# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword</td>
<td>3</td>
</tr>
<tr>
<td>Welcome</td>
<td>4</td>
</tr>
<tr>
<td>Overview</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to the Programme</td>
<td>8</td>
</tr>
<tr>
<td>Aims and Objectives of the Programme</td>
<td>9</td>
</tr>
<tr>
<td>Structure of the Programme</td>
<td>12</td>
</tr>
<tr>
<td>Programme Model</td>
<td>13</td>
</tr>
<tr>
<td>Studying the Programme</td>
<td>17</td>
</tr>
<tr>
<td>Support Structure of the Programme</td>
<td>20</td>
</tr>
<tr>
<td>Assessment of the Programme</td>
<td>23</td>
</tr>
<tr>
<td>Conclusion</td>
<td>24</td>
</tr>
<tr>
<td>Leading for the Future Guidelines</td>
<td>25</td>
</tr>
</tbody>
</table>
Handbook for Head Teachers and School Principles
Welcome to Leading for the Future which is a key dimension of the UNRWA Education Reform (2011-2015). As a Head Teacher or School Principal your role in ensuring quality education for all UNRWA students is crucial. The commitment and skills of UNRWA teachers and Head Teachers has been the foundation of the successful education system that has operated across UNRWA’s five Fields of operation over the last sixty years.

The UNRWA Education Reform recognises this central role of the Head Teacher/School Principal and seeks to further strengthen it towards the provision of quality education in the 21st century. Effective and skilled leadership will help ensure that the vision of the Education Reform to realise the potential of each and every UNRWA student, is fully implemented in all schools.

This Handbook is written to provide you, as a Head Teacher or School Principal involved in the Leading for the Future (LftF) Programme, with information, support and guidance as you work through programme. LftF is aimed at improving the quality of educational leadership through addressing the knowledge, understanding and skills required to lead and manage sustainable change. The LftF Programme, which has been developed by UNRWA staff from Lebanon Field (LFO) and West Bank Field (WBFO), is a blended learning programme that will enable all Head Teachers and School Principals to strengthen their professional skills.

It is intended that all Head Teachers/School Principals in a geographical area undertake the LftF Programme at the same time so that while you study and carry out school-based activities, you can share ideas with your colleagues. There will also be face to face Group Development sessions to help facilitate this collaborative learning. Four support sessions, led by your Educational Specialist or Area Education Officer, will help you consolidate your own individual learning and discuss your experience of LftF in a supportive environment.

We would like to thank the colleagues from LFO and WBFO who have been involved from the beginning in the development of this programme. We would like to thank you, the Head Teacher/School Principal for your contribution to quality education to date and for your time and efforts in undertaking the LftF Programme. Your professionalism and commitment will enable UNRWA to continue to provide their students with an education of the highest quality.

Dr Caroline Pontefract
Director of Education
Welcome

Welcome to the Leading for the Future (LftF) programme for UNRWA schools, 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 is aimed at developing effective and sustainable leadership strategies in schools. This approach reflects research findings showing that effective school leaders focus on improving the quality of teaching and learning, developing teams and distributing leadership throughout their schools. LftF is focused on the practical leadership skills required to engage and motivate all members of school staff in implementing successful and lasting change.

Leading for the Future has been designed specifically for you. It is an innovative, school-based leadership programme using the best available international evidence about successful school leadership and professional development, contextualised for UNRWA schools.

We hope that you will enjoy working through the LftF programme, trying out the ideas in your school and discussing and sharing new ideas and strategies with your colleagues.

Overview

This Handbook has been prepared to help you, as a HT/SP, to understand the principles and practice of the LftF programme, and how to get the most out of it. The LftF programme is a key dimension of UNRWA’s Education Reform Strategy, which seeks to improve leadership practices in all schools through comprehensive, high-quality, relevant, in-service training for the UNRWA HTs and SPs.
How will the Handbook help me?

This Handbook has been written for you as a Head Teacher or a School Principal, to support and guide you through the different stages of the six-month programme. It will explain what the programme is about, suggest ways of studying and describe the support that is available to you throughout.

What will I be expected to do?

