

SHADE

Newsletter



Volume 4 & 5, Number 1 - 4

May 2003



The Winner Never Quits

Two boys were walking down a country road, when they saw two milk cans to be loaded for delivery in a nearby city. Seeing no one, the boys lifted off the cover of Can Number 1 and dropped in a big bullfrog. Then they lifted off the cover of Can Number 2 and dropped another bullfrog. Later the cans were picked up and loaded for city delivery.

During the journey, the bullfrog in Can Number 1 said: "This is terrible! I can't lift off the cover of the can because it's too heavy. I have never had a milk bath before, and I can't reach to the bottom of the can to get enough purchase to lift the cover, so. What's the use" – and he gave up trying and quit! When the cover of Can Number 1 was taken off, there was a big dead bullfrog.

The same condition existed in Can Number 2, and the frog said to himself: "Well, I can't lift off the cover, because it's too tight and too heavy. I haven't got a brace and bit to drill a hole to save myself, but, by the great Father Neptune, there is one thing I learned to do in liquids and that is to swim. "So, he swam and swam, and swam, and churned a lump of butter and sat on it, and when the cover was lifted off, out he jumped.

"The Winner Never Quits – and the Quitter Never Wins!"

Think Incorporation. Batra

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Dear Colleagues,

This issue of the SHADE Newsletter is coming out after traumatic events have shaped the new perspective of the world. A lot of water has flowed under the bridge. I once again share with you SHADE's achievements and successes since March 2001. In this journey its team of dedicated members and its alma mater The Aga Khan University, Institute for Educational Development has ably supported SHADE in providing us venue, logistics and professional guidance.

On July 13, 2003 SHADE will successfully complete four years. The highlights of its gradual development are its bi-monthly workshops (Twenty five to date) on topics initiated by the headteachers, formation of sister associations in three East African countries namely Kenya, Uganda, Tanzania. The association in East Africa is called **ADEA** (i.e. Association for Development of Education in East Africa). Representation of SHADE in International Conferences in Toronto, Sydney and an Inter-visitiation programme for headteachers to the U.K

Since the publication of the last issue many workshops have been held to date. The fifteenth workshop, based on, "Action Research was conducted by Ms Aliya Abbasi, Principal SMS Aga Khan School, Karimabad. The theme of the sixteenth and seventeenth workshop was, "Early Childhood Education".

SHADE members, aware of the importance of early childhood selected Early Childhood Education as the theme of the Sixteenth and Seventeenth workshop. It was conducted by Mr.

Rayed Afzal, Director, New Century Education and the follow up by Ms. Farzana Yasmeen. There is no doubt that experiences shared by colleagues; their effective struggles are more meaningful than loads of literature. So our eighteenth and nineteenth workshops' theme was 'School improvement initiatives: Four cases of leading schools.' It generated a very interactive discussion as many schools took a keen interest. The twentieth workshop on 'Total Quality Management' was conducted by Ms. Venesser Pate, Program Officer, AKU-IED, who is doing her Doctoral from Hamdard University.

SHADE feels privileged that two of its members namely Ms. Rukhsana Haji, Principal, Qamar -e-Bani Hashim School, and Ms. Bilquees Nasir, Principal, Govt. Girls Secondary School, Sir Syed Town, represented Pakistan in the inter-visitation programme in Sheffield, England from January 21 to February 2, 2002. The Department for International Development (DFID) managed by the British Council, Karachi, under the Higher Education link between the Aga Khan University, IED and School of Education, Sheffield, Hallam University, England, funded the programme.

The previous Newsletter of SHADE created some positive ripples in countries abroad. We appreciate letters received from Professor Pashiardis, Texas University and Mr. Padmaker Sapre, Professor Emeritus and President of Council of Teacher Education, India. In fact SHADE has been mentioned in the CEM Newsletter. We look forward to a more meaningful relationship with CEM, India.

The ADEA members from East Africa have sent messages especially by the children, which are being shared in the present Newsletter. It is amazing how children perceive the world and relationships. At times the adults can learn lessons from those bubbling youngsters. Wordsworth the Nature poet has aptly stated that, "the child is father to the man."

SHADE along with AKU-IED Library also successfully conducted the second workshop for school librarians giving them hands on

experience as well as acquainting them on their many varied roles for school improvement.

Here I am reminded of a saying of Rabindranath Tagore: "*A teacher can never truly teach unless h/she is still learning him/herself. A lamp can never light another lamp unless it continues to burn its own flame.*"

It is true that SHADE and its members are striving to light as many lamps as possible in its quest for quality education. Together we can enlighten the student world, which is very dear to all of us. Wish you all the best and take care.

Qamar Safdar
General Secretary
SHADE.

CEM INDIA

III. SHADE Newsletter from Pakistan

The School Headteachers Association for Development of Education (SHADE), a Professional organization in Pakistan, has sent a recent (March 2001) issue of SHADE Newsletter, a 24- page publication that reports the salient features of SHADE workshops on educational management, leadership and school performance, and health action school (HAS), a vehicle for school improvement.

The reports include extensive narratives of headteachers that provide useful insights into their perspectives on school effectiveness. Dr. Muhammad Memon, Associate Professor, The Aga Khan University Institute for Educational Development (AKU-IED), Karachi, has written a thoughtful article on 'Knowing about headteachers as Effective Leaders.'

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(CTE Newsletter editor has gratefully acknowledged receipt of SHADE and, to reciprocate, sent a few recent issues of the CTE newsletter.)

VALIDICTORY SPEECH

by
SHAHINA ALI RAZA
ADISM 2001
August 11,2001

Good morning. I am honoured and flattered to have been asked to speak for this wonderful occasion. Today we graduated. Clearly today is important to us. But last year, in this same auditorium at AKU, another set of graduates just like us, spoke, and hugged each other. Probably, the year before that, too. I would bet that this whole process is similar to almost every high school graduation. Isn't that correct, Dr. Memon? No doubt the graduation is a happy and important occasion. But to graduates it is special occasion. Why am I calling this as special?

I think that today marks a passage. The purpose of August 11 2001, does not simply be our symbolic passing of ADISM from AKU-IED but the purpose of it is to help our generations come up as critical problem solvers and ready to take up life in its full. William Wordsworth believed that every person is the product of his life as a child. When they shed their childhood, then they are born as men and women. Today, on our day of passing as ADISM graduates the children should begin their new life as practically sound and balanced individuals.

One afternoon while baseball's colourful Frankie Frisch was piloting the Pittsburgh Pirates, he was the victim of a loud voice heckler who kept shouting instructions as to how the game should be played. When it was over Frankie went up to the man and politely asked his named and business address.

Flattered, the heckler told him, then asked why Frankie wanted the information "Because,"

Frankie replied pleasantly. "I'm gonna be at your office bright and early tomorrow morning to tell you how to run your business."

Today ADISM has succeeded in not only making us knowledgeable, but also in teaching us skills, attitudes and values. It has transformed us to a great extent in many ways and now we are not

like Alice of Wonderland to go here, there or anywhere but today we know our path and our

vision. This course has helped us in reconceptulizing our roles as pedagogical leaders of effective schools, thus giving us a direction.

The group of individuals who stand beside me today is the product of a year's hard work and dedication of every member at the Aga Khan University-Institute of Educational Development. This programme has become a reality through the efforts of many individuals in this room and countless others across.

Before joining ADISM we thought we knew well enough to run the school, but the first module only made us realize that we need to work hard to reconceptualize ourselves as pedagogical leaders. As I close my eyes and look back, some of us were so nervous that they had indigestion. Not only adding to their savoir-faire while speaking and many were going to say that they had no idea what they were eating away at home because their minds were boggled with the difficult terms and terminology used by some of the intellectuals giants of the faculty. Some of us felt depressed and had apprehensions about completing the course. One of us exclaimed "Kaash main selection main fail ho jati".(I wish I had failed in admission!)

We may not have been effective leaders but thanks to AKU-IED and our over supporting faculty we stand today as very reflective and willing to encounter the challenges that our school leadership demands from us. A wise man once said.

