

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

By

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### **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.*

### **1. Introduction**

This study aimed to explore the implementation processes and outcome of AusAid funded project in cluster two infor one and half year intervention in Gilgit District of Gilgit-Baltitan. Aga Khan University-Professional development Centre North (AKU-PDCN) is striving to build teachers' capacity through a three-year Australian funded (AusAid) project; Educational Development and Improvement Programme (EDIP) in 47 government Schools in Gilgit-Baltistan conceived by Aga Khan Foundation Pakistan. The project focused three important areas of education; a) increasing access to education, b) improving quality education and its relevance for learners and society and c) improving leadership and governance for effective implementation of curriculum and ensure desirable educational outcome in the region.

EDIP is a cluster approach of school improvement and teachers' development through center and field-based courses. There are 12 clusters in six districts of Gilgit-Baltisan and each cluster is led by a Professional Development Teacher (PDT: IED graduate). The cluster consists of four schools; a secondary school called Learning Resource School (LRS) as the hub of teachers' professional development activities and other three primary schools are connected with LRS. In the field-based support, PDT conducts professional development sessions each week on teachers' needs and

implemented learning from the sessions in classroom through classroom observation and feedback sessions. School development plans, scheme of work, lesson planning, co-planning with teachers, resource development, session for parents to increase students enrollment particularly girls, and sessions on gender awareness were the key aspects of school-based support of EDIP. On the other hand, PDCN-based continuous professional education (CPE), Certificate and Diploma programs are meant to develop teachers' pedagogical content knowledge.

#### ***Background of Educational Development and Improvement Programme***

Educational Development and Improvement Programme is a multi-input project led by Aga Khan Foundation, Pakistan and funded by AusAid in Gilgit-Baltistan. The project aims to complement the efforts of Government Education Department for school improvement and teacher development, building individual and institutional capacity to improve quality of teaching and learning. Educational Development and Improvement Programme is designed to provide school-based support to teachers to improve the overall learning conditions for teachers and students. It also provides opportunities for teachers to enhance their subject knowledge and teaching skills through centre-based subject specific courses.

The other significant aspects of the project are; community participation, improving physical infrastructure in project schools, introducing inclusive education with specific focus on minor and moderate disabilities, risk and hazard assessment and research on prevalence of disability in Gilgit-Baltistan. Aga Khan Foundation Pakistan is implementing the project in partnership with other AKDN agencies; school improvement and teachers' development aspect is the responsibility of Aga Khan University-Institute for Educational Development, Professional Development Centre North (AKU-IED, PDCN) and Aga Khan Education Service Pakistan (AKESP), improving infrastructure of school is delegated to Aga Khan Planning and Building Service Pakistan, inclusive education is implemented through Network of Organization Working for People with Disabilities in Pakistan (NOWPDP), research on prevalence of disability by Aga Khan University-Human Development Programme (AKU-HDP) and risk and hazard assessment of schools is conducted by FOCUS Humanitarian Assistance. Among all partners AKU-IED, PDCN and Aga Khan Education Services are the main implementing partners and other are auxiliary partners in the project with strong partnership of Government Education Department of Gilgit-Baltistan.

#### ***Educational Development and Improvement Programme (EDIP) Model***

The use of school-based and cluster-based professional development acknowledges the need to implement educational change initiatives at school and classroom level. The cluster-based school improvement and teachers development approach addresses the need of teachers and students in their school context without dislocating them from schools. EDIP is an approach where four schools formed a cluster; a secondary school as Learning Resource School (LRS) three primary or elementary schools feeding schools. A professional Development Teacher is responsible for school-based teachers' development through variety of activities through Whole School Improvement Programme. The Whole School Improvement approach cover six significant aspects of school improvement; 1) quality of teaching and learning, 2) leadership and management, 3) curriculum enrichment and staff development, 4) building, accommodation and resource development, 5) community participation and 6) social and moral development and health education. Gender awareness is also part of the project. On the other hand, teachers from project schools are invited to AKU-IED, PDCN for subject specific courses during summer and winter vacations. Altogether, school and centre-based courses aim to enhance teachers' pedagogical content knowledge to maximize student learning outcomes.