During the programme you will:

- provide Baseline Information about the current performance of your school;
- work through the LfT learning materials;
- undertake the activities in the Units and keep record of your experiences and reflections in your Learning Log and Baseline Information Folder;
- work with colleagues in school, to share these experiences and ideas;
- meet with your Education Supervisor or Area Education Officer to discuss your progress through the programme;
- participate in facilitated face-to-face Group Development sessions;
- meet with other HTs/SPs in your Area who are studying the same programme;
- discuss the completion of the Implementation Tasks and your Learning Log with your ES/AEO order to demonstrate successful completion of the programme.

How will I benefit from the programme?

- You will gain new knowledge from international research findings about successful school leadership. This will enable you to reflect on your own leadership in the UNRWA context and apply new knowledge and skills to become a more effective leader.
- You will be encouraged to use practical tools and techniques to engage staff in your school in successful and sustainable change.
- You will be given opportunities to develop the people in your school through sharing leadership skills and competences.
- You will gain support and encouragement from colleagues and be able to share your experiences and grow together as leaders.
- You will gain a Certificate of Completion that will form part of your Performance Evaluation Report.
What materials do I need?

You will be supplied with:

- the programme Module Booklets;
- a Change Toolkit;
- this Handbook;
- LftF Guidelines (part of this Handbook);
- your Learning Log;
- the dates and venue for the Group Development face to face sessions;
- your Baseline Information Folder.

They will have been presented in a package for you to keep them all together.

As you study the LftF programme, it is expected that you and your school team will work together at times and you will work on your own at other times. Your local ES/AEO will support you as you participate in the programme. There will be four meetings at school with your ES/AEO where you will discuss your progress with the independent study and the Implementation Tasks. There are three facilitated face to face Group Development Sessions at key points during the duration of study. You will also be encouraged to meet with your peer HTs/SPs to form local communities for learning and practice.

Background and context of the programme

Maintaining the status quo in education is not an option for UNWRA. The reports and workshops which helped develop the Education Reform all arrived at the same conclusions. Education in UNRWA Schools must develop citizens who are resilient, life-long learners equipped to deal with the challenges of life in 21st Century. Learners must know how to learn, be able to initiate change and take responsibility for themselves, their families and the wider community.

Such significant systemic change must be driven by leaders who have the understanding, knowledge and skills to lead improvement and manage resistance. Leaders need to be confident that they have the necessary skills, tools and techniques to set and to communicate the vision and also to secure the engagement and involvement of all members of their organisation. The changes, central to the Education Reform Strategy, will take place in every classroom in every school and impact on every teacher and every child.
The challenges and opportunities of the Education Reform with regard to school leadership are captured in the Table below.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Opportunities</th>
</tr>
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<tbody>
<tr>
<td>UNRWA Reform Strategy requires competent and confident leadership at school level to drive improvement.</td>
<td>System wide change and improvement will follow the successful school level drive.</td>
</tr>
<tr>
<td>Head Teachers/School Principals feel overloaded by their work.</td>
<td>Development and application of skills for working in different and smarter ways.</td>
</tr>
<tr>
<td>Implementation of UNRWA Reform Strategy will require hard work and dedication from the staff in schools.</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>Successful implementation of the School Based Teacher Development Programme will be dependent on Head Teachers'/School Principals' ability to support and drive professional development and change.</td>
<td>Involving and engaging staff at all levels through professional development for Head Teacher / School Principals and Teachers will secure school level change and improvement.</td>
</tr>
<tr>
<td>Some Head Teachers/School Principals feel under-valued professionally.</td>
<td>Leading for the Future will enhance confidence and competence, increasing professional esteem.</td>
</tr>
<tr>
<td>Strong and competent leadership is required to shift the cultural emphasis on summative assessment to formative approaches focused on the development of skills for all pupils in UNRWA Schools.</td>
<td>Formative assessment approaches are proven to have greater long term impact on learning skills and attitudes, producing successful learners with increased employability.</td>
</tr>
<tr>
<td>Head Teachers'/School Principals’ daily activities are more concerned with supervision than leadership and management.</td>
<td>Strong leadership and effective management will increase the rate and quality of change for improvement.</td>
</tr>
<tr>
<td>Custom and practice influence Head Teachers'/School Principals' behaviours rather than the implementation of change and strategic school improvement strategies focused on pupils' learning and progress.</td>
<td>Taking a strategic, system-wide approach to driving improvement will alter perceptions of the Role of Head Teacher/ School Principal</td>
</tr>
<tr>
<td>Head Teachers/School Principals have good understanding of the theory of leading and managing people and change and lack the practical skills to drive improvement.</td>
<td>Building on Head Teachers' and School Principals' existing theoretical knowledge of leading and managing people will accelerate the acquisition of practical skills, tools and techniques for change.</td>
</tr>
<tr>
<td>Head Teachers/School Principals feel they have previously been provided with a great deal of training which has had little practical impact on meeting the challenges of their role.</td>
<td>Design and development of contextualised, bespoke programme to ensure change and measurable impact.</td>
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Head Teachers, School Principals, Education Specialists and Area Education Officers involved in the design and delivery of the programme.
It is in the context, highlighted in the Table above, that Leading for the Future seeks to make a difference.