"We can easily forgive a child who is afraid of the dark, the real tragedy of life is when adults are afraid of the light".

The best part of the AKU-IED is that most of the classes are held in rooms only large enough to accommodate not more than 30 persons to a class. To give a feeling of intimacy the chairs are placed closely together with just as many chairs as there are students present. The nameplates help the students get acquainted quickly. From the beginning the students are introduced to the Dale Carnegie's method of building 'courage' through applause after each speech and

presentation and the instructors perform like athletic cheerleaders to build up a head of steam.

Each of the 10 modules was divided into two parts. The first half generally is designed to generate life and heat to gain experience and the second half is devoted primarily to the more serious business of drilling. By the end of the course we could see each one coming out of their cocoons. The ADISM programme offers a blend of theory and practicum guided by the faculty in the participants schools. The headteachers are also encouraged to reflect on the current dynamics of participation of stakeholders who influence school policies and helped us identify some viable techniques to seek their participation in the school management affair.

There are not only formal avenues through which we learnt a lot but there were other ways as well through which we were exposed to difficult learning. Attending the SHADE workshops, visit to the Curriculum Bureau, Sindh Jamshoro, visits to different schools gave us the flashes of reality. It also made us realize that only a small fraction of educators in Pakistan are given such opportunity and for this we thank God for letting us be the chosen few who have been able to associate themselves with AKU-IED.

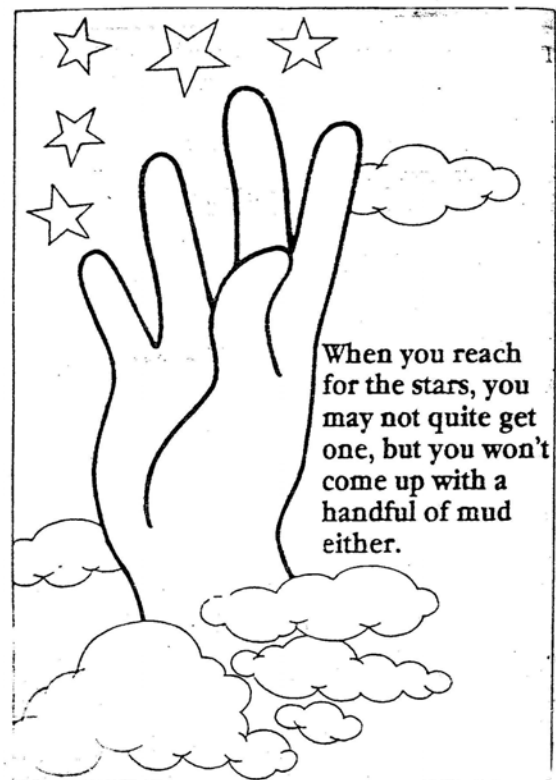
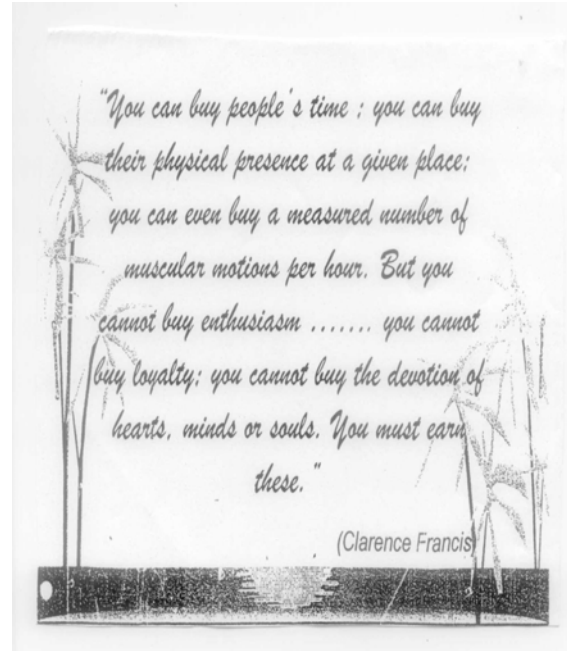
ADISM has not only taught us not to be afraid of challenges but to accept it with a resolution. Leadership is not about being elected or appointed to an office. The office does not teach someone how to be a leader. Leadership is an attitude cultivated over time. In conclusion I would like to thank each member of the ADISM faculty and everybody at AKU-IED for having given us an excellent family atmosphere. As Ralph Waldo Emerson said: **“The reward of a thing well done is to have done it”**.

Any recognition is just the icing on the cake not to be expected, but definitely to be enjoyed. We should also like to remember and acknowledge the contribution and support of our families without whom we would have found it very difficult if not impossible, to enroll and benefit from the programme.

I shall wrap up my speech with the words of Winston Churchill: **“This is not the end. It is**

not even the beginning of the end but perhaps, the end of the beginning”.

Thank you.



Think Incorporation. Batra

SALIENT FEATURES OF SHADE WORKSHOPS

◆ Action Research for School Improvement: held on March 17, 2001

Ms Aliya Abbasi, conducted SHADE's fifteenth workshop on "Action Research for School Improvement".



She gave a very simple definition: Action Research is "learning by doing"----- a group of people identify a problem, do something to

resolve it, see how successful their efforts were and if not satisfied try again. Thus there is a dual commitment in action research to study a system and concurrently to collaborate with members of the system in changing it to what is together regarded as a desirable direction. Accompanying this twin goal requires the active collaboration of researcher and client, and thus it stresses the importance of co learning as a primary aspect of the research process.

Stephen Kemin has developed a simple model of the cyclical nature of the typical action research process. Each cycle has four steps: plan, act, observe and reflect.

In the second session Ms Farah Kamal, Headmistress, SMS Aga Khan School shared a case study of an action research conducted in her own school. There was a good discussion and many misconceptions were cleared.

◆ Early Childhood Education: Saturdays May 19 and July 21, 2001

SHADE keeping in mind the importance of early childhood and its implications not only on the quality of education but also on the holistic development

of the child conducted two consecutive workshops on the above theme. In the first



workshop Mr Rayed Afzal, Director New Century Education conducted the workshop on the above theme and focused on Dr. Maria Montessori's "Seven Characteristics of a Normalized Child".

- **Prolonged concentration:** Good and long concentration is very important for success in life.
- **Love of work:** Children should love to do their work and it develops in them ability to work-hard in later life.
- **Joy:** A normalized child feels internal joy from the work.
- **Independence:** Independent children are more intelligent and productive than the ones that are not independent.
- **Love of order:** The ability to organize things and time is a reflection of a better personality.
- **Attachment to the reality:** A child should be encouraged to work with real materials and listen to real stories. They should learn to use real things and live in a real world.
- **Obedience:** It is the ability to obey elders without the fear of punishment. Obedience is to listen, understand, and follow instructions.

This workshop generated a lively discussion and the headteachers realized the importance of being acquainted with the seven characteristics and keeping them in mind when planning lessons.