#### ***Research Design***

The study was conducted in the qualitative paradigm through using a case study approach. The reason for using the qualitative paradigm was that it enabled researchers to investigate participants' experience and practices of school improvement and teachers' development in a natural setting, where the data collection

process was carried out in an uncontrolled environment. (Marshall and Rossman 1995; Gall, Borg and Gall 1996). The multiple dimensions of data enabled researchers to interpret the experience of the participant and make meaning of the data, which he/she has collected, and on the basis of their meaning, recommendations can be made. (Allan, 1991; Krathwohl 1991).

The research question demanded discovering new ways and strategies in order to link school improvement and teachers' development with students' learning. The qualitative method enables the researchers to explore the complexities that are beyond the scope of the more 'controlled' approaches and also provide a chance to look at the case from the inside and study the research as a process rather than as a significance of the result (Gillham, 2000). The reason for selecting the case study method was that it provided researcher an opportunity to explore the real situation of implementation of school improvement initiatives (Cohen, Manion and Morrison 2000). According to Bell (1999), "case study approach is particularly appropriate for individual researcher because it gives an opportunity for one aspect of phenomena to be studied in some depth within a limited time scale" (p.10). Moreover, Yin (1994) has said, "case studies arises out of the desire to understand complex social phenomena.... the case study allows an investigation to retain the holistic and meaningful characteristics of real-life events" (p. 3). Document analysis was used as data collection methods, as Hitchcock and Hughes (1995) said, "Once a written text has been created for whatever reason, it becomes a potential source of data" (p.212). Data through reflections, pre and post-test record and classroom observation records were collected. Focused group interviews were also conducted to explore teachers perception about the intervention. As Willig (2001) explains:

The strength of the focused group as a method of data collection lies in its ability to mobilize participants to respond to and comment on one another's contributions. In this way statements are challenged, extended, developed, undermine or qualified in ways that generate rich data for the researcher. (p.29)

Twelve teachers were selected randomly for the study. A random list of teachers was developed and every fourth teacher was selected as participant of the research.

### ***Process of School Improvement and Teacher Development***

School improvement is categorized into two types; external and internal. External school improvements programmes are pre-designed whereas internal school improvement programmes evolve within the schools (Dimmock; 2002). Improving quality education is the core focus of school reforms and PDT has initiated the following activities in the cluster under six core target of Whole School Improvement approach.

## **2. Quality of Teaching And Learning**

### ***Mentoring Teachers***

Concept of mentoring was introduced in LRS and feeding schools and continued to support the teachers to make teaching and learning processes effective through co-planning, feedback and questioning teachers practices (Kell, Bech and Thomas; 1992). In this process first PDT mentored senior and more competent teachers to develop their capacity while teaching was occurring (Schwille, 2008). Later these mentees become mentors of novice and weak teachers facilitating in their respective subject areas. Hussun maintained:

In the process I have learned many things. I learned about lesson planning, scheme of work, developing social relationship, sharing and valuing each other ideas, thinking positively, encouraging other to improve themselves, developing friendly relationship with students and identifying students' needs and then provide feedback.

In this practice mentors were sharing their plans, achievements and challenges with PDT to receive appropriate feedback and to find alternatives to overcome the faced challenges (Fletcher; 2000). PDT supported these mentors based on their needs and facilitated them in developing their plans and material. To implement this concept effectively PDT spend more time with identified mentors and helped them in content and pedagogy and they become more competent to mentor other teachers. Tahira disclosed:

I have attended a session on mentoring in EDIP, which was new theme for me...I formally started the process of mentoring with my colleagues. I know that successful mentoring needs relationship that build on trust and mutual respect. I became very happy when I supported my colleagues and they share their work with me.

EDIP, Whole School Improvement Program initiatives are meant to change the attitude of students and teachers and develop school as reflective schools (Fletcher; 2000). As a result of mentoring there is visible change in the attitude of teachers. Zulaikha writes:

After this session I am known about its (mentoring) importance in teaching and learning process. It is an effective approach for new teacher to build their capacity... I have supported other teachers as a mentor in different areas. The process enabled me to understand the importance of mentoring and I value it.