**INTRODUCTION TO THE PROGRAMME**

Head Teachers and School Principals have an essential role in the implementation of the Education Reform Strategy. The quality and effectiveness of their leadership will enable teachers in UNRWA schools to maximise the learning for all students.

As UNRWA’s Commissioner General Filippo Grandi said,

“The fundamental goal of the reform is to ensure that the children who come out of schools know how to think in a critical, independent and intelligent manner; And to do this we need to review the manner in which they learn.”

This is why UNRWA is investing in the Head Teachers and School Principals to ensure that every school is well led and managed by a leader who is ambitious for each and every child and teacher. The significant system change required by the Reform Strategy must be driven by leaders who have the confidence, knowledge and skills to initiate improvement and positively manage any resistance. Leaders need to understand how to secure the engagement and commitment of all teachers in the change that will touch all children in all classrooms in all UNRWA schools.

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

- the importance of leaders having high expectations about what students and staff colleagues can achieve;
- the importance of actively engaging all people in the organisation to implement successful and sustainable change;
- the growing understanding of the increased effectiveness of school based leadership development, whereby HTs/SPs work with their colleagues in their schools to change and improve leadership practices and classroom performance over time.

Educational Leadership development, like development in any profession, is a continuous process. The sorts of activities and reflection involved in the LfF programme replicate the ways that HTs/SPs, at any stage of their career, can improve practice. Being open to new ways of working and new research findings about leading successful change, building effective teams and distributing leadership are at the core of being a good leader. Good leadership develops effective teaching and learning and effective learning enhances children's life chances. The wider community expects professionals such as doctors, health workers, lawyers and architects to keep up to date with the latest ideas and methods; educational leaders should be no different to this.
LtfF is a blended-learning leadership development programme using a blend of learning opportunities and styles to cater for all preferences and needs. The learning opportunities include independent and distance-learning study, face to face Group Development sessions, practical and school-based Implementation Tasks, individual support and mentoring from ESs/AEOs. This style of learning has something for everyone. It blends theory and practice. It is proven to have maximum impact.

LtfF will build on other leadership training such as The School as a Focus for Development by providing Head Teachers and School Principals with practical tools and techniques to apply their learning and develop their leadership skills through involving and engaging all teachers. It is based on current international best practice, contextualised to UNRWA schools. The programme has been designed and developed by UNRWA Head Teachers, School Principals, Education Specialists and Area Education Officers for UNRWA Head Teachers and School Principals.

AIMS AND OBJECTIVES OF THE PROGRAMME

The objectives, intended outcomes and key principles of the Leading for the Future programme are bulleted 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 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 loads of ideas.
Principles

- coherence with UNRWA Education Reform Strategy
- underpinned by leading-edge international research
- solutions focussed
- building on participants’ previous learning and experiences
- promoting a growth mindset
- utilising blended learning components
- promoting the use of information technologies (taking account of access)
- focussed on skill development
- engaging, active learning approaches
- promoting creativity, reflection and high-order thinking
- developing autonomy together with accountability
- impact focussed
- based on school improvement and collecting naturally occurring evidence of impact

The Leading for the Future programme seeks to achieve its objectives through a blended learning approach. This is an approach which uses a diversity of media in an interrelated way to have the most impact on the knowledge skills, understanding, behaviour and motivation of school leaders.
Blended learning model for Leading for the Future

