools.

**Day 3**“ChangeManagement/ School Improvement and Monitoring Plan" The workshop's goal is to give participants a solid grasp of the monitoring plan as it relates to the School Cluster Policy. School professionals are expected to participate in continual learning cycles and ensure the relevance of their movement plans. Participants' learning will be encouraged through the active participation.

**Day 4** “Roles of Stakeholders and Support Mechanism for the Institutionalization of CPD activities)”. School improvement is a collective responsibility. All key education stakeholders need to actively participate in improving the conditions and processes in school that directly or indirectly influence student learning. Key stakeholders including parents, School Management Committees (SMCs), Teacher Associations/Unions, and the broader community are expected to join efforts to improve the school that is responsible for imparting education to their children. This module is designed first to develop awareness among the participants about the role of the individual stakeholder groups in school improvement, and second enhance their skills in working with the stakeholders towards improving the schools aimed at enhancing students learning outcomes in both academic and non-academic domains.

# Acronyms

|  |  |
| --- | --- |
| **HTs** | Head Teachers |
| **PD** | Professional Development |
| **CPD** | Continuous Professional development |
| **SWOC** | Strengths, Weaknesses, Opportunities, and Challenges |
| **SMCs** | School Management Committees |
| **TEOs** | Taulqa Education Officer |
| **DEOs** | District Education Officer |
| **VEC** | Village Education Council/Committee |
|  |  |

# Day 1

## Role of School Leader in Continuous Professional Development of Teachers

**Day Objectives:**

As a result of attending this module, the participants will be able to:

* Highlight the critical role of school leaders in continuous professional development of teachers
* Discuss possible ways/models of continuous professional development
* Acknowledge that classroom observation as an effective way for teacher development
* Create tools to support teachers in classroom
* Discuss ways to provide effective feedback to teachers
* Develop strategies to engage teachers in mentoring and Peer coaching relationships
* Explain the ways to initiate and sustain structures and cultures for school-based sessions

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| **PROCEDURAL DETAILS** | | | |
| **Topic** | **Instructions & Activities** | **Time** | **Resource** |
| **Introduction** | Participants will be asked to introduce themselves. | 09:00- 09:10 |  |
| **Role of School leaders in PD of teachers** | 1. Facilitator asks participants to brainstorm and share what they think is the role of school leaders in PD of teachers. There is a brief whole class sharing and discussion. 2. Facilitator shares presentation on ‘Role of school leaders in PD of teachers’, (Slide 2 – PD to PL: implications for the role of school leaders), to make the participants appreciate the importance and need of professional learning and the critical role of school leaders in PD of teachers. | 09:10- 09:25 | Presentation (Slide 2 – PD to PL: implications for the role of school leaders) |
| **Possible ways and models of PD** | 1. Participants are asked to think about the possible ways and models that school leaders use or can use to enhance professional capacity of the teachers. Participants share their understanding and practice with the whole class. 2. Next, facilitator names some established models of professional development such as classroom observation and feedback, mentoring, peer coaching, communities of practice and school-based sessions and ask participants about their understanding and use of these models (these models will be covered in a greater detail in today’s session starting with the classroom observation and feedback. | 09:25- 09:45 |  |
| **Classroom observation** | 1. Facilitator highlights the need and importance of classroom observation and feedback through sharing and explaining slide 3 2. Facilitator asks participants to think, pair and share their experience/views on the steps, processes and procedures of classroom observation. 3. Once they share, facilitator further explains the procedures (slides 4 to 5). 4. While explaining the classroom observation tool, facilitator distributes a sample classroom observation tool (Appendix A) to participants to discuss it in pair and to share their views on the tool. The tool may be modified on the basis of their views. | 09:45- 10:30 | Presentations (slide 3 to 5), Classroom observation tool |
| **Effective feedback** | 1. Participants are asked how they provide and how they should provide feedback to the teachers after observations. 2. Next, facilitator explain some important points in relation to giving effective feedback to the teachers (slide 6). 3. Facilitator will highlight the workload as a challenge in classroom observation and share ideas to address this challenge (slide 7). | 10:30-11:00 | Presentation (slides 6 & 7) |
| **Tea Break** | | **11:00 – 11:30** | |
| **Mentoring** | 1. Facilitator asks participants about    1. Their understanding of mentoring and peer coaching    2. The existing practices in schools in terms of mentoring and peer coaching    3. The need and possibility of mentoring and peer coaching in schools 2. Once participants share their ideas, facilitators share and explains definition of mentoring and peer coaching and the steps to introduce these models in schools (slides 8 to 11) | 11:30-12:00 | Presentation (slides 8 to 11) |
| **School-based sessions** | 1. Participants are provided with handouts (Appendix B – school-based teacher development sessions) to read and discuss in pair. 2. On the basis of their discussion, participants will share the possibility and challenges of using school-based sessions as a model of professional development of teachers. | 12:00- 12:30 | Handout B – school-based teacher development sessions |
| **Planning to implement the models** | 1. Four groups are formed using the names of the models covered above (classroom observation, mentoring, peer coaching, school-based sessions). 2. Each group works on preparing an implementation plan for their respective model (if participants have not been previously provided with the handouts, provide relevant handouts to the groups, e.g., classroom observation steps to classroom observation group and so on | 12:30- 1:00 | A4 size papers |
| **Lunch Break** | | 1:00-2:00pm | |
| **Presentation of models** | 1. Above activity continues. Groups finalize their work and put on chart for presentations 2. Groups present their implementation plan to the whole class, each presentation followed by questions, comments and feedback for further improvement 3. All charts are displayed and the participants are asked to note down points related to implementation of each model with them (they may take picture depending on time) | 2:00-3:10 | Chart papers and markers |
| **Closing** | 1. Final comments by participants about their role in PD of teachers 2. Final comments by the facilitator summarizing the session and highlighting the critical role of school leaders in PD of teachers 3. The session is closed | 3:10-3:30 |  |