Teachers also improved the level of their lesson plans, reflections and collaborative culture is developed at school. Through mentoring six teachers were developed as mentored and they are providing mentoring supporting in area of specialty

### ***Lesson Planning***

Lesson planning is very important for the teachers to develop their lesson plans on daily basis because lesson planning is a proactive decision making that takes place before instruction. It involves teachers' conscious efforts in developing a logical system of activities that would facilitate the students' involvement cognitively, as Sparks (1994) says, "all students depends upon both the learning of individual school employees and improvements in the capacity of the organization to solve problems and renew itself"(p.37) . The main purpose of lesson planning is to establishing clear learning objectives and outcomes with respect to students' knowledge, understanding and skills and guide teachers for classroom teaching and learning (Butt; 2006). Teachers are developing one lesson plan daily and share with the PDT to get appropriate feedback. PDT has provided constructive and qualitative feedback to the teachers on their develop lesson plans on daily and weekly bases. As a result of this effort teachers are developing lesson plans with SMART students learning outcomes and effective and relevant activities. As Shamshad maintained, "before this [EDIP] I was going to class without lesson plan and I was teaching without preparing and leaving the class without achieving the objectives. Now I am teaching students effectively through different methods". Supporting the above idea another teacher Kaneez said:

Before starting of EDIP I was not well aware of lesson planning. I was writing plans but did not enjoy because it was difficult for me. Now I learned and improve my skills of developing lesson planning and design activities for students to engage them.

Salma, another teacher also mentioned, "After the session on lesson plan, I learned to design different activities, apply different teaching strategies and assigned tasks to students for better learning outcome". Lesson planning is a process which relates teachers' thinking to teaching and learning outcomes. (John; 1995).

### ***On-going Classroom Observation and Post Conferences***

Wajnryb (n.d) says, "being in the classroom as an observer opens up a range of experiences and process which can become part of raw material for teachers' professional growth" (p.1). PDT continuously provided classroom based support for the teachers to enhance their content and pedagogical content

knowledge. Research also proved that systematic classroom observation is a constructive mechanism to make teaching and learning more effective and prompt teachers for change (Allwright:1988). PDTs frequently observed classrooms according to the developed schedule and conducted post-conferences with the teachers to discuss their teaching learning. PDT conducted total three hundred and Fifty-three(353) classroom observations in LRS and three feeding schools.

As a result of classroom observation and feedback there are visible changes in teaching and learning strategies of teachers. Teachers involving students in teaching and learning processes and students are actively participating in the classrooms. Teachers are providing opportunities to the students in the classroom to ask questions from teachers in order to clarify their concepts. Teachers provided feed back to the students on their class work. Teachers used different teaching and learning techniques in their classrooms. Majority of teachers used group work strategies and some of them used pair work and individual work strategies (classroom observations).

#### ***On-Going Co-planning Sessions with Teachers***

Collective professional development sessions are not sufficient to deal the individual concerns of teachers and they need support on topics of relevance to their teaching assignments individually. The main objective of co-planning was to support teachers in devising SMART Students learning outcomes and relevant activities to achieve the devised students' learning outcomes. In the process of co-planning sessions PDT first explore teachers understanding and creativity and after that provided support in order to construct their new understanding. Providing this kind of support through co-planning allows teachers to develop their confidence to try new approaches of teaching and learning in their classrooms. Shamshad mentioned in her reflection, "Co-planning with PDT was very helping in devising clear objectives and activities and co-planning sessions helped me in involving students in classroom teaching" (reflection).PDT conducted two hundred (200) co-planning sessions with teachers in LRS and feeding schools. As a result of co-planning teachers were able to devise SMART objectives with relevant activities. They were comfortable in delivering the lesson in the classroom with greater involvement of students (classroom observations).

