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FOREWORD

Welcome to Leading for the Future (LftF): a leadership development programme for Head Teachers (HTs) and School Principals (SPs), which is a key dimension of the UNRWA Education Reform (2011–15). As an Education Specialist (ES) or Area Education Officer (AEO), your role in ensuring Head Teachers and School Principals provide quality education for UNRWA students is crucial. The commitment and skills of UNRWA education staff has been the foundation of the successful system that has operated across UNRWA’s five Fields over the last 60 years.

The UNRWA Education Reform recognises the key role of Head Teachers and School Principals. The Reform also clearly identifies the essential role Education Specialists and Area Education Officers play as the support cadre, towards the provision of quality education in the 21st century. The vision of the Education Reform is to realise the potential of each and every UNRWA student, for themselves as individuals, and to enable them to contribute fully to their local community and to the wider regional and global communities.

This Handbook is written to provide you, the ES/AEO, with information and guidance as to how to support the HTs and SPs in your Area as they undertake the LftF programme.

The LftF programme is aimed at improving the quality of education through addressing leadership development in every school. It has been developed by UNRWA staff from the Lebanon Field Office (LFO) and West Bank Field Office (WBFO) and is an independent, blended learning programme that enables all HTs/SPs to strengthen their professional practice as they lead, through reflecting on their leadership, trying out new ways of working and evaluating the impact of these new approaches.

It is intended that HTs/SPs in the Fields will undertake the LftF programme in Area Groups, so that while they study and carry out implementation tasks, they can share ideas and collaborate with colleagues. This will be facilitated by targeted support from you, the ES/AEO.

As well as reading the material and completing the implementation tasks and online activities, there are several individual, school-based, support meetings led by you, the ES/AEO. These meetings will help HTs/SPs consolidate their own individual learning and discuss their experience of LftF in a supportive environment. HTs/SPs will also be encouraged to form Peer Support Groups and to visit other schools in their Area.

We would like to thank the colleagues from the Writing Groups in Lebanon and West Bank Fields who have been involved from the beginning in the development of this programme and we would like to thank you, the ES/AEO, for your contribution to date and for your time and effort in supporting the LftF programme in order to ensure that UNRWA continues to provide its students with an education of the highest quality.

Dr Caroline Pontefract
Director of Education
Welcome to Leading for the Future (LftF), a key programme within UNRWA’s Education Reform Strategy (2011–15). The programme, which is innovative in its design, approach and intentions, is for all Head Teachers (HTs) and School Principals (SPs) in UNRWA schools, and aims to develop leadership skills and practices. By developing leadership throughout every school, UNRWA will ensure that the quality of teaching and learning is improved, thus enabling all teachers and students to reach their full potential. The LftF programme is a key step towards this goal.

OVERVIEW

This Handbook has been prepared to help Education Specialists (ESs) and Area Education Officers (AEOs) understand the principles and practice of the Leading for the Future (LftF) programme. This will enable you to play a key role in supporting HTs/SPs as they study. The LftF programme is a key dimension of UNRWA’s Education Reform Strategy, aiming to improve leadership skills and practices in all UNRWA schools.
The purpose of the Handbook

This Handbook is designed to provide guidance for you, as an ES/AEO, in terms of understanding your role in supporting the LftF programme in schools. The key features of the support you will provide are:

- organising a pre-programme information session for HTs/SPs in the Area Group;
- providing four school-based mentoring and support visits to individual HTs/SPs;
- co-facilitating three face-to-face Group Development Sessions for HTs/SPs;
- monitoring the progress of the individual HTs/SPs;
- assessing successful completion of the programme for each individual HT/SP.

To carry out these roles successfully will require a high degree of professional commitment from you. However, it should be an interesting and rewarding experience. You will see the HTs and SPs grow professionally, observe changes in the leadership practice and management in schools and continue to develop your own professional practice. The nature of the support you will provide may vary depending on whether you are an ES or an AEO.

What does the Handbook cover?

This Handbook supplies the information you need to give focused support, advice and guidance to the HTs/SPs. This Handbook covers the:

- background and rationale of the programme;
- introduction to the LftF programme;
- aims and objectives for LftF;
- outcomes for LftF;
- principles of LftF;
- structure of the programme;
- support structure of the programme;
- assessment of successful completion.

During the LftF programme, it is expected that you, the ESs/AEOs, will work with each other to support HTs/SPs in successfully completing the programme. The ES will support the HTs/SPs in the programme during their agreed visits to schools and co-facilitate three out-of-school sessions during the programme, as well as assessing their successful completion of the programme (in liaison with the AEO).
There will be a joint Preparation Event in each Field for both ESs and AEOs. This, three day Preparation Event, will provide you with the opportunity to develop and practise the skills you will need in order to give high-quality, professional support to HTs/SPs undertaking the LftF programme.