A blended model ensures learning opportunities for all participants and takes account of differences in styles, preferences and intelligences. The programme will include the following components:

- self-reflection and analysis supported by specially designed distance learning materials
- discussion in school-based meetings with Education Specialists
- sharing learning through online communities
- group development sessions – learning with and from each other/skills development using tools and techniques and activities facilitated by specially trained Lead Facilitators from each Field and the local Education Specialists and Area Education Officers
- directed reading – books, articles etc. hard copy and online – debriefed through study group protocols in Group Development Sessions
- online materials – general, some specially designed for the programme, access to existing programme materials e.g. School as a Focus for Development
- video and audio materials – showing good practice, recorded in UNRWA schools and schools internationally focused on practical implementation and proven strategies for involving staff in change and improvement
- case study materials – text, online and video/audio – detailing practical implementation strategies and proven approaches
- online learning communities – set up to connect Head Teachers in each Field with each other and to include Head Teachers from schools internationally – promoting use of twitter, linkedin, facebook etc. to facilitate sharing, learning and communicating throughout the UNRWA Fields and beyond
- face to face learning groups – promotion of local groups of HTs/SPs meeting to provide support and mentoring for each other
- school based practice and Implementation Tasks – requirement for HTs/SPs to make a commitment to action and to provide feedback and evidence from Implementation Tasks completed in their own schools, shared learning through application of ideas and approaches from the programme materials
- practical tools and techniques – opportunities to experience, practise and utilise proven, practical activities to involve, engage and motivate staff to change their leadership, teaching and learning behaviours
- school visits – local schools, schools in other UNRWA Fields (where possible)
- school placements – promotion of short, fixed-term placements for Head Teachers and School Principals in other schools – local, Field, UK (where possible)
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 learning materials

The written materials in the LftF programme are produced in distance education mode and written in an interactive style that talks directly to you, 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. They were very aware that you might be studying under difficult circumstances and have made every attempt to make you feel comfortable in your reading and not needing to check words or refer to other texts for information. The Modules have also been written without gender or any other bias, in terms of language used, the illustrations and the examples or activities given.

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.

The four Modules look at different aspects of leadership in the context in which UNRWA schools operate. An overview of the four Modules and the Units within each Module is shown below.

In addition to the four main Modules, there may be an Extension Module for HTs/SPs wishing to continue their study. This module will comprise of two action research projects focusing on developing partnership with parents and the school community. This module will be optional.

Below is a brief description of the content of training material:

<table>
<thead>
<tr>
<th>Change Toolkit: (Underpinning knowledge, understanding and skills)</th>
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<tr>
<td><strong>Module 1: Being a Leader</strong></td>
</tr>
<tr>
<td>Unit 1.1 Leadership v management</td>
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<tr>
<td>Unit 1.2 Moral purpose</td>
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<tr>
<td>Unit 1.3 Values and ethics</td>
</tr>
<tr>
<td>Unit 1.4 Setting and communicating a vision</td>
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<tr>
<td>Unit 1.5 The role of the Head Teacher/School Principal/Leader</td>
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<tr>
<td>Unit 1.6 Strategic planning</td>
</tr>
<tr>
<td><strong>Module 2: Leading a Team</strong></td>
</tr>
<tr>
<td>Unit 2.1 Standards for school leadership</td>
</tr>
<tr>
<td>Unit 2.2 The emotionally intelligent leader</td>
</tr>
<tr>
<td>Unit 2.3 Leadership styles and strategies</td>
</tr>
<tr>
<td>Unit 2.4 Developing a high performing team</td>
</tr>
<tr>
<td>Unit 2.5 Distributed leadership</td>
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</table>
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:

- 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 know, understand and do when they have completed the Unit;
- Learning and practice outcomes which 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; and
- links to the online resources for illustration and extension of knowledge, understanding and skills.
On the UNRWA website, LfT has a page from which the additional online resources for each Unit can be accessed, see below.
The Units vary in length and in the amount of related resources. It is likely that you 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 you must carry out (and provide evidence of) in order to successfully complete the programme and be awarded a Certificate of Completion.

