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Distributed Leadership as a Catalyst for Enhancing Collaborative School Culture and Professional Growth in Punjab's Public Sector Schools

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Abstract

This study examined how distributed leadership functions as a catalyst for strengthening collaborative school culture and promoting teachers' professional growth in Punjab's public sector schools. Using a quantitative survey design, data were collected from 320 teachers selected through stratified random sampling across 32 government schools. Distributed leadership was measured using the Distributed Leadership Inventory (DLI; 15 items, α = .91), collaborative school culture with the School Culture Survey Collaboration Subscale (SCS; 12 items, α = .88), and professional growth using the Teacher Professional Growth Scale (TPGS; 10 items, α = .90). Sample descriptive statistics indicated moderate to high levels of distributed leadership (M = 3.64, SD = 0.62) and strong collaborative culture (M = 3.79, SD = 0.58). Regression analysis showed that distributed leadership significantly predicted collaborative school culture (β = .41, p < .001) and professional growth (β = .36, p < .001). Findings suggest that empowering teachers through shared decision-making and role distribution enhances collective practices and continuous professional learning. The study highlights the need for leadership development policies to strengthen distributed leadership structures across Punjab's public schools.

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Distributed leadership; collaborative school culture; professional growth; public sector schools; Punjab; teacher leadership.

Introduction

Distributed leadership has become one of leadership paradigms in the present educational leadership, which prioritizes the collective enactment of leadership roles over the focus on a single leadership authority figure. Given how complex educational systems are becoming, scholars theories that leadership needs to be co-constituted, is relational and is fundamentally embedded on a day-to-day school practices, in order to augment organisational effectiveness. (Harris, 2022; Spillane, 2018).

In the developing context, particularly in Pakistan, public sector schools tend to face problems in capacity, accountability and quality of instruction. In this milieu, distributed leadership is a potential strategy for boosting school functioning and teacher outcomes. (Khan, 2025; Jan, 2025).

Background of the Study

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Punjab, being the largest province of Pakistan, has been undergoing a relentless process of educational reforms especially focusing on betterment of student learning outcomes, teacher performance and also rule of school governance.

Despite these efforts, in many public schools the administrative capacity is limited, the decision-making hierarchy is cumbersome, and the opportunities for professional development for teachers are low. (Shah & Javed, 2021). Empirical studies are increasingly suggesting decentralized distribution of leadership duties amongst teachers, middle leaders, and administrative personnel, as the means of easing such structural constraints. (Harris & DeFlaminis, 2020). Distributed leadership has been linked to empirical evidence of enhanced collaborative cultures, raised instructional practices and higher morale of teachers, especially in resource-constrained systems. (Phillips et al., 2023; Yang, 2024).

A collaborative school culture manifested in such features as shared norms, reciprocal trust, open communication, and collective problem-solving play an indispensable mediating function for effectuating leadership practices into substantive teacher learning and professional development. (Teodorescu & Brown, 2021). In educational settings where teachers are involved in decision-making and/or participate in instructional practices with other teachers, they often are more likely to engage in ongoing professional development, reflective practice, and innovation. (Zhang, 2025). Nevertheless, in terms of the collaborative practices in the public educational institutions of the city of Punjab, institutional inadequacies are often found to be due to ingrained bureaucratic systems and leadership paradigms. (Nadeem, 2024).

Against the backdrop of these challenges and opportunities, there is a critical need for rigorous examination of how the practice of distributed leadership helps augment as well as foster collaborative school culture as well as to spur professional development that will further help evidence-based policymaking and sustainability of educational reform in Pakistan. The present investigation interrogates these interrelations in the context of public sector schools of Punjab thus contributing to a large gap in the empirical scholarship in this region and to the global discourse on distributed leadership within developing educational systems.

Research Problem

Even though Punjab is making efforts to improve the education system, there are still many problems in the public schools. Teachers seldom collaborate, decisions are made by a few leaders, the training given to teachers is poor, and new ideas regarding teaching seldom get utilized. School leaders tend to retain power in a top-down manner where teachers are not responsible for the situation, they have little input in decision-making processes, and they don't join together and collaborate to address problems.

Research from other countries demonstrates that by giving teachers greater leadership leads to teamwork and helps teachers to grow. However, there is little and patchy data from Pakistan especially from public schools in Punjab. Because of this, we don't know the extent to which shared leadership is used, whether it really cultivates teamwork, or the extent to which it promotes teachers learning and development.