The HTs and SPs participating in the LftF programme will be – perhaps like you – new to independent, blended learning. They may find the interactive nature of the materials a very different and challenging way of working and they may feel quite lonely at times. This Handbook, together with the Preparation Event, will identify the support requirements.

First of all, however, we examine in more detail the background of the programme and its international and UNRWA-specific context.

Background and rationale of the programme

Research prior to the development of this programme focused on the concept of ‘leadership’. This term refers to a set of behaviours and actions that are different from those associated with management and supervisory tasks. Research shows that HTs/SPs change and improve their leadership practice when they can see the relevance of new ideas to their work in school.

Leadership is not a new concept. It does require us, however, to think about the opportunities that HTs/SPs have to engage practically with tasks. For example, HTs/SPs can learn in theory about the problems of the environment, but it becomes much more meaningful for them if they walk around a community with their peers and teachers and discuss solutions to the issues identified. This programme, which builds on contemporary understandings of leadership, will show how leadership and good practices are related – not opposing – concepts. Professional development should be active in style and method. We all recognise how much more interesting it is to become involved in a debate about a new idea than to just listen to an expert telling us about it.

Additionally, there is global work on leadership development for HTs/SPs, which builds on evidence about the importance of context. The phrase ‘situated learning’ is used to describe how much more effective learning can be if it is ‘situated’ in the practical context where change and improvement are needed – for HTs/SPs, that means the school context. The phrase ‘communities of learners’ is used to describe how more successful professional development programmes allow learners, in this case HTs/SPs, to work collaboratively together to improve their practice. The LftF programme for UNRWA HTs/SPs is built around the concept of being a leader rather than a manager. It is situated in the context in which HTs/SPs work and it allows HTs/SPs to work within a community of practice made up of their peers, as well as experts from outside the school.

The LftF programme is a core component of the Education Reform being introduced in UNRWA schools. Importantly, it is built around the school and staff of the school as a whole, and it enshrines, in the structure and activities of the programme, all the principles and practices of whole-school development.
The current educational situation in UNRWA schools

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Opportunities</th>
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</thead>
<tbody>
<tr>
<td>The UNRWA Reform Strategy requires competent and confident leadership at</td>
<td>System-wide change and improvement will follow the successful school-level drive.</td>
</tr>
<tr>
<td>school level to drive improvement.</td>
<td></td>
</tr>
<tr>
<td>HTs/SPs feel overloaded by their work.</td>
<td>The programme will lead to the development and application of skills for working in different and smarter ways e.g. distributing leadership.</td>
</tr>
<tr>
<td>The UNRWA Reform Strategy must provide high-quality education for all</td>
<td>There is a huge and positive commitment from HTs/SPs and teachers to providing high-quality education for all students in UNRWA schools.</td>
</tr>
<tr>
<td>students in UNRWA schools.</td>
<td></td>
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<tr>
<td>Implementation of the UNRWA Reform Strategy and the SBTD programme will</td>
<td>The vast majority of staff in UNRWA schools are hardworking and dedicated to improving the educational experience of pupils.</td>
</tr>
<tr>
<td>require hard work and dedication from the staff in schools.</td>
<td></td>
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<tr>
<td>Successful implementation of the SBTD programme will be dependent on HTs'/</td>
<td>Involving and engaging staff at all levels through professional development for HTs/SPs and teachers will secure school-level change and improvement.</td>
</tr>
<tr>
<td>SPs’ ability to support and drive professional development and change.</td>
<td></td>
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<tr>
<td>There is little or no financial differential between teachers and HTs.</td>
<td>Re-grading and progression for HTs to the role of SP can be partially dependent on successful completion of LfF.</td>
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<td>Some HTs/SPs feel undervalued professionally.</td>
<td>LfF will enhance confidence and competence, increasing professional esteem.</td>
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<tr>
<td>Strong and competent leadership is required to shift the cultural emphasis</td>
<td>Formative assessment approaches are proven to have a greater long-term impact on learning skills and attitudes, producing successful learners with increased employability.</td>
</tr>
<tr>
<td>on summative assessment to formative approaches focused on the development</td>
<td></td>
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<tr>
<td>of skills for all pupils in UNRWA schools.</td>
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<tr>
<td>HTs'/SPs’ daily activities are more concerned with supervision and</td>
<td>Strong leadership and effective management will increase the rate and quality of change for improvement.</td>
</tr>
<tr>
<td>administration than leadership and management.</td>
<td></td>
</tr>
<tr>
<td>Challenges</td>
<td>Opportunities</td>
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<tr>
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<tr>
<td>HTs'/SPs’ behaviours are influenced by custom and practice rather than the implementation of change and strategic school improvement strategies focused on students' learning and progress.</td>
<td>Taking a strategic, system-wide approach to driving improvement will alter perceptions of the role of the HT/SP.</td>
</tr>
<tr>
<td>There is a need to combine and make coherent a variety of school developments, ensuring similar messages and strategies are promoted.</td>
<td>Liaison with the SBTD classroom baseline project to develop classroom observation skills in schools will provide valuable knowledge and skills to complement the SBTD and HT/SP development programmes (such as LtfF and the Installation Manager Programme).</td>
</tr>
<tr>
<td>Many HTs/SPs have a good understanding of the theory of leading and managing people and change, but need to further develop the practical skills to drive improvement.</td>
<td>Building on HTs'/SPs’ existing theoretical knowledge of leading and managing people will accelerate the acquisition of practical skills, tools and techniques for change.</td>
</tr>
<tr>
<td>HTs'/SPs’ daily practice is focused more on supervising and administrating than leading and managing.</td>
<td>A shift in daily practice from supervision and administrating to managing and leading will provide strategic direction for each school within the UNRWA Reform.</td>
</tr>
<tr>
<td>Many HTs/SPs feel they have previously been provided with a great deal of training that has had little practical impact on meeting the challenges of their role.</td>
<td>The design and development of this contextualised, bespoke programme will ensure change and measurable impact. HTs/SPs/ESs/AEOs have been involved in the design and will be involved in the delivery of the programme to ensure relevance and contextualisation.</td>
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INTRODUCTION TO THE PROGRAMME