The programme will not be assessed by formal examination, but you will be required to complete a Learning Log and provide Baseline Information about the performance of your school. Your Learning Log will be a record of your personal, professional learning and experiences as you study LtF. The Baseline Information will provide evidence about the current performance of your school and demonstrate changes and progress as you study LtF. The Learning Log will also be used as evidence of your active participation in the programme but will not be formally assessed.

On successful completion of the programme, you will be given a Certificate of Completion. This will form part of your Continuing Professional Development File and be used in the Human Resources Performance Evaluation Scheme in UNRWA schools.

**STUDYING THE PROGRAMME**

This Independent, Blended-Learning programme will actively engage you in your studying through the questions, Case Studies and Implementation Tasks that encourage reflection on what you do as a school leader. The studying focuses on professional educational leadership development. This means that you are not always learning something totally new. Instead, you are learning to reflect on your own experience so far and think how you could extend and develop your leadership strategies. This should make it less like studying and more like having a professional conversation with another leader. But you will also be able to talk with your ES/AEO and your colleague HTs/SPs about your experiences.

You will, however, still need to be organised and plan for your studying. There is no prescribed duration for studying each Unit. How long you spend on each Unit will depend on several factors; your prior knowledge and experience, your professional interest, the extent to which you choose to complete the online activities, how much further research you do and how much time you decide to allocate to completing the Implementation Task for each Unit.

You will need to read through the Unit beforehand so you can plan your work for the LtF activities and the Implementation Tasks. You need to tell your family you are working on this programme and it will involve some extra time in preparation and writing up your experiences. You may also like to let your staff know about the programme you are undertaking and the studying you will be doing, sometimes in school. This would be a good example for them – seeing you working and studying and often engaging them in your activities and tasks.
Working through the Module and the Units

The best way to work through the material is to read through the Unit, and as you read, think about your school as it is now and how what you are reading could impact on what you do or how you organise your leadership activities.

Icons are used in the text to flag up the key elements of the Unit. These are given below:

- **Online activity**
- **Record in your Learning Log**
- **Self-reflection task**
- **Activity involving others**
- **Implementation task**
- **Additional reading and resources**
As you read the text and Case Studies, think of what you already do in your school and how you could modify and adapt the way you work in order to apply some of the ideas being explored. The purpose of the programme is, as has been said earlier, to develop a more interactive way of working that will enhance your leadership skills. You are not expected to actually do the Case Studies yourselves, just read and reflect!

When you come to an activity or Implementation Task read it through perhaps a couple of times and think about how you could carry out the activity in your own school. When you are clear what you are going to do, make notes of the key points and gather any resources you will need.

Both the Case Studies and the Implementation Tasks will often have a comment after them and you will be asked to record your reflections or findings in your Learning Log. ‘Prompt’ questions will help you to reflect and provide you with insights into what you have just read, as well as present alternatives and suggestions to challenge your thinking and further develop your practice. There are no right or wrong answers.

Your Learning Log will not be assessed as such, but it will be viewed by the ES/AEO as evidence of your participation in the programme and therefore contribute to the award of the Certificate of Completion. The Learning Log has been introduced to help you develop further as a reflective leader (a leader who thinks about their own leadership and the impact it has on colleagues in the school). You can also reflect on your leadership by gathering views from your colleagues before, during and after any of the new leadership activities and tasks to try to help you think about your own leadership effectiveness.

Perhaps you already think about your leadership every day and work to develop and extend your skills. It is hoped that this programme will extend further your thinking about your leadership and the following questions can help you evaluate what you do:

- Did I involve colleagues in this development?
- Did I have enough resources? Were they suitable?
- How did I use the time and was this effective in moving the school forward.
- Did I achieve my leadership objective in the activity or task? How do I know this?
- What did the colleagues learn? What did I learn? How do I know this?
- What could I do to improve my leadership?
- How does it feel to be led by me?
SUPPORT STRUCTURE OF THE PROGRAMME

Throughout the six months of your study of this programme, other HTs/SPs in the area will be doing the same, and support sessions are therefore built in to help all the HTs/SPs in your Area successfully complete the programme. Support is provided by the materials, your ES/AEO, your peer HTs/SPs.