#### ***Reflective Sessions and Reflective Journals***

Reflective practice is an effective mechanism to check teachers' personal and professional correspondence (Megginson and Whitaker; 2003). This process helps teachers to identify their strengths and weaknesses in teaching and learning processes that was endorsed by Kaneez:

I learned about writing reflection which I did not know before. Reflection enabled me to identify my hidden strengths and weaknesses. It also helped me to rectify the mistakes made in lesson plans. In nutshell, it is the reflection through which we can improve things and increase students' learning outcomes".

Through reflective practice, teachers can improve their effectiveness in the classroom by finding different alternatives. Literature also supported that the ordinary experiences of our teaching days are the spirit of our practice. Using a guide to reflect on these experiences either individually or with colleagues is an entry to improving our teaching.

PDT led monthly reflective sessions (1 hour) and daily reflective sessions (30 minutes) in the recess time with the teachers where features of bad practices and best practices were discussed and find alternatives to overcome the weak areas. In these sessions teachers' usually use critical incident protocol of reflection. In this protocol teachers were collective thinking about any classroom event by following four provided questions by PDT and trying to find out the possible reasons and solutions. In addition to this practice teachers also maintain their reflective journals where they were using guided reflection protocol. In guided reflection protocol teachers were oriented with four major questions such as what happened. Why did it happen? What might it mean? And what are the implications for their future practices? PDT was

providing feedback comments on their reflections on daily basis to improve the standards of their reflections. These sessions encouraged the teachers to examine their teaching and plan for the next session based on successes and failures of their lesson plans. Teachers were encouraged to maintain their reflective journals on daily basis and get feedback from the PDT to improve the level of their reflections. PDT encourages teachers to get feedback from their mentor and evaluate their reflection based on the provided guideline of reflective practice. The document analysis revealed that they were writing meaningful reflections and able to identify purpose of the events. They were providing explanations relating with theory and also providing rationale and reasons. They were also identifying issues at the macro level.

#### ***Leadership, Management and Administration***

Leadership and management is another crucial aspect of school improvement and play a vital role in teacher development for quality of teaching and learning. EDIP has particular emphasis on leadership development in schools and the following activities were carried out in the cluster by PDT

#### ***Designing and Monitoring School Development Plan***

School Development Plan is a powerful instrument and strategy to systematize and streamline the annual school activities effectively (Hopkins and Macgilchrist, 1998). The main objective of School Development Plan prioritizes schools needs and resources systematically and timely in order to enhance students learning outcomes (Leask and Terrell; 1997). That is why head teachers and teachers developed School Development Plans (SDPs) in all four schools with the support of PDT. PDT shared literature and provided technical support while developing those plans individually in LRS and feeding schools. These SDPs were carefully addressing the needs of the schools and particularly students' development. PDT monthly hold meetings with teachers and head teacher to review and monitor SDPs. Based on the achievements and challenges head teachers and teachers induct new activities or find alternatives considering the successes and challenges with the support of PDT. The document analysis revealed that school development plans facilitated head teachers and teachers set direction for the academic years. They identified activities and set target to increase quality of teaching and learning. SDP also enabled them to think creatively to involve students and community in school improvement initiatives.

#### ***Curriculum Enrichment and Staff Development***

Curriculum enrichment and staff develop is third major pillar of EDIP, WSIP. The goal of this pillar is to develop teachers professionally in order to enhance quality of education in Gilgit-Baltistan. Without teachers development quality education cannot be enhanced because teachers are the key stakeholder who are directly dealing with the students and executing curriculum in the school. That is why PDCN provides professional development opportunities for the teachers in order to enhance their content and pedagogical content knowledge. The ultimate aim of providing professional development opportunities for the teachers is to enhance students learning outcomes. The following activities were carried out for the professional development and curriculum enrichment.