## Resources Day 1

* Handout A - Classroom Observation Checklist
* Handout B- Initiating and Sustaining School-based Teacher Development Sessions

# Day 2

## Cluster and Cell Hub Improvement Plan

**Day Objectives:**

As a result of attending this module, the participants will be able to:

* Formulate goals for the effective implementation of CPD plan under their respective clusters
* Conduct a situational analysis of the cluster schools in relation to the stated goals
* Design action steps and strategies to achieve the stated goals
* Develop a plan to monitor the implementation of the suggested actions and strategies

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| **PROCEDURAL DETAILS** | | | |
| **Topic** | **Instructions & Activities** | **Time** | **Resource** |
| **Forming Planning Groups** | 1. Participants briefly share their reflection on the previous day topics and activities 2. Facilitator forms heterogeneous groups of participants on the basis of their experience, subject background, role, gender and other expertise so that members in each group will bring diverse knowledge and experience. Each group should ideally consist of five members. 3. Once groups are formed, facilitator briefly explains the planning process (slide -2) to provide an initial idea to the participants on how planning is carried out and how the session will move on. | 09:00-09:20 | Presentation (slide 17) |
| **Visioning Exercise** | 1. Facilitator highlights the importance of vision in relation to the success of any organization and project (slide 3) and asks the participants to discuss the following question in their respective groups and to list down points to be shared with the whole class (slide -4).   What should a successful cluster look like in terms of CPD implementation?   1. Groups note down their responses on charts and develop them into a vision statement. Facilitator will share example of a vision statement to explain how the responses to the above question can be developed into a vision statement (slide 5). 2. Groups will then present their vision to the whole class to be discussed further and modified. They will agree on one vision after modifications. | 09:20-10:30 | A4 size paper, presentation (slides 3, 4 & 5), chart papers and markers |
| **Tea Break** | | 10:30-11:00am | |
| **Situational Analysis** | 1. The facilitator briefly explains the process of situational analysis with examples in relation to the vision they have formulated (slides 6 & 7). 2. Participants are then asked to brainstorm and share the strengths, weaknesses, opportunities and challenges in relation to the implementation of CPD in cluster schools. 3. As they share their points, facilitator inserts them in the relevant field of the SWOC table displayed to the whole class on multi-media. The outcome would be a complete SWOC analysis of the CPD implementation in the cluster and cell schools. | 11:00-11:30 | Presentation (slides 6 & 7)  A4 size paper |
| **Formulating Goals** | 1. Facilitator asks participants to work in the same groups and to formulate goals to achieve the vision they had stated earlier. 2. Facilitator will also explain how they will consider the outcomes of SWOC analysis to formulate their goals (slide 8). 3. Groups note down their goals on chart and present to the whole class. After whole class discussion on the goals of all groups, five or six will be selected to work on them further. 4. Facilitator notes down the selected goals on computer and show them slide 9 (review your goals) so that they will suggest any final modifications on the basis of these characteristics of goals. 5. The goals are further modified, refined and finalized even with regard to language | 11:30-  12:30 | Presentation (slide 8 & 9),  A4 size paper, chart papers and markers |
| **Developing Action Steps** | 1. New groups are formed using any interesting strategy such as names of local birds or trees or fruits 2. Facilitator explains the format for developing action steps to achieve the set goals (slide 10) and the features of effective action steps (slide 11 & 12) 3. Groups start developing action steps for the first two or three goals | 12:30-1:00 | **Presentation (slide 10, 11 & 12)**  **A4 size paper,** |
| **Lunch Break** | | 1:00-2:00pm | |
| **Developing and Presenting Action Steps** | 1. Above activity continues for another 30 minutes 2. Groups note down their action steps for the first two or three goals on chart and present to the class followed by whole class comments and feedback to improve the actions 3. The charts are preserved for further work on the following day 4. Facilitator sums up the day activities | 2:00-3:30 | Chart papers and markers |