Leading for the Future is built around the concepts of leading and managing change, distributing leadership and the development of practical skills.

The knowledge base of the programme is delivered through the Module Booklets, the Change Toolkit and a range of online materials such as videos, PowerPoint presentations and PDF documents.

Face-to-face Group Development Sessions are provided to demonstrate and develop practical approaches and techniques to enhance the leadership skills of HTs/SPs.

Individual in-school sessions are provided to ensure that HTs/SPs are supported and challenged as they study the distance-learning materials and complete the Implementation Tasks for each of the Units.

HTs/SPs are also encouraged to meet together with colleagues from the same geographical area who are also studying the LftF programme to share ideas and collaborate in their learning.

The programme draws extensively on international evidence and it focuses on:

- how the most successful school principals spend their time;
- improving the quality of teaching and learning;
- developing practical approaches to leading and managing change;
- distributing leadership;
- developing practical skills to improve leadership and the participation of school staff.

AIMS AND OBJECTIVES OF THE PROGRAMME

The main aim of the LftF programme is to improve leadership skills and practices to contribute to the development of UNRWA Education Reform.

Objectives of Leading for the Future

1. To connect and engage HTs/SPs with the vision, purpose and requirements of the UNRWA Education Reform.
2. To focus HTs/SPs on their responsibility and accountability as educational leaders.
3. To develop HTs/SPs’ knowledge, understanding and practical skills essential for the successful implementation of change for students and staff in their school.

Throughout the programme, HTs/SPs will reflect on their own experience, interact with new ideas, and plan and implement new approaches.
All UNRWA HTs/SPs have a sense of mission to improve the life chances of Palestinian children. To help realise this mission, they need to better understand the importance of working imaginatively and creatively to meet the educational goals of every student, every teacher and the community at large. They will also need to work as part of a team that is focused on raising the level of achievement of all students and across the school as a whole.

Outcomes from Leading for the Future

1. Personal commitment to the vision and principles of the UNRWA Reform Strategy.
3. A clear plan to monitor, review, evaluate and improve the current teaching and learning provision in each school.
4. Practical, proven strategies to lead and manage successful and sustainable improvement in all schools (tools and techniques).
5. Confidence and competence in coaching skills to improve the performance of school staff.
6. Membership of a community of learners.
7. Fun, enjoyment, confidence and loads of ideas.

Principles for Leading for the Future

The LftF programme:

- is coherent with the UNRWA Education Reform Strategy;
- is underpinned by leading-edge international research;
- is solutions focused;
- builds on participants’ previous learning and experiences;
- promotes a growth mindset;
- utilises blended learning components;
- promotes the use of information technologies (taking account of access);
- is focused on skills development;
- takes an engaging, active learning approach;
- promotes creativity, reflection and high-order thinking;
- develops autonomy together with accountability;
- is based on school improvement and collecting naturally occurring evidence of impact.
STRUCTURE OF THE PROGRAMME

Overview

The LfF programme comprises of:

1. four independent study Modules (a total of 24 Units);
2. a Change Toolkit (details of practical tools to engage people with change);
3. online resources for each of the programme Units;
4. three face-to-face, facilitated Group Development Sessions (co-facilitated by the ES together with specially trained facilitators from each Field);
5. four in-school, one-on-one support sessions (led by the ES);
6. optional Peer Support Groups with colleague HTs/SPs from the same Area;
7. a Baseline Information Folder;
8. a Learning Log.
9. one extended study Module (optional research-based modules to be completed after successful completion of the main programme);
Independent study materials

The written materials in the LftF programme are written in an interactive style that talks directly to the HT/SP. This is very different from the usual textbook style. The writers have tried to write clearly and to explain fully any key concepts. Many of the Units contain real case studies recording the experiences of existing HTs and SPs. The writers were very aware that the HT/SP may be studying under difficult circumstances and have made every attempt to make the HT/SP feel comfortable in their reading and to provide practical, easy-to-implement guidance and ideas.

The online resources provide illustration, enrichment and extension of the ideas and concepts presented in the programme Booklets. It is possible to complete the LftF programme without accessing the online resources. However, HTs/SPs will find the online elements interesting and thought-provoking. The online resources will also provide further extension information and identify internet links for individual research and further study.

As an ES/AEO involved in the programme, you will attend a three-day Preparation Event. You will also be expected to study all the LftF materials and resources and be familiar with the background research and reading. You will be required to be confident in supporting and signposting HTs/SPs to specific resources (videos, articles, online resources) throughout their engagement with the LftF programme.
Focus areas for the content of Leading for the Future

The Modules and Toolkit look at different aspects of leadership and management of educational change. All the programme materials draw on current international practice and demonstrate how these findings can be applied to and implemented in the UNRWA context. Illustrations throughout the programme materials include photographs of real UNRWA schools and UNRWA staff and students.

Change Toolkit: (Underpinning knowledge, understanding and skills)

**Module 1: Being a Leader**
- Unit 1.1 Leadership v management
- Unit 1.2 Moral purpose
- Unit 1.3 Values and ethics
- Unit 1.4 Setting and communicating a vision
- Unit 1.5 The role of the Head Teacher/School Principal/Leader
- Unit 1.6 Strategic planning

**Module 2: Leading a Team**
- Unit 2.1 Standards for school leadership
- Unit 2.2 The emotionally intelligent leader
- Unit 2.3 Leadership styles and strategies
- Unit 2.4 Developing a high performing team
- Unit 2.5 Distributed leadership

**Module 3: Improving Teaching and Learning**
- 3.1 Observing and improving T and L
- 3.2 Education in Emergencies
- 3.3 Leading and managing the implementation of SBTD
- 3.4 Developing the environment for T and L
- 3.5 Developing the climate for T and L
- 3.6 Reducing within school variation
- 3.7 Embedding formative assessment

**Module 4: Appraising and Managing staff performance**
- 4.1 Performance Management
- 4.2 Coaching and questioning skills
- 4.3 Reviewer skills
- 4.4 Challenging and holding people to account
- 4.5 Providing professional development for all staff
- 4.6 School self-evaluation

**Extended study Module: Developing a community of learners**
- E.1 Establishing and promoting parental partnership
- E.2 Engaging with the community
Structure of a Unit

To make it easier to access the independent study materials, each printed Unit has a similar structure. The structure comprises:

- an Introduction outlining the focus of the Unit and identifying the aspect of leadership to be addressed;
- objectives for the Unit, identifying what the HT/SP will be able to understand and do when they have completed the Unit;
- learning and practice outcomes that relate closely to the HT's/SP's leadership behaviours;
- an Implementation Task, based on the knowledge, understanding and skills developed through each Unit;
- case study materials written by existing HTs/SPs in UNRWA schools;
- questions to prompt reflection in a personal Learning Log;
- links to the online resources for illustration and extension of knowledge, understanding and skills.

On the UNRWA website, LfF has a page from which the additional online resources for each Unit can be accessed, see next page.
Online resources

Each Unit has resources relevant to the leadership focus being studied.

The Units vary in length and in the amount of related resources. It is likely that HTs/SPs will spend differing amounts of time working through different Units. Overall, the programme is expected to provide approximately 100 hours of study over a period of six months.