The sequel to this workshop was a follow up on the above theme by Ms. Farzana Yasmeen, Headmistress, Aga Khan School, Kharadar. She dealt in detailed on Howard Gardner's Multiple Intelligence, and Early Childhood Education. As shared by her, Howard Gardner defined intelligence as "The capacity to solve problems or to fashion products that are valued in one or more cultural settings" (Gardner, 1983). His pluralistic view of intelligence suggest that all people possess at least eight different intelligences, which operate in varying degrees depending upon each persons individual profile of intelligences. The eight intelligences identified by Gardner and their characteristics are as follows:

SALIENT FEATURES OF SHADE WORKSHOPS

- **Linguistic intelligence:** refers to an individual's capacity to use language effectively as a vehicle of expression and communication. (examples: poets, writers, lecturers and politicians)
- **Logical Mathematical Intelligence:** refers to an individual's capacity to think logically use numbers effectively, solve problems scientifically, and discern relationships and patterns between concepts and things (example: mathematicians, engineers, researchers, astronomers, and scientists)



- **Spatial intelligence:** refers to the capacity to think visually and orient one selves spatially. In addition spatially intelligent people are able to graphically represent their visual and spatial ideas (Examples: surgeons, sellers, artists, decorators, architects, surveyors, inventors and guides)
- **Musical Intelligence:** refers to the capacity to appreciate the variety of musical forms in addition to using music as a vehicle of expression. Musical intelligent people are sensitive to rhythm, melody and pitch (Examples: singers, musicians, instrumentalist, and composers)
- **Bodily-Kinesthetic Intelligence:** refers to the capacity of using one's own body skillfully as a means of expressions or to work skillfully to create or manipulate objects (examples: dancers, actors, athletics, sculptors, surgeons, mechanics, swimmers and craftsmen)
- **Interpersonal Intelligence:** refers to the capacity to appropriately and effectively respond to other people and understand their feelings (examples: politicians, religious teachers, sales peoples, social directors, and travel agents)
- **Intra-personal Intelligence:** refers to the capacity to accurately knowing one's self

- including knowledge of one's own strengths, motivation, goals and feelings. (Example: novelists, philosophers, psychologist, entrepreneurs, and therapists)
- **Naturalistic intelligence:** refers to the capacity to understand, relate to categories, classify, comprehend and explain the things encountered in the world of nature (Examples: farmers, ranchers, hunters, gardeners, and animal handlers)

Ms. Farzana also shared the activities conducted at her school and she also shared the resources used in creating these learning centers that generated a lot of interest.

♦ School Improvement Initiatives: (Saturday Sep' 15th, and Nov' 10, 2001)

SHADE conducted its 18th and 19th workshop on the above theme. In the first workshop Ms. Zeenat Akbar Ali, Vice Principal, Generations School and Ms. Seemeen Agha, Principal, Children's Foundations Trust lead the workshop. After the session on mentoring Ms Zeenat Akbar Ali, Vice Principal, Generation's School shared her school improvement initiatives from the leadership point of view. It was a model based on exploring the teachers' potential for leadership and within that context leading to school improvement initiatives. She shared the various leadership styles and its impact on whole school improvement. She noted that thanks to ADISM not only has she developed a better understanding of leadership but has also managed to infuse the same enthusiasm in her staff for overall school improvement.

The qualities of the leader based both on outer and inner strengths were as follows:

Outer Strength	Inner strength
Communication	Self belief
Visibility	Integrity
Team work	Courage
Attentiveness	Result focused
Commitment	Vision

SALIENT FEATURES OF SHADE WORKSHOPS

Ref: Understanding how teams work (DK) Essential Managers Manual, Heller, R. and Hindle, T.

She also shared the various **leadership styles** adopted by people based on their approaches and attitudes:

Coercive: 'Do it the way I tell you'
Democratic: 'Participative'
Authoritarian: 'Firm but fair'
Pace setting: 'Do it myself'
Affiliative: 'People first, task second'
Coaching: 'Development'

She concluded with an illustration of the impact of the pedagogical leadership on whole school improvement.

In the next half Ms Seemen Agha, Principal, Children's Foundation Trust shared her school's vision which is being gradually translated into a reality. As she informed the Children's Foundation Trust caters to children coming from the lower social strata who can only dream that their children can study in affluent schools but lack the finances to realize it. They have children from the lower economic strata such as rickshaw drivers, peons, chowkidars and clerks etc. The school is offering a Cambridge based GCSC level studies. The parents pay a nominal amount and the children are provided textbooks, uniform and lunch. It is not so much the availability of resources as much as the impact of it on the students. It was a pleasure to see the children converse in English and they were also quite confident in their presentations.



◆ School Improvement Initiatives: Two Cases of Leading Schools. (November 10, 2001)

Ms Rafat Khokhar held the next workshop continuing on the theme of School Improvement Initiatives on Resource building as one of the means for school improvement initiatives. She and her staff had put up quite an impressive

display of resources mostly low cost developed by the school staff. These audio video resources have not only aroused the students' interest but also their understanding of concepts.

Both sessions were based on the following themes



1. Managing learning in the classroom

Workshop objectives:

- How to manage learning in the classroom
- Strategies to enhance learning in the classroom
 - Ways of promoting learning and effective use of teaching aids
 - Use of visual aids to the best of its advantage.

Roles and responsibilities of teachers

Four major areas of responsibilities:

- Preparation
- Delivery
- Assessment
- Professional assessment

Different types of learning styles

- Visual learner (Seeing)
- Auditory learner (Hearing)
- Kinesthetic learner (Doing)

Purpose of using teaching aids

- Give information
- Research large groups
- Develop psychomotor skills
- Get students involved in learning
- Teach higher level objectives
- Teach creative thinking skills
- Improve communication skills
- Show procedures
- Enjoy learning
- Make learning meaningful and interesting.



SALIENT FEATURES OF SHADE WORKSHOPS

Effective use of teaching aids

- Explain an abstract idea
- Show relationship
- Present sequences or procedures that are not clear without the aid
- Be large enough so that every one can see them
- Make good use of colour
- Have good design and quality

Different types of teaching methods

- Lectures
- Demonstration
- Group discussion
- Seminar
- Panel discussion
- Case study
- Brain storming

Equation

$$\text{Good Curriculum} + \text{Good Teaching} = \frac{\text{Through good}}{\text{Learning skills}} \rightarrow \text{High student achievement}$$

2. Effective Teaching

- Prioritization of tasks
 - Shared vision
 - Empowerment
 - Staff development
- Outcomes of discussion
 - Your eyes cannot see what your mind does not know

◆ Monitoring Practices for Improving Students Learning: Story of two schools (July 20, 2002)

Ms Sakina Abbas shared the rationale of monitoring that if it is for the growth of children and teachers, it is meaningful. Her monitoring practices were focused on three learning objectives.

- 1) To develop interest towards reading
- 2) To develop skills of creative writing
- 3) To develop the observational skills for better understanding of the environment.

She explained the various strategies for involving students in such literacy activities that could enhance the quality of creative writing skills.

Students writing samples and project work regarding environmental studies were displayed. Her presentation helped the participants to identify the tools to motivate, monitor & evaluate students work. The workshop presenter felt that most of the parents do not understand the modern, classroom practices so making the experiences more visible to them is the most important thing to be done.

Ms. Farzana Yasmeen shared the cyclic approach of monitoring and evaluation. Her focus was on the implementation of a new curriculum in pre-primary

section. Her cyclic approach was based on four points

- 1) Action
- 2) Collection of data
- 3) Reflection
- 4) Evaluation

In the end she shared the benefits of this approach, as her school team was able to

- 1) Get constructive feedback
- 2) Implement and support
- 3) Put theory into practice.
- 4) Identify school limitations.
- 5) Revisit the plans for further modifications

The overall impact of both these workshops as



evidenced in their evaluation sheets has been one of appreciation. Most of the heads felt comfortable to interact with colleagues who have been working under similar constraints but have tried to make a success of it. They also gave suggestions for improvement like allocating more time for presentation and discussion.

NARRATIVES OF HEADTEACHERS

CONSIDER YOUR SCHOOL A LITTLE STAGE

Remember the words of the world's renowned playwright William Shakespeare, "All the world is a stage and men are but actors, each chosen to do a part and then in time to depart-" and so on. Having recently finished with Advanced Diploma in School Management (ADISM), I felt that I had to share some thoughts with all you wonderful headteachers. Having read an article entitled "Towards a comprehensive approach to principal's professional development: a balancing act" by Neil Dempster and Diane Beere, I came to learn some interesting facts in the educational world. I have summed these up as under:

- All over the world people feel that education is closely linked to national development.
- Countries are trying to build strong links between education – training – employment.
- Principals in these times are finding themselves redefined as employees, their employer being the state.
- Because of this shift in paradigm they need to rely less on their professional expertise and judgment and more on technical skills and competencies.
- Not only students need to be given technical skills but teachers and educational administrators are also required to be flexible and multi-skilled to participate in on-going professional development programmes. (For instance whilst doing ADISM, so many of us come to realize the importance of computer literacy and our ignorance in this department has at least for me become a major concern).
- In short a lot of accountability has shifted from state to schools and especially held accountable are the people who run them – which my dear comrades are you headteachers.