#### ***Weekly Professional Development Sessions for Teachers***

Teachers are the most important asset of achieving the goal of learning society (Day; 2002). EDIPs main goal is to enhance quality of education through building teachers capacity in content and pedagogy in Gilgit-Baltistan and to achieve this goal effectively PDT arranged weekly professional development sessions (two hours) in the school to address the varying contextual needs of teachers (Dean;1991). Furthermore, PDT also conducted daily and monthly reflective sessions with the teachers in project schools and PDT conducted fifty-five (55) sessions on different themes. Apart from these LRS based collective sessions PDT conducted micro session to different subject pools teachers at LRS and for feeding schools teachers. These weekly session are conducted as per the need of the teachers and there is considerable improvement in teachers' conceptual understanding which is evident in the pre and post test result mentioned below;

**Pre and post-test record**

S. No	Teachers	Pre test: Average marks	Post Test: Average marks
1.	Bibi Zulaikha	17	27
2.	Tahira Begum	09	24
3.	Shamshad Begum	06	15
4.	Hussun Bano	09	22
5.	Shehzadi	08	24
6.	Ruqia Khatoon	10	26
7.	Shaheen Mumtaz	12	27
8.	Nargis	04	12
9.	Habiba Aman	11	24
10.	Shabistan	08	21
11.	Farida	08	20
12.	Kosar	03	13

***Provision of Teaching Materials for Curriculum Enrichment***

Curriculum enrichment is very important to enhance quality of teaching and learning. Enrichment is a process of selectively supplementing the textbooks or any other curricular materials by adding educational content and opportunities of learning such as audio-visual presentations, school trips and guest speakers. Through curriculum enrichment teachers are contextualizing the given text in text books with the help of PDTs. The rationale of curriculum enrichment is some of the books have outdated content. The textbook content becomes quickly outdated with the passage of time and changing nature of the world. Teacher needs to share additional, new and updated information with the students. In addition to that some of the books have very limited information and this limited information cannot help students to develop their conceptual understanding. Therefore, teachers need to collect additional information from reference books and other sources. Beside these shortcomings these recommended text books by system have lack of updated illustration, figures, charts, tables, and diagrams. Similarly some of the books have bias; inaccurate information and ignorance of students' daily experiences are criticized for their bias and inaccurate information by educationist. Due to these reasons teachers need to enrich curriculum with the help of PDT.

In curriculum enrichment teachers are sharing additional information with the students and also executing variety of activities relevant to their themes. This additional information and activities helps students to enhance their learning outcomes. To achieve the goal of curriculum enrichment PDCN provided some teaching and learning resources and a bag full of teaching resources to the teachers. The aim of providing these teaching resources to the teachers is to enrich their teaching practices and facilitate interactive and activity-based teaching in the classroom. PDT facilitated the teachers in using the resources effectively in planning and in their classrooms while employing their lessons. Discussion with teachers exposed that the resources provided to teachers enable them develop AV aid and develop learning corners for different subjects. Students were given resources to work on and their class work was preserved in classroom.

***Community Participation***

Community participation is the fourth major area of EDIP, WSIP. Schools cannot be operating in the society without involving and seeking support of community. Community plays a vital role in enhancing quality education in the schools. Therefore all stakeholders need to play important and different roles in school effectiveness and enhance students learning outcomes. The following activities were carried out in the schools.

### ***Class wise Teacher Parents Meetings***

Parents' involvement is very important because parents have a tremendous influence over the three factors that contributed to higher test scores such as absenteeism, variety of reading materials found in the home and amount of television viewing. High quality education cannot exist without parent involvement. In school with high levels of parental involvement, the achievement and success of all students in the school improves. Moreover, parental involvement decreases unhealthy behaviours and they are providing hygienic food to their children (a healthy body has a healthy mind). To achieve these objectives PDT encouraged the project schools to hold class wise teacher parents meeting in order to initiate and enhance a frequent and effective communication between school, parents, and community. PDT shared different strategies with head teachers and teachers to involve parents in school such as encourage parents to get their children to school on time, dressed, fed, and ready to learn.

It is the responsibility of head teachers, teachers and PDT to raise awareness among parents about their roles and responsibilities in their children education because mostly parents don't know how to help their children to enhance their learning outcomes. Teachers are monthly holding class wise meetings with the parents' and they are reporting to PDT. PDT is providing feedback on their reports and guiding them in developing their plans, schedules and objectives. Discussion with focused group revealed that as a result of these meetings with parents, majority of the students improve their achievements such as they are completing their homework regularly, they reduced absenteeism and coming to school cleanly.