The pattern and sequence of support that you will receive is given in the programme model on Page 13.

Independent learning materials – Programme Booklets

Firstly there are the written text Units, which will help you explore the recent developments in leadership around the world that have been shown to impact markedly on school and staff performance. The materials address you and ask you to try things out in your school, to reflect on your experiences and to dwell on questions that challenge your thinking about leadership practices. The materials do provide some responses to the questions raised, but this is not an issue of right and wrong answers. Many of the questions in the text are about different experiences and styles of leadership and therefore can be answered in many ways. For example, there are many ways to engage and motivate people with change and the materials suggest different strategies for you to try.

Each Unit focuses on a particular aspect of leading, such as moral purpose, the physical environment for learning or your role as a leader, but all Units are focused on enhancing your leadership skills and practices.

Peer support

As you work through the programme, all the other HTs/SPs in your Area will also be working through the same materials and so there is great opportunity for you to share your experiences in developing your leadership with your peers. By sharing your successes and also the things that did not work as well as you had hoped, you and your colleagues can learn together. It is true that a problem shared is a problem halved and a success shared is very affirming and rewarding. You can even plan your activities and Implementation Tasks with another HT/SP and then share what happened afterwards.
Learning Log

Your Learning Log is your personal diary of what you did through your study of the LftF programme and what happened. Throughout the programme, you will be asked to write in your Learning Log as evidence of your work, but – more importantly – it is also a place for you to capture your own thoughts and reflections on the ideas and concepts presented in the Units. You may also want to record staff comments about some of the activities you have tried with them, to provide evidence of their success, or to help with your reflections.

While the Learning Log is not assessed, you will need to confirm to the ES/AEO that you have used it. Its main purpose, though, is to help you think about and reflect on the ideas presented in the LftF programme materials.

Education Specialist/Area Education Officer in-school support sessions

Your ES/AEO will introduce all HTs/SPs in your Area to the programme before you start and then conduct four individual meetings in school to help extend your understanding of the key concepts and ideas in the Modules. In the first individual meeting your ES/AEO will help you to complete the initial Baseline Information form. This is a snapshot of your school’s performance as you start to study the LftF programme.

Subsequent in-school support meetings with your ES/AEO will be focused on your progress through the programme and any specific help or support you need to facilitate your learning and study. The ES/AEO may help you plan how to complete the Implementation Tasks or attend staff meetings with you to take notes (and possibly photographs) to record the engagement and participation of your staff with the activities you are leading. In order to gain maximum benefit from these sessions, you should do some preparation beforehand. Be sure you are keeping up with your reading and study and have tried some of the activities and Implementation Tasks. Make notes of any questions you have and any ideas that you would like to discuss further. Your ES/AEO will guide the session and help you if you have any particular concerns.

Facilitated Group Development Sessions

Throughout the duration of the programme, there will be three facilitated Group Development Sessions led by your ES/AEO and Lead facilitators from the Field. These are each one day long and follow the stages of the programme: Engagement, Development and Impact.
Engagement Day

The first of the three days is focused on your engagement with the LftF programme. Here you will be provided with:

- Change Toolkit
- LftF Programme Handbook
- Policy and Guidelines for LftF (part of the Handbook)
- Module 1: Being a leader (including 6 Units of study)
- Learning Log
- Baseline Information Folder
- Information about website access

The aim of the day is to ensure you are well-informed about the LftF programme and are ready to start your six months of study. We will identify the characteristics of successful change and begin to share ideas about what the most successful school leaders do to continue to improve their schools. There will be group activities and collaborative work to familiarise you with some of the tools in the Change Toolkit. You will have the opportunity to explore the online resources and to set up a community of practice with your HT/SP colleagues from your geographical area. Immediately after the Engagement Day, you can start to work through Module 1: Being a leader. You and your ES/AEO will arrange the next in-school meeting to discuss your study and progress.

Development Day

During the second of the facilitated Group Development days you will work collaboratively with your HT/SP colleagues to share your experiences of studying LftF. There will be opportunities to develop your coaching skills and use more tools and techniques to engage your staff with change. You will work with other HTs/SPs to observe classroom practice through video activities and plan further Implementation Tasks to complete back at school.