Thus as time passes our jobs as people in educational management and leadership becomes more demanding and challenging. What we really need to keep in mind is that the education

we are imparting to our children need to add value to their lives. It must give them the

opportunity of making relevant and fine choices in life. It means that we in partnership with the

parents and the larger community must impart not only knowledge but skills and attitudes as well.

Let us then be brave and bold and take up this challenge of doing honor and justice to our country by laying emphasis on curriculum and methodology. As headteachers we must be fully aware of what our teachers are doing in the classroom. So much of what is done in school can become simply nonsense if we are not careful, because none of it may have application to life. Our schools must focus on teaching stuff that is quality in the sense that in their future lives students will be able to fall back on it and gain some value from it. We must though education in our school be able to cater to their immediate social, economic, aesthetic and routine life needs.

Now let me get back to William Shakespeare and the reason why I titled this article as "CONSIDER YOUR SCHOOL A LITTLE STAGE".

I look at my school as a little stage on the big big stage (the world), and just as God helps me to operate on this big stage, may, I as a headteacher learn to help in some effective way the lovely children who pass through my LITTLE STAGE. Thus they will successfully make an exit from my stage but an entrance on to the BIG STAGE and do justice to their roles.

Dear headteachers if you and I succeed in this endeavor, I think we shall leave the big stage contented actors and actresses in the play of life. 'May God guide us and help us in our mission.

By: Christine Martins

Headteacher

St. Patricks School

اساتذہ اور تعلیمی ترقی

آج اگر ہم پہلے کے اور آج کے اساتذہ کا معائنہ کرتے ہیں اور بچوں کی تعلیمی معیار کا جائزہ لیتے ہیں تو دل افسردہ ہو جاتا ہے۔ کاش پہلے جیسی محنت اور لگن سے پڑھانے والے اساتذہ اس دور میں دیکھنے کو ملیں۔ کبھی کبھی جب کسی پرائیویٹ اسکول میں بچوں کی بہتری کے لئے انفرادی کوشش دیکھنے کو ملتی ہے۔ تو دل خواہش کرتا ہے کہ یہی اصول ہم گورنمنٹ کے اساتذہ اپنے معاشرے کی اصلاح اور بچوں کی تعلیمی ترقی کے لئے کسی لالچ کے بغیر کیوں نہیں کر سکتے؟

ابھی کچھ دنوں پہلے ایک پرائیویٹ اسکول کو وزٹ کرنے کا موقع ملا۔ اور یہ دیکھ کر انتہائی خوش ہوئی۔ انہوں نے ہر کلاس کا ایک مقام متعین کیا ہوا ہے۔ اگر اس پر بچے پورے تڑپتے ہیں تو ٹھیک نہیں تو داخلہ دینے کے بعد کمزور بچوں کو اسکول ہی میں آدھے گھنٹے کے وقفہ کے بعد اساتذہ بغیر پیسے اور ٹیوشن فیس کے وقت دیتے ہیں اور انتہائی محنت سے انہیں سمجھاتے اور سبق ذہن نشین کرواتے ہیں اور جب تک وہ بچے اپنی کلاس کے دوسرے بچوں کے برابر نہیں آجاتے ان پر محنت کی جاتی ہے اور اس ابتدائی کلاس سے انگلش لنگویج کا بیرونی شروع کر دیتے ہیں اور تمام قسم کی امدادی اشیاء اپنے ہاتھوں سے تیار کر کے کلاس میں تدریس عمل میں استعمال کرتے ہیں۔ آپ یقین کیجئے ان کی لگن اور بچوں کو کامیاب بنانے کے لئے ہر قسم کا عمل اور کوشش قابل تعریف ہے۔ اس وقت میرے دل سے یہی دعا نکلی کہ کاش ہم گورنمنٹ اسکولوں کے اساتذہ بھی بچوں کو لائق بنانے کے لئے انہی جیسی کوششوں میں مصروف رہیں۔

اس اسکول کی جن باتوں نے مجھے متاثر کیا اسے اپنی تمام ٹیچرز کو آکر بتایا اور انہیں سمجھایا کہ اگر ہمیں بھی اپنے اسکول کو ترقی پسند بنانا ہے تو اس کے لئے مکمل اتحاد اور کوشش کی ضرورت ہے۔ کیونکہ کوئی بھی اسکول کسی فرد واحد کی کوشش سے ترقی نہیں کرتا بلکہ تمام افراد کو فرائز دہانے اپنے کام کو بہتر بنانا پڑے گا۔ آپ اپنی ڈیوٹی کو عبادت سمجھیں، بچوں اور والدین کو خوش کرنے کے علاوہ اپنے رب العزت کی رضا کو اولیت دیں کیونکہ کسی بھی ادارے کو بنانے اور چلانے کے لئے سوز جگر اور لہو کا تیل جانا پڑتا ہے۔ تب جا کر یہ ننھے ننھے دیئے روشنی دینے کے لائق ہوتے ہیں، ہم اپنے اسکول میں ہانڈ نام (وقفہ) کے وقت جو کمزور بچے ہیں۔ انہیں الگ لیکر پچھتے ہیں اور ان پر انفرادی توجہ صرف کرتے ہیں۔ اور اس کام میں ہمیں کافی کامیابی حاصل ہوئی اور بچے پہلے سے کافی بہتر رزلٹ دینے لگے ہیں۔ اس کے علاوہ ہم نے ایک طریقہ بیان کیا ہے کہ جو ٹیچر کلاس لیتی ہیں ہفتہ میں دو دن ان کی ڈیوٹی دوسری کلاس میں لگاتے ہیں کیونکہ ٹیچر بدلتے سے بچوں کو کچھ انفرادیت محسوس ہوتی ہے۔ یکسانیت کا احساس ختم ہوتا ہے اور بعض دفعہ دوسری ٹیچر کے پیر ڈی لینے سے پہلے ٹیچر کی کارکردگی بہتر ہوتی ہے۔ کیونکہ اسے احساس ہوتا ہے کہ کہیں پریڈ لینے والی ٹیچر میرے بچوں کو کمزور نہ سمجھے۔ اس لئے بھی وہ زیادہ توجہ سے پڑھاتی اور وقت پر کاپیاں چیک کرتی ہے۔

جب میں بچوں کی کاپیاں چیک کرتی ہوں تو بچوں کی حوصلہ افزائی کے لئے انہیں مختلف مونوگرام یعنی اسٹیپ لگا کر دیتی ہوں جس سے بچے بہت خوش ہوتے ہیں۔ میں صدر معلمہ ہونے کے مٹھے ٹیچرز کی کارکردگی کا جائزہ لیتی ہوں اور جس معلمہ کی کارکردگی بہتر ہو اس کی حوصلہ افزائی کے لئے تمام اساتذہ اور بچوں کے سامنے اس کے کام کی تعریف کرتی ہوں۔ چھوٹے چھوٹے انعامات بچوں اور ٹیچرز میں تقسیم کرتی ہوں۔ جس سے وہ بہت خوش ہوتی ہیں اور معلمہ پہلے سے زیادہ محنت سے پڑھاتی ہیں۔

کیونکہ ہر انسان چاہتا ہے کہ ذاتی پیشہ ورانہ حیثیت سے اس کے کام کی عزت اور قدر رہوان کی کارکردگی بھی اور اس صورت میں بڑھ سکتی ہے کہ انفران با بھی ان کے کام کی حوصلہ افزائی کریں اور چھوٹی چھوٹی کونایوں کو فراموش کر کے ان کے بہتر کام کی تعریف کریں۔

مسر صبا مشتاق

"SHADE" کی سالگرہ کے موقع پر ایک نظم

"ADISM" کا کورس کر کے فخر سے آئے ہیں ہم

اپنے دامن میں سنہری ساعتیں لائے ہیں ہم

تربیت کے واسطے ہم IED میں آئے تھے
سخت گھبرائے ہوئے تھے اور پریشان تھے بہت
اور باہم Discussion میں لطف بھی آنے لگا