### ***Meetings with SMCs***

Head teacher and PDT were holding meetings with SMCs regularly and on need bases. The major objectives of these meetings are to seek support from SMCs in solving school related issues and integrate their suggestions in school's monthly and annual planning. The crucial goals of EDIP are to enhance quality of education in Gilgit-Baltistan and enhance the enrolment of students at project school. These two major goals cannot be achieved without support of SMC. Therefore, PDT and head teachers are conducting regular meetings with SMCs to address school issues and challenges timely and effectively. The responsibilities of SMCs are diverse as they are supporting PDT and Head teachers in reducing the transfers of teachers in project schools by negotiating with system. They are also meeting with the parents of continuously absent students and convince them to send back their children to the school. They are meeting with the system officials and pulling human and material resources to their respective schools. They are also making sure that there are enough resources at school to facilitate the processes of teaching and learning. SMC are also responsible to provide basic needs at school such as water and toilets and supporting PDT and head teachers in reducing the absenteeism of teachers and students. They are helping PDT, head teachers and teachers in providing low-cost and no-cost resources from different resource persons of village. As a result of meetings with SMCs PDT and Head teacher accomplished many activities and achieved good results (Focused group discussion).

### ***Building, Accommodation And Resources***

The fifth pillar of EDIP-WSIP is based on the assumption that an improvement effort needs a lot of resources and proper accommodation. EDIP focuses on finding efficient and effective ways to utilize the existing limited resources of its project schools and also provided important resources to the project schools. The following strategies were used to achieve the goals of this pillar.

### ***Continuous Resource Development***

Continuous resource development is very important to enhance the effectiveness of lesson and to enhance students learning outcomes. The major aim of resource development is to introduce activity based teaching and develop students' relational understanding in different disciplines. Resources are helping students to be able to better understand the concepts and processes and also flexible in thinking. In addition to that resources also helping children move from the concrete to the abstract level and also teaching /learning can become more positive, interesting, varied, and more effective, through the frequent



and selective use of resources. Through the use of resources, lifelong pupil attitudes, skills and responsibilities in terms of creativity, innovations and self-reliance can be developed. PDT encouraged teachers and provided with approaches to develop teaching resources by using their own creativity on daily basis in their teaching and learning processes. PDT was supporting teachers in developing creative and innovative resources on daily basis when PDT was co-planning with teachers. As Shaheen states in her reflection:

Resources development in school was very supportive for my teaching and learning. The resources displayed in the classroom were a source of learning for me and students. While developing the resources, I learned to think creatively and develop attractive and interesting material.

While facilitating teachers in developing teaching and learning resources, PDT guided teachers to develop appropriate materials for the intended purpose, level chosen need to be suitable, choice of text should be appropriate, appropriate layout of text, clear letter type, important points need to be highlighted and users find it very useful and interesting. Moreover, it meets the learner's need and matches the value of usage. In addition to that the material has straight forward and clear instructions and material need to be attractive, colorful and has authentic pictures. Based on the support given by PDT, teachers have developed resources and displayed in classrooms (observations).

#### ***Social, Moral Development of Students/Health Education***

EDIP, WSIP central focus remains holistic development of children in project schools as Jones and West-Burnham (2007) say, "spiritual and moral development has to be seen as a learning process that involves intellectual activities" (p.45). PDCN consider that schools are not only responsible for the academic development of the students but also for the holistic development of them. PDT emphasizes on this approach in morning assembly and in classroom in day to day teaching. PDT supported teachers to integrate one social skill in their daily lesson plan as theme of the day. Analysis of teachers daily lesson plan register revealed that teachers are emphasizing on social skills in their daily teaching. Researchers observed during classroom observations that teachers also displayed written social skills in every classroom such as 'raise your hand', 'listen each other's and teachers carefully', 'respect others ideas' and 'keep clean your classroom and school premises'.