Each Unit includes an Implementation Task, which HTs/SPs must carry out (and provide evidence of) in order to successfully complete the programme and be awarded a Certificate of Completion.
Throughout the six months of studying the programme, all HTs/SPs in an identified Area will be involved. You will play a key role in supporting and facilitating the HTs’/SPs’ learning and development. The support you provide will include:

- an introductory meeting run by you and your ES/AEO colleagues for the HTs/SPs in your Area who are about to engage with the LftF programme;
- an initial visit to each HT/SP in their school, during which you will help them to complete the Baseline Information Form required before they can engage with the programme;
- the co-facilitation of three face-to-face Group Development Sessions, throughout the six months of the programme. These are Engagement, Development and Impact Events. Each is one day in duration;
- three further visits to support HTs/SPs in their school. During these visits, you will mentor and coach the HT/SP, discuss their progress on LftF, signpost them to further resources and supporting materials and assess their successful completion of the programme, including the 24 Implementation Tasks;
- promoting the establishment of optional Peer Support Groups for HTs/SPs in your Area.

Preparation Event for Education Specialists and Area Education Officers

You will be given the opportunity during the Preparation Event to develop and practise your coaching and mentoring skills. You will also have the opportunity to become familiar with the tools and techniques for leading and managing change, which are in the Change Toolkit. ESs and AEOs will also be encouraged to collaborate and work together as much as possible while supporting HTs/SPs. Liaising and sharing ideas of what worked well during your respective support sessions will help to provide solutions and support for HTs/SPs.
ASSESSMENT OF THE PROGRAMME

In order to successfully complete the programme, again let’s be clear, HTs/SPs have to produce evidence of active participation in the programme in order to obtain their Certificate of Completion. This will be awarded when you, the ES and AEO, are satisfied that the HT/SP has:

- completed the Baseline Information Folder at the start and on completion of the programme;
- attended the Engagement, Development and Impact face-to-face Group Development Sessions;
- participated in four in-school, one-on-one meetings with you;
- carried out 24 Implementation Tasks related to the programme Units;
- filled in their personal Learning Log.

Full details of the assessment of successful completion are included in the LftF Policy and Guidance document.

LEADING FOR THE FUTURE PROGRAMME PROTOCOL

See the Leading for the Future Policy and Guidance document (page 18) for full details of the programme requirements relating to Head Teachers and School Principals.

CONCLUSION

The Leading for the Future Programme is key to the overall successful implementation of the UNRWA Education Reform Strategy. The aim of the professional development programme for Head Teachers and School Principals is to challenge current thinking about roles and responsibilities and to promote the leadership and management of change at school and classroom level. All Head Teachers and School Principals will be encouraged to focus on the leadership and improvement of teaching and learning and to develop leadership skills and practices in all their staff. Your role, as a member of the support cadre, is crucial. You will be required to enthuse and motivate HTs/SPs, to make them believe in their own skills and abilities and feel confident to implement change.

Through the Education Reform Strategy, UNRWA will improve opportunities for all Palestinian refugee children and enable them all to experience high-quality education in well-led schools. Thank you for your commitment to this programme.
Leading for the Future Guidelines
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<tr>
<td>AEO</td>
<td>Area Education Officer</td>
</tr>
<tr>
<td>CFEP</td>
<td>Chief, Field Education Programme</td>
</tr>
<tr>
<td>CPD</td>
<td>Continuing Professional Development</td>
</tr>
<tr>
<td>DE</td>
<td>Director of Education/HQ (A)</td>
</tr>
<tr>
<td>e-PER</td>
<td>Performance Evaluation Report</td>
</tr>
<tr>
<td>ES</td>
<td>Education Specialist</td>
</tr>
<tr>
<td>Fields</td>
<td>Jordan, Syria, Lebanon, West Bank and Gaza</td>
</tr>
<tr>
<td>HT</td>
<td>Head Teacher</td>
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<tr>
<td>LftF</td>
<td>Leading for the Future</td>
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<tr>
<td>SBTD</td>
<td>School Based Teacher Development</td>
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<tr>
<td>SP</td>
<td>School Principal</td>
</tr>
<tr>
<td>TCP</td>
<td>Transforming Classroom Practices</td>
</tr>
<tr>
<td>TDSE</td>
<td>Teacher Development and School Empowerment Unit</td>
</tr>
<tr>
<td>UNRWA</td>
<td>United Nations Relief and Working Agency for Palestinians</td>
</tr>
</tbody>
</table>
1. Introduction to the Programme

Leading for the Future (LftF) is an open and distance learning programme situated in the context in which Head Teachers (HTs) and School Principals (SPs) work – the school. It allows HTs/SPs to work within a community of practice of their peers and others from within and outside the school.

The LftF programme aims to change leadership and management practices to enhance achievement levels and thus the life chances of Palestine refugee students in UNRWA schools. Having a professional school leadership force in place is a key pillar of UNRWA’s education reform, as good leadership makes quality teaching and learning. That is why UNRWA is committed to Continuing Professional Development (CPD) of its Head Teachers and School Principals. The Leading for the Future reflects this commitment, its objective and outcome are as below.