You will receive:

- Module 2: Leading a team
- Module 3: Improving Teaching and Learning
- Module 4: Appraising performance

As with your meetings with your ES/AEO, you should prepare for these sessions beforehand so that you can get the most out of them. Ensuring you are progressing through the Units in Module 1, and completing the Implementation Task for each Unit, will mean you can really benefit from this interactive group session.
**Impact Day**

Towards the end of the six month study period, you will be invited to attend a third facilitated Group Development Day which will focus on measuring impact. During this session you will learn about school self-evaluation techniques and have the opportunity to plan reviewing activities to use with your staff back at school. This session will help you to prepare for the assessment of your progress on LftF. You will be given practical approaches to collecting evidence of progress and improvement. This will be the final facilitated group session, however you and your colleagues will be encouraged to continue to meet as a community of learners, to share your practice and to support each other.

**ASSESSMENT OF THE PROGRAMME**

You will have to produce evidence of active participation in the programme in order to obtain your Certificate of Completion. This will be awarded following a fourth, and final meeting, between you and your ES/AEO. During this meeting you will present evidence of your active participation in LftF as should be recorded in the Baseline Information Folder. You will also need to confirm to your ES/AEO that you have used your Learning Log to demonstrate your full engagement with the programme activities and Implementation Tasks. The ES/AEO will fill in a checklist to confirm you have successfully completed all the required components of the programme. See the checklist page 36.

Appropriate professional evidence to demonstrate the completion of each Implementation Task should be prepared and presented to 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.

The ES/AEO should also confirm use of the Learning Log for personal reflection.

Implementation Task list, page 37.
CONCLUSION

The LfTf programme is key to enhancing the quality of education in INRWA schools and to the overall UNRWA Education Reform Strategy. In 2011 a major reform initiative was launched with the aim of significantly improving the quality of education across all UNRWA schools and making the achievement of Palestinian children comparable to the best international standards.

As a Head Teacher/School Principal you are at the heart of these reforms. Good teachers markedly improve the life chances of all children. Good Head Teachers/School Principals improve the performance of teachers and schools. They initiate, drive and support change to promote the improvement of teaching and learning. Trying out new ways of working and involving teachers in the leadership of the school will have a positive impact on teaching and learning, team work, teachers' motivation and consequently children's life chances.

Good luck!
Leading for the Future Guidelines
Table of Contents

List of abbreviations and acronyms ................................................................. 27

1. Introduction to the Programme ................................................................ 28

2. Programme Implementation .................................................................... 29

3. Participation ............................................................................................ 29
   3.1 Target Audience .................................................................................. 29
   3.2 Participation guidelines ....................................................................... 29
   3.3 Management and monitoring of LftF participation .............................. 30
      3.3.1 Opting out or cancellation ............................................................. 30
      3.3.2 In Service Head Teacher Training Programme and LftF ............ 30

4. Completion ............................................................................................... 31
   4.1 Successful completion of the programme ......................................... 31
   4.2 Absenteeism ...................................................................................... 31
   4.3 Delays ................................................................................................. 32
   4.4 Completing in exceptional circumstances ....................................... 32
   4.5 Participation refusal .......................................................................... 33

5. LftF Assessment of Successful Completion ........................................... 33
   5.1 Assessment policy .............................................................................. 33
   5.2 Assessment activities and process ...................................................... 33

Appendix 1: Successful completion form .................................................... 36
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td>LftF</td>
<td>Leading for the Future</td>
</tr>
<tr>
<td>SBTD</td>
<td>School Based Teacher Development</td>
</tr>
<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 (LtF) 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 LtF 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 UNRWA 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.