یاد ہے وہ جون سن 1997
ابتداء میں In Dulging سے ہم ہراساں تھے بہت
ہر Visit اسکول کا کچھ ہم کو سکھانے لگا

راستہ مشکل تھا لیکن طے تو کر پائے ہیں ہم

اپنے دامن میں سنہری ساعتیں لائے ہیں ہم

اور ادھر صدرو پردھان نے بھی بخشی روشنی
وہ نہ ہوتے گر تو کیسے بڑھتی اپنی آب و تاب
اور سر ظاہر نے بھی ہمت بڑھائی تھی بہت
یاد ہے اب تک وہ ٹیکچر Mr. Charles کا

Dr. Baker نے دکھائی ہمیں دنیا نئی
Mr. Memon ہیں گویا ایک روشن آفتاب
Dr. Wheeler نے بھی ڈھارس بندھائی تھی بہت
دلنشین لہجہ تھا اور کیا سہل انداز تھا

ایسے لوگوں کے بھی اب شاگرد کہلائے ہیں ہم

اپنے دامن میں سنہری ساعتیں لائے ہیں ہم

علم کی راہوں میں ستوں کا تعین ہو گیا
جس پہ آئیں گے یقیناً کامیابی کے ثمر
اپنے اسکولوں کو مسلسل اب سجا رہے ہمیں

مؤمن ہیں کہ پائی اپنے ذہنوں نے جا
IED نے علم کا ایسا لگایا ہے شجر
جو بھی سیکھا ہے یہاں سے وہ سکھایا ہے ہمیں

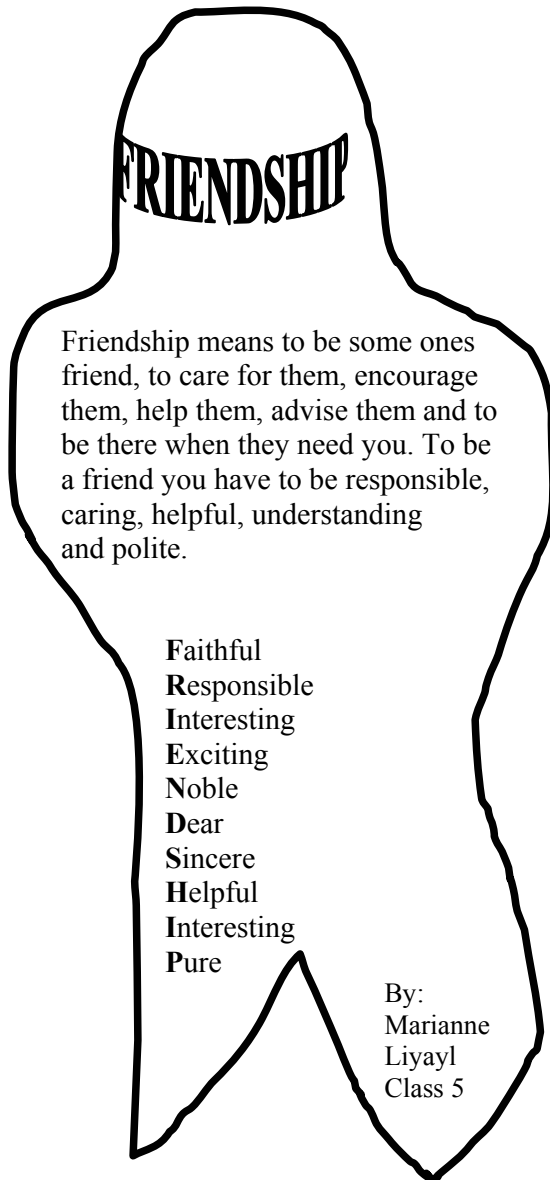
دھوپ سے نکلے ہیں گویا "SHADE" میں آئے ہیں ہم

اپنے دامن میں سنہری ساعتیں لائے ہیں ہم

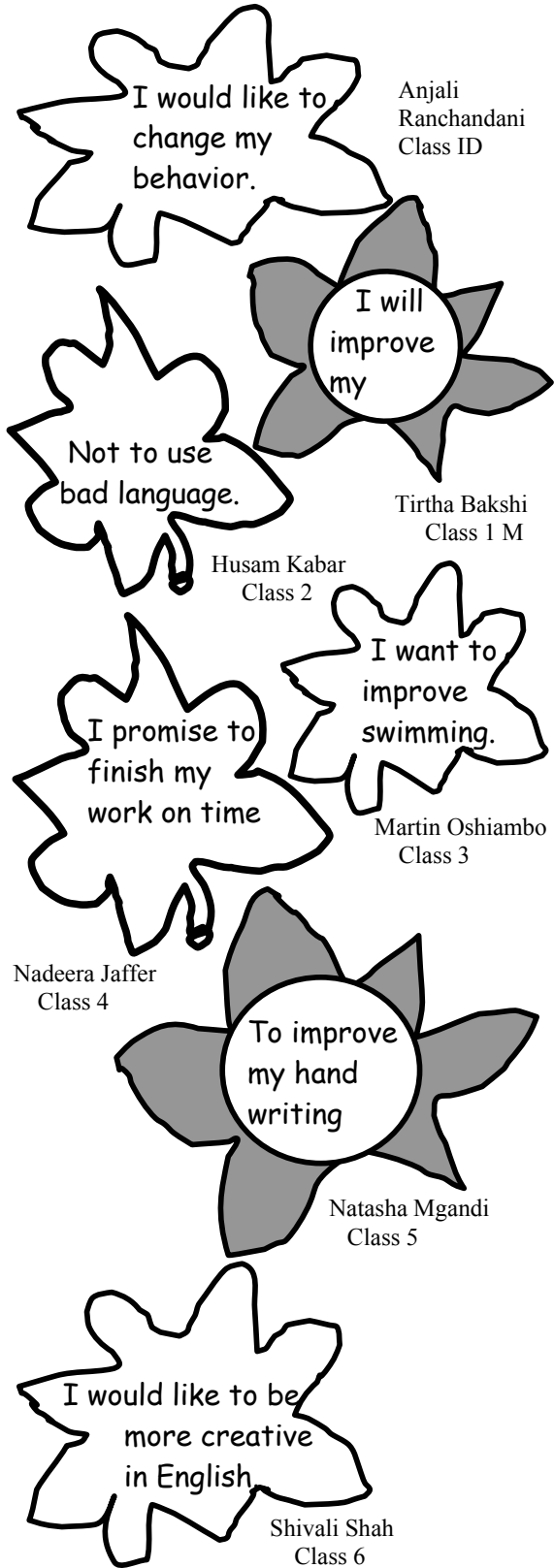
مزہیجیں امر

The Aga Khan Junior Academy, Mombassa

Mrs. Brenda Menezes, Deputy Headteacher, The Aga Khan Junior Academy, Mombassa, and General Secretary ADEA, sends her greetings to all SHADE members and is keen to share her school activities. Here are some excerpts from her school newsletter.



The Aga Khan Junior Academy children want “to turn over a new leaf.”



Dear Parents,

We are in the shortest month of the year and a very important one, one in which we try to instill in the children

- the importance of reading and hopefully develop a reading culture for life!

The British National Curriculum and the Literacy Strategy both stress the vital importance of providing rich and stimulating texts-fiction, poetry, play-scripts and non fiction material.

“If we provide children with this variety of stimulating texts, with stories and poems that fascinate, excite, intrigue and amuse, that gives them fresh insights, that open their minds and imaginations and that introduce them to the wonderful richness and range of language, then we produce avid, enthusiastic and discriminating readers and offer them the very best models for their own writing. This is no new philosophy. It has been a fundamental belief of all those who have attempted to open the wonderful world of literature and language to the young.”

Gervase Phinn (1999)
Young Readers + their books
School Inspector (U.K)

How can you help?

- Provide your child with a book to read everyday.
- Encourage him/her to select a variety of books from the library.
- Offer to come to school to read to the children or listen to children read.
- Make time at home to read to/listen to your child read.
(Sign reading log for Ginn reader)
- If you are not a reader yourself, begin now
2001 seconds of reading daily is a start!
- Collect a sponsored read form from the class teacher. A.C.T.S (Assist a Child to School) is raising funds to buy textbooks for school in Kongowea.
- Donate a cushion to the reading corner in your child’s class
- Attend reading assembly on 2nd March.
Happy Reading!