## Resources Day2

* **Presentation**

# Day 3

## Change Management/ School Improvement and Monitoring Plan

**Day Objectives:**

As a result of attending this module, the participants will be able to:

* Discuss an overview of the CPD monitoring plan.
* Develop detailed cluster wise monitoring plan.
* Develop understanding the change management concept in depth.
* Develop a Human Resources Mobilization Plan in the Clusters for School Teacher Professional Development.

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| **PROCEDURAL DETAILS** | | | |
| **Topic** | **Instructions & Activities** | **Time** | **Resource** |
| **Developing and Presenting Action Steps** | 1. Participants briefly share their reflection on the previous day topics and activities 2. Groups resume their work on developing action steps for the remaining goals. 3. Once they are done with action steps for the stated goals, they note down their action steps on charts according to the given format/template and present to the whole class followed by questions, comments and feedback. | 09:00-09:50 | A4 size paper, chart papers and markers |
| **Choosing the most relevant actions** | 1. Charts of all groups are then displayed and participants are asked to choose the most relevant action steps under each goal. 2. Facilitator displays the ‘Features of Action Steps’ (slides 28, 29 & 30) to guide the participants in choosing the most relevant actions in relation to the stated goals. 3. Facilitator ticks the actions mutually agreed by the whole class that will later be made part of the final cluster improvement plan to be shared with the participants. | 09:50- 10:30 | Presentation (slides 11 & 12) |
| **Tea Break** | | 10:30 – 11:00 | |
| **Need, importance and format of monitoring** | 1. Facilitator highlights the need and importance of monitoring (slide 13) 2. Facilitator explains the format of monitoring with examples (slide 14). 3. While explaining the features of indicators, the facilitator explains the concept of SMART for the participants to consider while developing the indicators. | 11:00-11:20 | Presentation (13 & 14) |
| **Developing monitoring plan** | 1. Participants are regrouped using any interesting strategy, for example, making five groups using the five importance of monitoring explained through slide 13. 2. The groups will start developing monitoring plan for the stated goals/actions. 3. Facilitator actively monitors the group activity to ensure that the participants are moving in the right direction. | 11:20-12:10 | A4 size paper |
| **Presenting monitoring plan** | 1. Groups note down their monitoring plan on charts and present to the whole class followed by comments, feedback and questions. 2. Once all groups present their work, their charts are displayed and the participants are asked to identify and agree on SMART indicators. 3. Facilitator will tick the indicators identified by the participants on charts to be added to the cluster improvement plan. | 12:10-1:00 | Chart papers and markers |
| **Lunch Break** | | 1:00-2:00pm | |
| **Collecting and Analyzing Data** | 1. Facilitator explains the following to the whole class    1. Format of a tool to be used for collecting data in relation to the listed indicators (slide 36 & 37)    2. Data collection tools and procedure (Slide 38)    3. Analyzing data/converting to graphs/charts (Slide 39)    4. Reporting format (Slide 41 & 42) | 2:00-2:30 | Presentation (Slide 15 to 20) |
| **Conclusion** | 1. A whole class discussion/reflection on the overall process of developing cluster improvement plan and the major take away 2. Summary/summing up by the facilitator 3. Concluding event | 2:30-3:30 |  |

