

# Cluster Approach of School Improvement: A Case of donor (AusAID) Funded Project in Gilgit-Baltistan- Pakistan

By

<sup>1</sup>*Salima Begum and* <sup>2</sup>*Babar Khan*

<sup>1</sup>Professional Development Teachers

<sup>2</sup>Deputy Project Coordinator

Aga Khan University-Professional Development Centre North, Gilgit-Baltistan

## Abstract

*The study aimed to explore the school improvement and teachers development activities in the public education sector in Cluster Two of Gilgit District in Gilgit-Baltistan funded by Australian Government (AusAid). The project is designed, proposed and led by Aga Khan Foundation, Pakistan and implemented through AKDN agencies with specific mandates of education, construction, inclusive education, community participation, research, risk and hazard assessment of schools. Cluster approach of school improvement was executed with a secondary school called Learning Resource School (LRS) and three primary schools as feeding schools. Qualitative research design was employed with case study approach. Document analysis, classroom observations and focused group interviews were used as methods of data collection in the study. The study exposed significant findings; however, the dominant finding of the study is teachers' motivation play fundamental role in implementing school improvement and education reform successfully at school level. Teacher shifted their practices from teachers-centered to child-centered through curriculum enrichment and using resources in classroom teaching. The study also disclosed that in house professional development sessions, mentoring of teachers, lesson planning, reflection writing, scheme of work and resource development are crucial for quality education and enhanced students learning outcome in school. The research exhibited that continuous classroom observation, feedback session, and co-planning with teachers increased effectiveness of school improvement and teachers' development initiatives. PDT's positive attitude, support and pressured by the system increased the effective implementation of EDIP activities for school improvement and teachers' development. The study demonstrated that school development planning is an important dimension of EDIP and it enabled teacher and head teachers to set target for the academic years and monitor the activities and progress with the passage of time. The study displayed that community participation is crucial for school improvement and increased students learning outcomes. Parents can play critical role in social, moral development children and providing hygienic food for children.*