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

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 LfF 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 LftF, 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: LftF 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Records maintained by ES/AEO</td>
</tr>
<tr>
<td></td>
<td>Evidence of 24 Implementation Tasks, one from each of the programme units.</td>
</tr>
<tr>
<td></td>
<td>Ongoing evidence of progress collected in the Baseline Information Folder.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Keep a log and analyse how you spend your time in school.</td>
</tr>
<tr>
<td>1.2</td>
<td>Reflect on your school priorities and use a Prioritisation Tool.</td>
</tr>
<tr>
<td>1.3</td>
<td>Work with staff to produce or review a Code of Conduct.</td>
</tr>
<tr>
<td>1.4</td>
<td>Prepare and facilitate a visioning session with a school team.</td>
</tr>
<tr>
<td>1.5</td>
<td>Analyse in detail how you spend a working day and compare it to your role description.</td>
</tr>
<tr>
<td>1.6</td>
<td>Choose two or three tools from the Change Toolkit to use to engage staff in thinking and planning strategically.</td>
</tr>
<tr>
<td>2.1</td>
<td>Complete a self-reflection of your performance against the UNRWA Head Teacher competences identifying your current strengths and areas for further development.</td>
</tr>
<tr>
<td>2.2</td>
<td>Use self-talk and the principles of emotional intelligence to develop an identified area of your emotional competence.</td>
</tr>
<tr>
<td>2.3</td>
<td>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.</td>
</tr>
<tr>
<td>2.4</td>
<td>Design and implement a plan to develop a team you lead.</td>
</tr>
<tr>
<td>2.5</td>
<td>Distribute the leadership of three school assignments to members of your staff.</td>
</tr>
<tr>
<td>3.1</td>
<td>Complete three classroom observations using shared criteria and make notes on the feedback sessions and its impact.</td>
</tr>
<tr>
<td>3.2</td>
<td>Produce a plan to keep your school open and functioning in an emergency situation.</td>
</tr>
<tr>
<td>3.3</td>
<td>Keep records of your support for teachers studying SBTD programme.</td>
</tr>
<tr>
<td>3.4</td>
<td>Create and implement a plan to improve identified areas of the physical environment of the school.</td>
</tr>
<tr>
<td>3.5</td>
<td>Design and implement a plan to measure the emotional climate of the school and identify priorities to improve the classroom climate.</td>
</tr>
<tr>
<td>3.6</td>
<td>Plan, prepare and deliver a whole schools student outcomes scrutiny across an identified subject.</td>
</tr>
<tr>
<td>3.7</td>
<td>Produce a checklist of formative assessment approaches for teachers to use when planning their lessons.</td>
</tr>
<tr>
<td>4.1</td>
<td>Produce and implement a whole school Appraisal Policy and outline plan.</td>
</tr>
<tr>
<td>4.2</td>
<td>Use coaching skills to support the development of a member of staff keeping notes on each coaching sessions and its impact.</td>
</tr>
<tr>
<td>4.3</td>
<td>Work with three teachers to set appropriate, challenging and differentiated Performance Management objectives.</td>
</tr>
<tr>
<td>4.4</td>
<td>Plan and hold a challenging conversation with a member of staff, raising expectations and holding them to account.</td>
</tr>
<tr>
<td>4.5</td>
<td>Produce a whole school plan for Continuing Professional Development.</td>
</tr>
<tr>
<td>4.6</td>
<td>Prepare a School Evaluation Statement providing information about the quality of current provision in your school.</td>
</tr>
</tbody>
</table>
In school Meetings with ES/AEO:

1. Date | Duration | Key Action Points
-------- | -------- | ------------------

2. Date | Duration | Key Action Points
-------- | -------- | ------------------

3. Date | Duration | Key Action Points
-------- | -------- | ------------------

4. Date | Duration | Key Action Points
-------- | -------- | ------------------

Attendance at facilitated Group Development Sessions:

<table>
<thead>
<tr>
<th>Engagement</th>
<th>Date</th>
<th>Venue</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Development</th>
<th>Date</th>
<th>Venue</th>
</tr>
</thead>
</table>

Impact | Date | Venue |

Attendance at Peer Support Groups (voluntary)

<table>
<thead>
<tr>
<th>Date</th>
<th>Focus</th>
<th>Duration</th>
<th>Venue</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Focus</th>
<th>Duration</th>
<th>Venue</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Focus</th>
<th>Duration</th>
<th>Venue</th>
</tr>
</thead>
</table>

Visits to schools in the local area

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of School</th>
<th>Host HT/SP</th>
<th>Focus</th>
<th>Duration</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of School</th>
<th>Host HT/SP</th>
<th>Focus</th>
<th>Duration</th>
</tr>
</thead>
</table>

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