This paucity of information has made it difficult for policy makers and school heads to select leadership models which will increase teaching quality. So it's required, a comprehensive

study on the influence of the shared leadership on team work in schools and its way forward of institution to teacher growth in the public schools of Punjab.

Research Objectives

1. To examine the impact of distributed leadership on collaborative school culture in Punjab's public-sector schools.
2. To investigate the influence of distributed leadership on teacher professional growth in Punjab's public-sector schools.
3. To explore the relationship between collaborative school culture and teacher professional growth within the context of distributed leadership.

Research Questions

1. How does distributed leadership influence collaborative school culture in Punjab's public-sector schools?
2. What is the impact of distributed leadership on teacher professional growth in Punjab's public-sector schools?
3. What is the relationship between collaborative school culture and teacher professional growth in the context of distributed leadership?

Significance of the Study

The current research has a significant relevance for educational leaders, policy makers, academicians working on the quality improvement of public schooling in Punjab. First, it makes a substantive contribution to the theoretical understanding of distributed leadership by looking in detail at how practices of leadership are shared among teachers, middle leaders, and principals in the distinctive cultural and administrative cultural milieu of Pakistan's public sector schools. By providing empirical evidence from a developing region such as Punjab, where shared-leadership models are still under-studied, the study contributes to the available body of research at the international level and explains how distributed leadership is operational in developing educational systems.

Second, the investigation provides important understandings about cooperative school culture, a side of the issue that is often overlooked in traditional, top-down paradigms of school leadership. By clarifying the role of distributed leadership in ensuring collaboration, the research can help schools to create environments that are characterized by trust, shared decision-making and collective problem-solving. Such environments are necessary for the refinement of instructional practices, higher teacher morale, and to strengthen inter-professional relationships throughout the school community.

Third, the results have important practical implications for teacher professional development, which is central to the development of education. By identifying the process by which distributed leadership supports continuous learning, reflective practice and educator empowerment, the study offers advice for provincial bodies, school principals and training institutions in terms of tailoring professional development programs to meet school specific needs.

Finally, the research provides evidence-based suggestions for policy development and school improvement efforts. The insights provided can be used to guide the design of leadership training modules, capacity-building programs and school restructuring efforts carried out by

the Punjab School Education Department. In light of current reforms and a heightened focus on quality education, this study provides timely support for those initiatives that are aimed at improving leadership practices and creating stronger and more collaborative public schools.

Delimitation

This investigation is restricted to public sector schools within the province of Punjab, an explicit attention was given to teachers, principals and middle leaders and private sector schools, federal and non- formals educational institutions were deliberately excluded. The study focuses on three main variables, namely, distributed leadership, collaborative school culture and teacher professional growth, using a quantitative, cross-section, survey type of design undertaken with a limited set of academics available. Standardized measurement instruments are used in the form of the Distributed Leadership Inventory (DLI), School Culture Survey (SCS) and Teacher Professional Growth Scale (TPGS), and as such, the scope of inquiry is restricted to the constructs being operationalized by these tools. Furthermore, the research does not include external stakeholders such as parents, students or district officials so that research has been grounded, purely, on school-level perceptions and practices in the designated public schools of Punjab.

Review of Literature

Distributed Leadership in Contemporary School Settings

Distributed leadership has become a dominant paradigm of education leadership, which emphasizes shared influence, collective responsibility, and distribution of leadership tasks among members of the organization. Spillane's (2018) The leadership-practice theory is still an influential model for contemporary scholarship, reinterpreting leadership as an interactional mix of processes instead of a set of dispositional characteristics.

Contemporary investigations show a renewed interest in distributed leadership being sensitive to its applicability within complex educational systems characterized by increasing expectations of instruction on the part of educational leaders and ubiquitous organizational pressures. (Harris, 2022). Harris and Jones (2020) Distributed leadership makes schools work better if it is viewed as teamwork rather than a top-down system. Research from developing countries indicate that this type of leadership results in better teaching, greater relationships among educators, and greater sense of belonging and commitment among teachers in schools. (Nguyen et al., 2020; Liu et al., 2021).

Distributed Leadership and Collaborative School Culture

In recent empirical investigations, there are increasingly associations of distributed leadership with the development of collaborative school cultures.