MRS BRENDA MENEZES

DEPUTY HEAD TEACHER

“How the children caught the reading bug”. By Mrs. Sara Khan – parent to Raheela (Class 3) and Ibrahim (Class 6)

As soon as they could bring their two fat fists together our babies were given a board book for their toy baskets. Once they could sit and look they were “read” to on our laps reading = looking at pictures, talking about the things in them.

By the time they were weaned we were reading ‘proper’ stories to them as well and singing songs in our growly voices at bedtime. The stories were, and still are, integral to cuddle-time. Love meant stories which meant books, and in town meant reading which felt safe and comfortable. The children are still being read to if they so wish; its not “Oh, read by yourself, you can. I’ll kiss you good night later”.

Every birthday there is a book in the presents’ pile; every reading month a prize- a book they choose –for doing their best. In addition every week or so a trip to the library is planned for fresh books.

Both of the children have come to enjoy books because the books always have been there for them, as treats not more homework.

It has helped that my husband devours car, magazines, Tin Tin, the Nation alongside his history books. They have literally copied him reading. Their response to “ Why read?”

“Reading Bug” Tips:

1. Enjoy the books you read to your children.
2. Read to them everyday and then spend a bit more time with them. If the children are older and reading by themselves read the books they are enjoying and chat about them.
3. Talk about the books you liked at their age, Bravo!!.
4. Let the children choose what to read. Don’t push difficult or important books- Oliver Twist was written for grown ups.
5. Books are for pleasure. Leave the formal work aside for reading for the teacher to guide you about.

GENERAL REFLECTIONS

Sir Ernest Rutherford, President of the Royal Academy, and recipient of the Nobel Prize in Physics, related the following story:

Some time ago I received a call from a colleague. He was about to give a student a zero for his answer to a physics question, while the student claimed a perfect score. The instructor and the student agreed to an impartial arbiter, and I was selected.

I read the examination question: *“Show how it is possible to determine the height of a tall building with the aid of a barometer.”*

The student had answered: *“Take the barometer to the top of the building, attach a long rope to it, lower it to the street, and then bring it up, measuring the length of the rope. The length of the rope is the height of the building.”*

The student really had a strong case for full credit since he had really answered the question completely and correctly! On the other hand, if full credit were given, it could well contribute to a high grade in his physics course and to certify competence in physics, but the answer did not confirm this.

I suggested that the student have another try. I gave the student six minutes to answer the question with the warning that the answer should show some knowledge of physics.

At the end of the minutes, he hadn't written anything. I asked if he wished to give up, but he said he had many answers to this problem; he was just thinking of the best one.

I excused self for interrupting him and asked him to please go on. In the next minute, he dashed off his answer which read: *“Take the barometer to the top of the building and lean over the edge of the roof. Drop the barometer, timing its fall with a stopwatch. Then, using the formula $x=0.5*a*t^2$, calculate the height of the building.”*

At this point, I asked my colleague if he

would give up. He conceded, and gave the student almost full credit.

While leaving my colleague's office, I

recalled that the student had said that he had other answers to the problem, so I asked him what they were.

“Well,” said the student, *“there are many ways of getting the height of a tall building with the aid of a barometer. For example, you could take the barometer out on a sunny day and measure the height of the barometer, the length of its shadow, and the length of the shadow of the building, and by the use of simple proportion, determine the height of the building.”*

“Fine,” I said, “and others?”

“Yes,” Said the student, “there is a very basic measurement method you will take. In this method, you take the barometer and begin to walk up the stairs.

As you climb the stairs, you mark off the length of the barometer along the wall. You then count the number of marks, and this will give you the height of the building in barometer units.”

“A very direct method.”

“*Off course. If you want a more sophisticated method, you can tie the barometer to the end of a string, swing it as a pendulum, and determine the value of g [gravity] at the street level and at the top of the building. From the difference between the two values of g, the height of the building, in principle, can be calculated.”*

“*On this same tact, you could take the barometer to the top of the building, attach a long rope to it, lower it to just above the street, and then swing it as a pendulum. You could then calculate the height of the building by the period of the procession”.*

“Finally,” he concluded, “there are many other ways of solving the problem.”

“Probably the best,” he said, “is to take the barometer to the basement and knock on the superintendent's door. When the superintendent answers, you speak to him as follows: ‘Mr. Superintendent, here is a fine barometer. If you will tell me the height of the building, I will give you this barometer.’”

GENERAL REFLECTION

At this point, I asked the student if he really did not know the conventional answer to this question. He admitted that he did, but said that he was fed up with high school and college instructors trying to teach him how to think.

The student was Neils Bohr who discovered many things in atomic physics.

WHO YOU ARE MAKES A DIFFERENCE

A teacher in New York, decided to honor each of her senior in high school by telling them the difference they each made. Using a process developed by Helice Bridges of Del Mar, California, she called each student to the front of the class, one at a time. First she told them how the student made a difference to her and the class. Then she presented each of them with a blue ribbon imprinted with gold letters which read, "Who I Am Makes a Difference."

Afterwards the teacher decided to do a class project to see what kind of impact recognition would have on a community. She gave each of the students three more ribbons and instructed them to go out and spread this acknowledgement ceremony. Then they were to follow up on the results, see who honored whom and report back to the class in about a week.

One of the boys in the class went to a junior executive in a nearby company and honored him for helping him with his career planning. He gave him a blue ribbon and put it on his shirt. Then he gave him two extra ribbons, and said, "we're doing a class project on recognition, and we'd like you to go out, find some body to honor, give them a blue ribbon, then give them the extra blue ribbon so they can acknowledge a third person to keep this acknowledgement ceremony going. Then please report back to me and tell me what happened."

Later that day the junior executive went in to see his boss, who had been noted, by the way, as being kind of a grouchy fellow. He sat his boss down and he told him that he deeply admired him for being a creative genius. The boss seemed

very surprised. The junior executive asked him if he would accept the gift of the blue ribbon and

would he give him permission to put it on him. His surprised boss said, "Well, sure."

The junior executive took the blue ribbon and placed it right on his boss's jacket above his heart. As he gave him the extra ribbon, he said, "Would you do me a favor? Would you take this extra ribbon and pass it on by honoring somebody else? The young boy who first gave me the ribbons is doing a project in school and we want to keep this recognition ceremony going and find out how it affects people."

That night the boss came home to his 14-year-old son and sat him down. He said, "The most incredible thing happened to me today. I was in my office and one of the junior executives came in and told me he admired me and gave me a blue ribbon for being a creative genius. Imagine. He thinks I'm a creative genius. Then he put this blue ribbon that says 'Who I Am Makes A Difference' on my jacket above my heart. He gave me an extra ribbon and asked me to find somebody else to honor. As I was driving home tonight, I started thinking about whom I would honor with this ribbon and I thought about you. I want to honor you.

"My days are really hectic and when I come home I don't pay a lot of attention to you. sometimes I scream at you for not getting good enough grades in school and for your bedroom being a mess, but somehow tonight, I just wanted to sit here and, well, just let you know that you do make a difference to me. Besides your mother, you are the most important person in my life. You're a great kid and I love you!"

The startled boy started to sob and sob, and he couldn't stop crying. His whole body shook. He looked up at his father and said through his tears, "I was planning on committing suicide tomorrow, Dad, because I didn't think you loved me. Now I don't need to."