Objectives

- To connect and engage Head Teachers with the vision, purpose and requirements of the UNRWA Educational Reform.
- To focus Head Teachers on their responsibility and accountability as educational leaders.
- To develop the knowledge, understanding and practical skills essential for the successful implementation of change for pupils and staff in their school.

Outcomes

- Personal commitment to the vision and principles of the UNRWA Reform Strategy
- A clear plan to monitor, review, evaluate and improve the current teaching and learning provision in each school.
- Practical, proven strategies to lead and manage successful and sustainable improvement in the schools (Tools and techniques).
- Confidence and competence in coaching skills to improve the performance of school staff.
- Membership of a community of learners.
- Fun, enjoyment, confidence and lots of new ideas.
2. Programme Implementation

a. The programme is aimed at all UNRWA HTs/SPs. It will be rolled-out over a two-year period. There will be up to three phases; each phase will be implemented over a six-month period or up to one school year. The Field management teams will identify the geographical areas and the timing of LftF roll-out, starting in 2013 and finishing by end of 2014.

b. The programme will be implemented by geographical area. This is important, as the programme not only develops school leaders, but also aims to strengthen the professional support system. It is, therefore, key that the programme is implemented by area and not by school only. In this way, the HTs/SPs and all the support cadres within one geographical area will be engaged in the programme at the same time. This will enhance the impact of the programme.

3. Participation

3.1 Target audience

a. The primary beneficiaries of LftF are all serving UNRWA HTs/SPs.

3.2 Participation guidelines

a. The programme is aimed at all HTs/SPs, regardless of their qualifications (including those who have degree in Education management), years of service or current grading. The programme is designed in such a way that all HTs/SPs, whatever their experience or qualifications, will benefit. Leadership for the Future will professionally move all HTs/SPs forward, with both inexperienced and experienced HTs/SPs gaining from the course. More experienced HTs/SPs are encouraged to support less experienced colleagues.

b. Participation, progress and delays in the programme will be reflected in the annual Performance Evaluation Report (e-PER) of HTs/SPs, as performance management does address the commitment to professional development.

c. All HTs/SPs who have successfully completed the programme will receive an UNRWA endorsed Certificate of Completion.

d. Their completion of the programme will be forwarded to the Field HR Office for inclusion in the formal personnel file.

e. Following successful completion of LftF, HTs/SPs will have the opportunity to have their learning accredited by Edge Hill University, UK. HTs/SPs who are interested in further study in higher education can use their UNWRA Certificate of Completion to claim 30 credits towards a Master’s Degree in Education. Please note that only those participants who have high levels of English will have an opportunity for further study in higher education.

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1 Under the Teacher Policy, the Education Department is considering the Certificate as a prerequisite for career advancement.
3.3 Management and monitoring of LftF participation

Support for the HTs/SPs participating in the programme is an integral part of the design of this open and distance learning programme. The role of the Education Specialist (ES)/Area Education Officer (AEO) is to:

- provide this support to the HTs/SPs and assist them in completing this important programme
- support, guide and coach if needed
- motivate and promote change
- provide practical help
- ensure they complete their study and tasks
- verify successful completion of the programme for participating HTs/SPs

Their role is advisory and supportive not inspectoral. Relevant information on progress and delays will be reflected in the e-PER of a Head teacher/School Principal.

3.3.1 Opting out or cancellation

There are circumstances whereby a HT/SP can opt out of the programme.

a. Any HT/SP due to retire within one year can choose not to participate in the programme.

b. Unforeseen personal circumstances that mean that a HT/SP can no longer take part in the programme should be discussed with the ES/AEO and communicated to the Chief, Field Education Programme (CFEP). The ES/AEO will endeavour to accommodate the needs of the HT/SP.

c. If a HT/SP is expelled from their duties during the programme, they will not be allowed to continue the programme.

3.3.2 In-service Head Teacher Training Programme and LftF

HT/SP who are currently taking part in the UNRWA EP In-service Head Teacher Training Programme can choose not to participate in this programme. However, they can opt to participate in both LftF and EP HT training programme if they feel they can do both at the same time.
4. Completion

4.1 Successful completion of the programme

While LfF is a self-directed learning programme, there are also several face-to-face sessions that HTs/SPs should attend in addition to an introductory session (prior to the programme launch in the area). These comprise of:

- four in-school sessions with the ES/AEO;
- three out-of-school, facilitated Group Development Sessions.

There are also optional support activities. These comprise of:

- Peer Support Groups;
- School visits within the Area.

Participation in the four in-school and three out-of-school sessions is one of the key completion criteria for LfF.