Such cooperative cultures, with the shared characteristics of norms, ongoing professional dialogue, coordinated team work and problem solving, are instrumental in supporting school improvement initiatives. (Stoll et al., 2018). Phillips, Stewart-Fox, and Griffith (2023) The research showed that distributed leadership enhances teacher collaboration through a decentralized structure for decision-making. Similarly, Teodorescu and Brown (2021) It was reported that the empowerment of middle leaders in distributed leadership contexts is associated with levels of collegial support and trust between teachers. In Asian educational systems, collaborative culture tends to blossom when the leadership is conscious of the structures that foster shared autonomy and professional interactions. (Tan & Liu, 2022). In the case of public schools in Pakistan, the observation of the collaborative culture is recent and

empirical studies suggest that the implementation of collaborative pedagogy is still at an incipient stage, due to deeply-rooted norms of hierarchical leadership, and, on the other hand, setting up a model of distributed leadership is a viable option to overcome this deficiency. (Khan, 2025; Jan, 2025).

Distributed Leadership and Teacher Professional Growth

Teacher professional growth refers to the continuous improvement of professional knowledge, pedagogical competences and reflective practice. As shown by empirical research, distributed leadership is consistently shown to foster the development of teacher learning through processes in which educators are stimulated to perform substantive leadership activities as educators, assume responsibility for peer mentoring, or participate in collective inquiry. (Poekert et al., 2020). Yang (2024), An interrogation of primary schools has proven that distributed leadership has a positive effect on the engagement of teachers in professional development activities. Likewise, Zhang (2025) The literature supports the fact that shared leadership structure generates a higher level of job satisfaction and exists to support professional learning communities. In some contexts, like that of Punjab where professional development initiatives have been lacking in terms of sustainability, school-embedded structures of distributed leadership may support continuing teacher learning. (Nadeem, 2024).

Gaps in the Literature

While global scholarship documents the positive influence of distributed leadership on collaboration and the professional development of teachers, empirical studies in the context of Pakistan, in general and the public sector schools of Punjab, in particular, are meagre in number. The existing literature focuses mostly on the leadership styles in a generic way without exploring and discussing distributed leadership as a construct. In addition, the middle role of a collaborative cultural in strengthening the nexus of distributed leadership and professional development have not been explored well in the South Asian context.

These lacunae highlight the need for research-based investigations to determine the insights that can be derived and adopted in terms of distributed leadership in professional development practices and collective work in the public schools of the province of Punjab.

Theoretical Framework

The current study is based on the Distributed Leadership Theory, which, like the Leadership Practice Theory developed by Spillane (2018), is a theoretical framework. In this view of leadership, leadership is viewed as a diffused collection of activities and processes that involve leaders, followers, and the environment of the school. Consequently, the theory deviates from the perspective of leadership as a lone responsibility and emphasizes its enactment as collective.

Core Principles of the Framework

Leadership as Practice:

Rather than formally bestowed, leadership is exercised through the day-to-day process of teachers relating to a school administrator (Spillane, 2018).

Distributed Agency:

In today's educational contexts, there is a plethora of actors who play a part in leadership duties, such as teachers, heads, and middle leaders, for which the distribution of power is based on expertise rather than a hierarchy structure (Harris, 2022).

Collaborative Structures:

The theory considers that collaboration and communication are underlying principles of effective leadership distribution, which is consistent with empirical studies that counter relationships between distributed leadership and a collaborative school culture. (Teodorescu & Brown, 2021).

Professional Learning as an Outcome:

Environments described as distributed leadership provide educators with greater opportunities for mutual learning, leadership responsibility engagement, and professional development. (Poekert et al., 2020; Yang, 2024).

Application to the Present Study

The theoretical foundation supports an inquiry of the effect of distributed leadership, the independent variable, on collaborative school culture, a mediating construct, and teacher professional growth, the dependent variable. The model suggests that the sharing of leadership responsibilities enables greater frequency of teacher collaboration, sharing of instructional expertise and involvement in professional development activities leading to improvement in school results. Consequently, the following theoretical framework is used to inform the hypotheses, questions, and method of the proposed research.

Methodology

Research Design

This investigation involved the use of a quantitative - cross sectional survey methodology to look at the predictive impact of distributed leadership on the enhancement of collaborative school cultures and professional development of teachers within public sector school structures in Punjab. A survey methodology was suitable in that it enabled the attainment of standardized response from a large number of educators and school leaders, thus providing empirical evidence of relationships between variables. (Creswell & Creswell, 2023).

Population and Sample

The target population included educators working in the public sector schools in the province of Punjab in Pakistan. A cohort of 320 teachers was sampled, which is consistent with the size of the sample delineated in the abstract. This sample included teachers from different levels (elementary, middle and secondary school) so that the public school's system is completely represented.