# Day 4

## Roles of Stakeholders (Parents, SMCs/VEC, Teacher Associations, and the Support Mechanism for the Institutionalization of CPD activities

**Day Objectives:**

After completion of the module, the participants will be able to:

* Critically reflect on their job descriptions and the work they do every day and see if there is match or mismatch between what they are expected to do and what they do.
* Reflect on why and how their JODs require them to work closely with education stakeholders.
* Identify who are important education stakeholders in their school and characterize each stakeholder group using SWOC analysis.
* Analyze why each stakeholder group has a responsibility towards improving the school.
* Discuss the existing situation (practices) of stakeholders’ participation in school improvement.
* Explore how individual stakeholder groups can help the school in its improvement journey.
* Identify and prioritize activities, actions and practical steps school heads can rely on to effectively involve each stakeholder group in school improvement.
* Describe what, why and how of motivating team.
* Identify strategies, techniques and activities that help in enhancing staff motivation towards their work.

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| **PROCEDURAL DETAILS** | | | |
| **Topic** | **Instructions & Activities** | **Time** | **Resource** |
| **Introduction and Reflection on JODs of Head teachers** | 1. The training participants will be asked to tell their names, positions and the schools/department they come from and share their most cherished positive experience in life (e.g., you are proud of doing one good thing in life that is a source of gratification and pride for you). 2. Participants briefly share their reflection on the previous day topics and activities 3. Working individually, make a list of tasks you are expected to perform (given to you as your JODS) under your employment contract. Also prepare a list of actual task and activities you do every day or week in the school. 4. Make a group (5-6 people setting close to each other), share and discuss your points (JODs) and prepare a list of the recurring actual tasks/activities and compare it with your JODs and record the match and mismatch between these (JODs and actual tasks perform every day. 5. Groups are invited to share their work, followed by discussion and input by the facilitator. | 9:00am- 9:30am  9:30am-11:00am | PPP, Slides # 1 to 5 (Appendix A –  JODs of HTs , flip charts, markers |
|  | **Tea Break** | 11:00am - 11:30am | |
| **Identify who are important education stakeholders in their school and characterize each stakeholder group.** | 1. Using paper strips, four groups named as parents’ group, SMC groups, Teacher Unions, and broader community group will be formed. Each group will be given a task to complete. The groups will discuss their task and complete the worksheet given to them (Annexure 1). 2. The groups in turn will be invited to present their work followed by discussion and input by the facilitator. | 11:30am12:15pm | White board, markers, Appendix 1 worksheet on stakeholders SWOC analysis), A4 size paper, flip charts, markers |
| **Analyze why each stakeholder group has a responsibility towards improving the school.** | 1. The training participants will be posed a question, “Why do they think each stakeholder group has a responsibility towards school improvement?” | 12:15pm  1:00pm | White board, markers, ppt # 4 |
| **Lunch Break** | | 1:00-2:00pm | |
| **Motivating and Influencing Team** | 1. Using brainstorming strategy, the facilitators will collect ideas from the training participants using what, why and how for motivation of team members. The facilitator will write the points on the whiteboard and summarize them by involving the participants. 2. The facilitators, with the help of ppt discuss selected strategies and techniques to motive and influence team towards bringing improvement and change in their practices as well as transformation of the school culture. | 2:00-2:30pm | White board, markers, A4 size papers, chart papers |
| **Motivating Teams Video** | 1. A YouTube video on team motivation will be played and the training participants will attentively listen to the video and jot down important messages and share in the discussion that follows. | 2:30pm-3:30pm | Laptop, LED/video screen, electricity  https://www.youtube.com/watch?v=Zmw8DAuSmCM |
| **Closing Remarks** | Participants will be encouraged to share their learning form the attended training. | 3:30pm-3:40pm |  |

## Resources Day 4

* Handout 1: Worksheet
* Handout 2a: Worksheet (Group 1)
* Handout 2b: Worksheet (Group 2)
* Handout 2c: Worksheet (Group 3)