#### ***Discussion on Outcomes of the Project***

The study revealed that teacher high motivation for learning created opportunities for PDT to conduct maximum workshops and execute the plan activities of EDIP, WSIP in field. As a result of the professional development sessions, teachers have developed deeper understanding of different aspects of teaching, for example, lesson planning, reflection writing, scheme of work, assessment and resource development.

Lesson planning is considered critical for increased involvement of students. Teachers were supported in writing lesson plans for effective teaching. EDIP weekly workshop and on-going co-planning with teachers developed teachers understanding and now they are competent in writing SMART objectives, designing activities and assessing students' learning. As a result of lesson planning, teachers have shifted their practices from teachers centred to child centred approach of teaching.

Reflective practice is fundamental for teachers to improve quality input in the classroom. Reflection provided opportunities for teachers to identify their strengths and weakness in teaching. They discussed the need improvement areas with PDT to seek solution and then became efficient in reflection. Teachers maintained reflective journals to record their learning over the period of time. PDT's feedback comment on teachers' journal was effective way to improve writing reflection.

Teachers developed subject wise scheme of work considering the standards, benchmarks and Students Learning Outcomes of national curriculum and following their developed scheme of works in teaching and learning processes. Developing scheme of work enabled teachers to divide the course equally considering the number of available teaching days.

As a result of EDIP activities in the cluster, there was a shift in teaching from teachers-centred to more active involvement of children because “pupil’s voice is seen as an increasingly important element in understanding teaching and schooling more generally” (McCallum, Hargreaves and Gipps; p. 276). Teachers were using cooperative learning strategies and involve students in teaching and learning processes. Prior to EDIP, teachers teaching time was more dominant rather students’ learning time but now students get more opportunity to participate in class and teachers were playing the role of facilitator.

School development plans proved to be significant in setting direction for school and enabled head teachers and teachers following the activities and monitoring their developed School Development Plans (SDPs) in LRS and feeding schools. School development plan also helped PDT to track the school improvement initiatives. Through school development plan, activities were devised for community participation and set targets to engage parents in their children education. Parents and community involvement in school improvement is pivotal and there is stronger need of shared vision and struggle by teachers and community.

The study also revealed that senior and competent teachers become instrumental in mentoring novice and junior teachers at LRS and at feeding schools in order to enhance teachers’ content and pedagogical content knowledge. The involvement of school teachers in mentoring process helped PDT in achieving the goals of EDIP, WSIP.

Classroom environment and displays were very momentous to motivate students for educational activities and through EDIP classroom displays have been given sufficient importance and time to make the classroom learning conducive. Resources were developed for classroom teaching and were displayed in the specific subject corners.

The study exposed that PDTs positive attitude was a powerful tool in raising teachers’ motivation and involved them in school improvement and teachers’ development activities and achieve good results. Teachers’ motivation was attracted through punctuality, regularity and commitment of PDT in day to day activities. Initiating and sustaining education change, PDT needs to have upper hand in knowledge, skills and experience in order to enhance his/her respect and value among teachers/audience.

It depicted from the study that pressure and support is identical to enhance the performance of teachers in EDIP. Therefore, system needs to play active role in the implementation of change initiative in the project schools.

## **Conclusion**

School improvement and teachers development is a multifaceted approach. Therefore, school reform and initiative need to be carefully planned and executed by involving all stakeholders. In the process of implementing school improvement programme, teachers play critical role in institutionalising change initiatives. Hence identifying teachers need and providing effective support at school and classroom level can play vital role in enhancing students learning. EDIP is a complex and challenging program which aimed at enhances quality education in project schools of Gilgit-Baltistan. The framework of EDIP, WSIP is comprehensive, systematic and logical and covers the six main areas, which are directly, involve in enhancing quality education. This programme is in fact a major undertaking. Although concerned about the quality of education, our key stakeholder has not yet realized the need to transform the day-to-day practices at school. A combined effort is required to achieve the goals of such a comprehensive

program. A number of activities have been taken in EDIP to bring about change and enhance quality education in schools. EDIP cannot transform the entire system, but it can contribute to overcoming some of these major constraints.

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