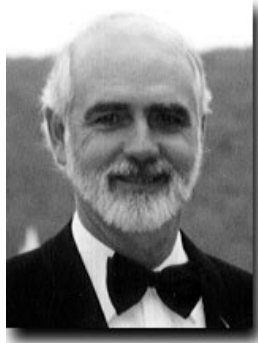
By: Helice Bridges

Learning Organisations: Key Ideas for Schools

Dr. John Retallick

Associate Professor, AKU-IED,

Karachi



Introduction

Whilst much of the literature on this theme in relation to schools uses the term 'learning community' (eg. Retallick *et al.*, 1999), the term 'learning organisation' also has its proponents (Isaacson and Bamburg, 1992). It is sometimes argued that in reference to schools the use of 'learning community' is more appropriate whereas 'learning organisation' is the term used to apply to business or industrial settings. Here I would like to draw a different distinction. I suggest that both terms are applicable to schools though they refer to different but overlapping aspects of school development and professional learning.

Whilst 'learning community' usually refers the roles that various participants play in the education of young people (eg, parents as learning partners), the idea of a 'learning organisation' is that of enhancing the organisational processes of the school to transform them into learning processes. One example of the latter is workplace learning ie. transforming work into learning. In this article I outline some of the key ideas from the literature on learning organisations and some implications for schools. Readers might like to consider how some of these ideas could be employed in their own schools in Pakistan.

Learning Organisations

Watkins and Marsick (1993) start off by asking the questions "Why do we need a learning organisation?" and "What is a learning

organisation?" Their answer to the first question is in terms of change:

The forces compelling organisations to make this shift in perspective include changes in organisations, the changing nature of work, changes in the workforce and changes in how people learn (p.4).

The theme of change has been, and continues to be, important in the business world but it is no less important in schools. Their answer to the second question is that "the learning organisation is one that learns continuously and transforms itself. Learning takes place in individuals, teams, the organisation, and even the communities with which the organisation interacts" (Watkins and Marsick, 1993:8). Whilst learning organisations each look different, they share some features such as:

- Leaders who model calculated risk taking and experimentation
- Decentralized decision making and employee empowerment
- Skill inventories and audits of learning capacity
- Systems for sharing learning and using it in the business
- Rewards and structures for employee initiative
- Consideration of long-term consequences and impact on the work of others
- Frequent use of cross-functional work teams
- Opportunities to learn from experience on a daily basis
- A culture of feedback and disclosure

Watkins and Marsick suggest that the design of a learning organisation depends on six action

imperatives, each of which complements the others:

- Create continuous learning opportunities
- Promote inquiry and dialogue
- Encourage collaboration and team learning
- Establish systems to capture and share learning
- Empower people toward a collective vision
- Connect the organisation to its environment (p.11).

In the context of schools with their history of teacher isolation and individualistic work culture such notions seem rather radical and even impractical. However, it may not be all that difficult to introduce some of these ideas into schools, since:

People can learn at any time by converting ordinary challenges in their work into learning opportunities...learning is a continuous cycle of acting and reflecting that grows out of work (Watkins and Marsick, 1993:26-27).

What is required to begin is not so much a wholesale change of culture in schools, but a recognition in the teaching profession that professional learning can and does take place on-the-job or in the workplace of teachers when problems and difficulties are seen as learning opportunities. A workplace learning orientation can arise from a change of mindset on the part of a few individuals that may then be sufficient to begin a process of creating a learning organisation. First steps in the process will usually focus on building teams of people working together on projects of significance to their core work ie., teaching and student learning. Learning to work effectively in a team is the first building-block of the learning organisation.

Team Learning

Team learning processes reflect much of the work of Donald Schon (1983) who described learning as the interaction of action and reflection. Team learning processes call for integrating thinking and action. Whilst we may

be familiar with these processes for individuals, it is rather challenging to think of them as team processes where skills of dialogue, discussion and consensus formation are at a premium. Some of the key processes are:

Framing. Framing is an initial perception of an issue, situation, person

or object based on past understanding and present input.

Reframing. Reframing is a process of transforming that perception into a new understanding or frame.

Integrating Perspectives. Divergent views are synthesised and apparent conflicts resolved, though not through compromise or majority rule.

Experimenting. Experimenting is action undertaken to test an hypothesis or a move or to discover something new.

Crossing Boundaries. When two or more individuals and/or teams communicate, they cross boundaries (Watkins and Marsick, 1993:99).

The importance of team learning as a first step towards transforming a school into a learning organisation cannot be over-emphasised. Whilst it is clear that it is only individual people who actually learn, the team acts as a sharing and reinforcing mechanism that enhances and extends individual learning. When individual teachers learn they may not share their insights, or even if they do, their insights may not get used by the school as a whole. However, when a team tries something new the members reinforce one another's actions and spread the ideas faster and further through their combined contacts elsewhere in the school. "Teams are crucibles through which opposing ideas can be brought together and confronted - ideas that otherwise would remain within the heads of individuals and not linked together in new combinations"

(Watkins and Marsick, 1993:97). Senge (1990) has team learning as one of his five disciplines for organisational learning and he puts the argument in these terms:

First, there is the need to think insightfully about complex issues (by tapping) the potential of many minds to be more intelligent than one mind... Second, there is the need for innovative, coordinated action ... where each team member remains conscious of other team members and can be counted on to act in ways that complement each others' actions... Third there is the role of team members on other teams ... a learning team continually fosters other learning teams (pp. 236-7).

There is an important issue here for a workplace learning approach to building the school as a learning organisation. Inherent in the workplace learning approach is the idea of learning from the experience of doing one's job. Such learning is likely to be individualistic unless there are specific moves to encourage teachers to work in teams or collaborative groups. It is necessary, therefore, to design the school as a learning system in such a way that reflection on the work being carried out is broadened to include teamwork.

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Prospects and Challenges of School Leadership in Pakistan

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Pakistan is among those less developed countries, which is still grappling with the critical issue of raising percentage of its budget for education. In spite of several commitments by successive governments, there does not seem any substantial increase in the annual budget for education, in general and improving school management and governance capacity at school level, in particular. However, little effort is made to train headteachers but the majority of them lack understanding of their role as 'pedagogical leaders'. To Sergiovanni (1998) pedagogical leaders should be engaged in "developing human capacity by helping schools become caring, focused and inquiring communities within which teachers work together as members of a community of practice". He further adds that "Pedagogical leadership invests in capacity building by developing social and academic capacity for students, and intellectual and professional capital for teachers" (p.37). The governments' existing recruitment and promotion policy reveals that the majority of headteachers are to be recruited or promoted on the basis of their teaching experience rather than

management experience. This indicates that school leadership and management is not yet recognized as a specialized field of study by which a group of educational managers and leaders can be prepared through relevant academic and professional programmes for enhancing their individual and institutional capacity. Given the situation, the majority of schools are functioning without qualified and trained headteachers in Pakistan. This portrays unpleasant scenario of school leadership, which has severe implications for school effectiveness.

Literature on school leadership indicates that the success of any school is highly dependent on the quality of school leaders. Literature has helped us to differentiate between management and leadership but these terms are used interchangeably in our daily discourse. This paper does not aim to discuss these terms; however, I would like to present my point of view about these terms. To me both management and leadership are two sides of the same coin and they are not mutually exclusive. One cannot become effective leader without becoming effective manager. Leaders are engaged in creating teambuilding for promoting accountability and shared decision-making culture so that everyone should be part of 'community of practice'. Whereas managers believe that they are only responsible for managing their schools by maintaining status quo. By making further distinction between these two terms-management deals with operational aspects of schools whereas leadership deals with strategic aspects of schools, which provides a sense of direction in terms of vision, that requires competence, multiple intelligences, and skills.

Effective schools require both good leadership and good management. Literature describes three levels of management- strategic, organizational and operational. *Strategic level* involves translation of vision into broad aims and long

term plans; *organizational level* facilitates conversion of strategic thinking into medium-term objectives supported by allocation of appropriate resources and effective strategies such as delegation of power, shared decision-making; and *operational level* ensures that resources are utilized, and tasks are coordinated, monitored and completed. When managers get mastery over strategic matters they tend to begin performing themselves as leaders.

In the following section, an attempt is made to analyse the nature of headteachers' tasks in line with conceptual framework –strategic level, organizational level, and operational level.