4.2 Absenteeism

a. If an In-School Session is missed, it can be compensated by an alternative session with the ES/AEO. If a facilitated Group Development Session is missed, then the HT/SP should try, with the help of their ES/AEO, to attend a parallel session in a different Area. If this is not possible, then the ES/AEO and colleagues from the same cohort should help the HT/SP catch up the missing group content.

b. Failing to participate in more than one of the Face to Face Sessions will result in the nonissuance of the LfF Certificate of Completion (refer to Appendix 1: Successful completion form for further details).
4.3 Delays

a. Recently appointed HTs/SPs who have missed the start of the LftF by no more than one month are strongly encouraged to join the programme. Additional support from the ES/AEO will be available, if requested, to accelerate the process of catching up with peers. Colleagues are also encouraged to support these recently appointed HTs/SPs. A decision by recently appointed HTs/SPs not to participate in the programme will be reflected in the e-PER.

b. HTs/SPs who, due to unforeseen personal circumstances (such as maternity leave or grave illness), incur a delay in the programme progression can apply for a dispensation. Request for dispensation should be submitted to ESs/AEOs. ESs/AEOs will then discuss with the HT/SP and the solution negotiated will be communicated to the CFEP.

HT/SPs who incur a delay will be assisted in finding alternative ways to complete the programme (for example joining HTs/SPs who are studying in another Area at a later stage or meeting with a HT/SP from the same cohort to discuss progress and learning).

Similarly, compensation sessions may be organised at school, Area and/or Field level. This will be the decision of the CFEP.

c. HTs/SPs who, for the reasons above, delay the LftF programme, have until end of 2014 to finish the programme. Not completing LftF will be recorded in the e-PER, and in the personnel file of the staff member.

4.4 Completing in exceptional circumstances

a. When a HT/SP is more than halfway through the LftF, i.e. the HT/SP has worked through two or more Modules and has attended the relevant supporting sessions, and they are transferred into:

i. a non-educational post, they have the right to complete the programme. This needs to be discussed with the HT/SP, ES and AEO and communicated to the CFEP;

ii. another UNRWA school in an Area where LftF is being implemented, they will complete the programme in their new school;

iii. another school/Area where the programme is not implemented, they can still opt to continue the programme, attending the support sessions organised within the Area where they were previously a HT/SP. This needs to be discussed with the ES and AEO and communicated to the CFEP.

b. A HT/SP who leaves their post in an UNRWA school, barring dismissal by UNRWA, can opt to complete the programme. This needs to be discussed with the ES and AEO and communicated to the CFEP.
4.5 Participation refusal

All HT/SP are strongly encouraged to participate in the programme. If a HT/SP chooses not to participate in LfftF, they should discuss their reasons with the ES and AEO, so that both staff member and management fully understand the circumstances and consequences of non-participation. If the discussion concludes with non-participation, the staff member needs to provide a written statement to the CFEP detailing the rationale for the non-participation. The written statement of non-participation will be recorded in their e-PER and communicated to UNRWA's HR Department for inclusion in the personnel file.

5. Assessment of Successful Completion

5.1 Assessment policy

a. The assessment will focus on HTs'/SPs' professional practices rather than on any theoretical or formal examination.

b. The assessment will not be ‘pass’ or ‘fail’, but rather Completion or Non-Completion.

c. The assessment is based on provision of evidence and self-evaluation by the HT’s/SP’s. The decision whether to issue a Certificate of Completion will be made by the ES who supported the HT/SP, in coordination with the relevant AEO.

d. All HTs/SPs who have successfully completed the programme will receive an UNRWA endorsed certificate. Their completion of the programme will also be recorded in the e-PER and forwarded to the Field HR Office for inclusion in the formal personnel file.

5.2 Assessment activities and process

The following will form the basis of the assessment of programme completion and certification:

a. Portfolio and Baseline Information Folder

i. Evidence of preparation for, and execution and evaluation of, 24 Implementation Tasks, one from each of the programme Units. For each Unit, the HT/SP is asked to include in their Portfolio a copy of any relevant and appropriate evidence relating to the tasks.

ii. The HT/SP should begin the collection of information at the beginning and continue it throughout their period of study to show progress from the Baseline Information.
It is the HT’s/SP’s responsibility to ensure that the Portfolio of Implementation Tasks and Baseline Information Folder contain all the relevant documents. HTs/SPs are encouraged to consult with their ES/AEO, or liaise with peers, if in doubt as to what is required.