Tasks of School Headteachers

A typical school headteacher is engaged in three types of tasks- academic, administrative, and financial. My personal experience of working with headteachers reveals that majority of headteachers do not have any document indicating their tasks and how to perform them effectively. This adds non-clarity of headteachers' role, which has affected headteachers' performance. A matrix of headteachers is developed by using the above conceptual framework, which is presented below:

Treasure

*Opening the covers of a book
Is like lifting the lid of a treasure chest.
Look inside and you will find
Golden stories and glittering characters.*

*Some are given a map to show them where X marks
the spot.
Some are given the precious key to open up the lock.
Some are helped to lift the heavy lid.
But for some it will remain a buried treasure.*

Gervase Phinn

Matrix of Headteachers' Tasks and Levels

Management Levels	Types of Tasks		
	Academics tasks	Administrative tasks	Financial tasks
Strategic	Nil	Nil	Nil
Organizational	<ul style="list-style-type: none"> • working on scheme of studies • meeting with teachers on academic matters • ensuring review of course work with teachers 	Nil	Nil
Operational	<ul style="list-style-type: none"> • ensuring conduct of transparent and timely examination • moderating examination papers • ensuring safety of examination record • conducting classroom observations • ensuring completion of syllabus • ensuring arrangements of co-curricular activities • attending and addressing school assembly • checking teachers' academic diaries • checking students' fair note books • attending students' annual prize distribution • signing results sheets / report cards • signing and distributing timetable among teachers • distribution of annual course work 	<ul style="list-style-type: none"> • ensuring school maintenance, smooth school functioning, cleanliness and discipline • checking teachers and students attendance • meeting with parents, senior government officials • attending meetings of senior governments, public representatives • responding to public complains • corresponding with government officials, parents and others • keeping all relevant records, issuing admission forms, checking teacher daily diaries • maintaining muster roll of staff, dead stock register, movement register, general register, visitor book, PTA / SMC meetings record, cash book, token register, inward and outward correspondence register • resolving conflict between teachers and teachers, teachers and parents, teachers and headteacher, teachers and students • maintaining meeting records with senior government officials, monthly meetings with teachers • preparing and updating timetable • maintaining personal daily diary 	<ul style="list-style-type: none"> • maintaining students fees record • ensuring compliance of all official rules • maintaining teachers salary record • preparing annual budget and keeping its record • keeping excess and surrender record • keeping sanction of new expenditure • keeping budget and expenditure record, ensuring fault free annual school audit • keeping monthly expenditure statement, monthly staff return • maintaining audit record, bank accounts • arranging local, internal audit • making compliance of school audit observations • keeping donation record • signing teachers' salary vouchers / cheques, salary arrears bills • timely deposit of students fees in bank account, teachers' un-disbursed salary • ensuring monthly bank statement for checking expenditure and balance • seeking necessary permission for withdrawal of certain amounts for purchase of school items • signing teachers and staff pay rolls

	<ul style="list-style-type: none"> • signing students' monthly result reports, students quarterly, six-monthly and annual result reports 	<ul style="list-style-type: none"> • maintaining school library record, teachers engagement register, laboratory material record • keeping counterfoils of various school certificates • maintaining teachers leave record, students daily attendance record, teachers personal service record, record of payment of utility bills • sending proposal for teachers' transfer and retention • assessing teachers and staff's annual confidential reports, sending annual confidential reports to the concerned officers, sharing adverse remarks with teachers and ensuring its compliance • maintaining teachers seniority list • recommending awards for teachers and doing follow up • arranging an annual physical verification • preparing teachers leave cases for preparatory retirements • issuing last pay certificate to • apremanding teachers taking disciplinary action against teachers and staff 	
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The analysis of headteachers' tasks suggests that headteachers' tasks are predominately administrative and financial. In our study on understating headteachers' role in Pakistan we found that the majority of headteachers tended to spend more time on dealing with administrative and financial tasks, which substantially affected the quality of education. Matrix analysis also indicates that the majority of headteachers perform their role mainly at operational level, which is more administrative, and managerial role rather than leadership role. This has become more critical for public school systems to understand the complexity of school systems; hence there is a need for policy makers to forge synergy and coherence for developing individual and institutional capacity. This will lead to develop a viable mechanism to promote

leadership in educational system. Despite their heavy administrative work there are few headteachers who still provide academic leadership in their schools and considered to be 'effective heads'. However, few effective headteachers will not deal with the present complexity of school system until the centrality of education leadership for the success of school systems is recognized.

Prospectus

Headteachers do not seem to have tapped their potentials for creating their future. Hence, it is essential that they should participate in professional development programmes for sharpening their skills and competence. In this regard, the public and private sectors have initiated professional development programmes for school leadership for developing effective

management and leadership skills and competence. This will help them to make their schools as 'learning' or 'leadful' schools, which are engaged in expanding their capacity by using generative learning. Holmes (1997) has rightly suggested that 'Today's educational leaders must not only possess the knowledge and skills to meet these challenges but also have the courage, integrity and imagination to find innovative ways to deal with these challenges. Thus, headteachers must go through a major paradigm shift for broadening their vision and mental models. In order to change headteachers' 'personal' and 'professional' vision, they require life-learning approach for becoming 'perpetual learners' (Barth, 1997). Thus leadership requires learning habits and attitudes. Looking at headteachers' task, it appears that headteachers seem to be overloaded with routine tasks which has created dependency culture. In order to come out of dependency culture, headteachers as leaders need to become perpetual learners. School leaders must learn about new leadership and management practices by rediscovering the passion and moral purpose that makes schools as 'learning schools'.

Challenges

Despite their participation in such professional development programmes, majority of headteachers still tend to work as 'managers' rather than 'leaders'. They tend to face numerous challenges that include: imbalanced role of headteachers, lack of clarity and understanding of roles, lack of leadership qualities, lack of effective professional development programmes, lack of professional autonomy, interference of political leaders in school matters, dependency and boss culture, headteachers' recruitment on seniority rather than merit basis, lack of understanding about schools as 'learning schools', and overly use of 'top-down' management model. These challenges have become major 'stumbling blocks' to affect effective leadership at school level.

Conclusion

Keeping in mind the complexities of school governance and management dynamics,

government needs an explicit policy on headteachers' recruitment, promotion and professional development. Traditional ways of managing schools have not been useful; headteachers need to explore alternate ways of managing schools within the government policy framework. I tend to agree with Fullan (1997) that 'We need to move away from the notion of how the principal [headteachers] can become lead implementer of multiple policies and programmes. What is needed is to reframe the question. What does a reasonable leader do, faced with impossible tasks' (p.7). It is my conviction that the schools of 21st century can only be managed by 'pedagogical leaders' who are able to create enabling environment how to learn together so that they are able to create more commitment, passion, competence, confidence, and creativity to handle messiness of complex phenomenon of school as a 'learning schools'. By just adopting these ideas without careful thinking, implementation is bound to fail. No 'silver bullet' will help headteachers to manage their own schools effectively but school leaders must learn from their and others' experiences and shape their own role to make their impossible tasks possible. This will allow headteachers to make their schools as 'effective' and 'learning schools'.

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About SHADE!

SHADE or the School Headteachers Association for Development of Education was formed as a voluntary non-government organization by the headteachers from the public, private and Aga Khan Education Service Pakistan (AKES, P) who were the course participants of the first Advanced Diploma in School Management

Institute for Educational Development (AKU-IED) from June 1997 to June 1998.

SHADE is established to provide a platform for headteachers to share among themselves common concerns and challenges related to their role and seek help for the development of education in general and for effective school management in particular.

SHADE aims (a) to offer a plat-form for enhancing the professional knowledge, experiences human and other resources required for the promotion of effective school management; (b) to help the headteachers in mobilizing resources for their professional development; (c) to provide professional support to headteachers for creating a knowledge based school management system; and (d) to establish appropriate communication channels for disseminating information on school improvement.

SHADE intends to promote the professional development of headteachers through the following professional initiatives and activities;

- (a) conducting bi-monthly full day workshops with working and aspiring headteachers for their professional growth and improvement;
- (b) Publishing a half yearly SHADE Newsletter;
- (c) Conducting conferences/ seminars/ symposia; and
- (d) Extending professional support to other educational organizations / institutions.

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