The Portfolio of Implementation Tasks and Baseline Information Folder will be formally presented by the HT/SP to the ES/AEO for assessment during in-school meetings at the end of each semester (i.e. mid-term after completion of Modules 1 and 2 and final after Applied Modules A and B). The mid-term assessment will help the ES/AEO identify potential problems and will enable the ES/AEO to provide further assistance to the HTs/SPs who request it. The Portfolio and Baseline Information Folder belong to the HT/SP, but can be shown to the ES/AEO, to ensure they do provide appropriate support for each HT’s/SP’s learning and progress. The Portfolio, Baseline Information Folder (and Learning Log) should be used during the in-school support meetings to demonstrate the HT’s/SP’s engagement and progress on LfF.

b. The personal Learning Log, which comprises reflections by the HT/SP, may form part of the assessment. Throughout their studies, HTs/SPs are encouraged to reflect on topics, case studies and leadership tasks and activities. While this reflective component of the programme is an important part of the programme design, it is also a personal one. Therefore, the ES/AEO will not insist on reading the notebook, or assess its actual content, as it will comprise individual reflections and considerations. The HT/SP will confirm that they have utilised this log as a tool for self-reflection.

c. Attendance by the HT/SP at the mid-term and final evaluation sessions with the ES/AEO will also be taken into consideration in the summative assessment process.
### Figure 1: LfF Assessment Process and Activities

<table>
<thead>
<tr>
<th>Portfolio and Baseline information Folder</th>
<th>Participation of the In-School and Group Development Sessions.</th>
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<tbody>
<tr>
<td>Maintained by HT/SP and submitted to ES/AEO for assessment</td>
<td>Records maintained by ES/AEO</td>
</tr>
<tr>
<td>Evidence of 24 Implementation Tasks, one from each of the programme units.</td>
<td><strong>Evaluation Discussion</strong></td>
</tr>
<tr>
<td>Ongoing evidence of progress collected in the Baseline Information Folder.</td>
<td>Discussion between HT/SP and ES/AEO about the HT’s/SP’s documentary evidence of engagement and learning, and attendance.</td>
</tr>
<tr>
<td><strong>Evaluation Discussion(s)</strong></td>
<td>Mid-term and final evaluation between the HT/SP and ES/AEO</td>
</tr>
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Appendix 1: Successful completion form

General Information

Head Teacher’s/ School Principal’s name: ____________________________ Area: ____________________________

Field: ____________________________ School: ____________________________

Time in Post: ____________________________
Appropriate professional evidence to demonstrate the completion of each Implementation Task should be prepared and presented to the ES/AEO in a Portfolio of Implementation Tasks during in-school meetings. The Baseline Information Folder should be kept updated with evidence of progress and school performance.

Implementation Task List:

1.1 Keep a log and analyse how you spend your time in school.
1.2 Reflect on your school priorities and use a Prioritisation Tool.
1.3 Work with staff to produce or review a Code of Conduct.
1.4 Prepare and facilitate a visioning session with a school team.
1.5 Analyse in detail how you spend a working day and compare it to your role description.
1.6 Choose two or three tools from the Change Toolkit to use to engage staff in thinking and planning strategically.

2.1 Complete a self-reflection of your performance against the UNRWA Head Teacher competences identifying your current strengths and areas for further development.
2.2 Use self-talk and the principles of emotional intelligence to develop an identified area of your emotional competence.
2.3 Work with one of your teachers to enable them to use one or two of the tools from the Change Toolkit with a group of staff.
2.4 Design and implement a plan to develop a team you lead.
2.5 Distribute the leadership of three school assignments to members of your staff.

3.1 Complete three classroom observations using shared criteria and make notes on the feedback sessions and its impact.
3.2 Produce a plan to keep your school open and functioning in an emergency situation.
3.3 Keep records of your support for teachers studying SBTD programme.
3.4 Create and implement a plan to improve identified areas of the physical environment of the school.
3.5 Design and implement a plan to measure the emotional climate of the school and identify priorities to improve the classroom climate.
3.6 Plan, prepare and deliver a whole schools student outcomes scrutiny across an identified subject.
3.7 Produce a checklist of formative assessment approaches for teachers to use when planning their lessons.
4.1 Produce and implement a whole school Appraisal Policy and outline plan.
4.2 Use coaching skills to support the development of a member of staff keeping notes on each coaching sessions and its impact.
4.3 Work with three teachers to set appropriate, challenging and differentiated Performance Management objectives.
4.4 Plan and hold a challenging conversation with a member of staff, raising expectations and holding them to account.
4.5 Produce a whole school plan for Continuing Professional Development.
4.6 Prepare a School Evaluation Statement providing information about the quality of current provision in your school.
### In school Meetings with ES/AEO:

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<th>Duration</th>
<th>Key Action Points</th>
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### Attendance at facilitated Group Development Sessions:

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### Attendance at Peer Support Groups (voluntary)

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### Visits to schools in the local area

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**HT’s/SP’s Learning Log** (Sight of to confirm use)