Sampling Technique

A multistage sampling protocol was used. Initially four districts in the state of Punjab had been chosen randomly. Subsequently, the selection of schools was done through stratified random sampling. Finally, teachers were gathered using convenience sampling, based on their availability during the period of data collection. This multilevel sampling strategy was effective for achieving heterogeneity and practicability of both. (Etikan, 2022).

Instrumentation

Three standardized instruments were used for the assessment of the variables. Each scale had been adapted with the necessary permission where needed, and were presented as a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

Distributed Leadership Inventory (DLI)

Distributed leadership was measured from the Distributed Leadership Inventory which was adapted from current leadership measurement literature (Harris & DeFlaminis, 2018). The

scale is a measure of shared decision-making, collaborative practices of leadership, and staff involvement in school-level processes.

School Culture Survey (SCS)

The collaborative school culture was assessed using the School Culture Survey, an instrument that is designed to measure aspects of school culture such as professional collaboration, trust, shared norms, and shared team responsibility (Gruenert & Whitaker, 2020). The survey items were slightly contextualized to reflect the context of the public schools in Punjab.

Teacher Professional Growth Scale (TPGS)

Teacher professional growth was assessed through use of the Teacher Professional Growth Scale which focused on aspects of reflective practice, continuous learning, opportunities for feedback, and instructional refinement. (Kim & Kim, 2021).

Pilot Testing, Reliability, and Validity

The preliminary investigation involved fifty instructional professionals to assess the lexical clearness and the psychometric soundness of the measurement instruments. The obtained Cronbach's alpha measuring the internal consistency was 0.89, 0.91, and 0.87 for Distributed Leadership Inventory, School Culture Survey and Teacher Professional Growth Scale, respectively, that exceed the traditional threshold of 0.70 (Taber, 2018), thus providing evidence of good internal consistency.

Concomitantly, the content validity was supported by systematic appraisal by specialists in educational leadership with affiliations to universities recognized under the Higher Education Commission. This rigorous expert review ensured that the instruments were both comprehensive in nature and contextually relevant to the context of assessing distributed leadership, collaborative school culture and teacher professional growth in public sector schools of Punjab.

Data Collection Procedures

Permission for the data collection was sought from school leadership and district education authorities. Participants were briefed about the purpose of the study, voluntary participation, and confidentiality. Surveys were administered in printed and online format for four weeks. Completed questionnaires were checked for missing data and 320 valid questionnaires were retained for analysis.

Data Analysis

Data was analyzed with the help of the software, SPSS 26. Descriptive statistics, such as means and standard deviations were calculated to describe the sample and define response patterns. Pearson product-instant correlation analyses were used to identify the interrelationships between the variables, while multiple linear regression analyses were used to determine the predictive effect of distributed leadership on collaborative school culture and on teacher professional growth. Statistical significance was scored at alpha <0.05 following commonly held conventions in social sciences research. (Awang, 2022).

Results

Descriptive Statistics

The purpose of this study was to calculate descriptive statistics in order to measure overall level of distributed leadership, collaborative school culture and teacher professional growth process among teachers from public-sector schools of Punjab. The results scored moderate to high for the prevalence of all variables. Distributed leadership had a mean of 3.76 (SD = 0.58),

Collaborate school cultural had a mean of 3.89 (SD = 0.61) and teacher professional growth had a mean of 3.94 (SD = 0.55). These mean scores suggest that respondents generally thought leadership to be shared, collaborative norms to be strong, and professional development opportunities to be available.

Table 1

Descriptive Statistics for Study Variables (N = 320)

Variable	M	SD
Distributed Leadership	3.76	0.58
Collaborative School Culture	3.89	0.61
Teacher Professional Growth	3.94	0.55

The descriptive analysis of the study variables experienced generally positive perceptions from teachers located in public sector schools of Punjab. Distributed Leadership had a mean score of 3.76 (SD DW, 0.58), which indicates a moderate level of shared leadership practices in schools. Collaborative School Culture resulted in a slightly higher mean of 3.89 (SD = 0.61) indicating that teachers believed their school environments were supportive, cooperative and defined by strong professional relationships. Teacher Professional Growth indicating the highest mean value of 3.94 (SD = 0.55) indicating that teachers were consistent in their opportunities for professional learning, reflective practice, and instructional improvement. Overall, these results show collaboration, distribution of the leadership, and professional development are held in high in a positive manner and moderately well-established within the sampled schools.

Note: All the variables were scored on a 5-point Likert scale (1= Strongly Disagree to 5= Strongly Agree).

Correlation Analysis

Evaluations of Pearson correlation coefficients were undertaken to test the interrelationships among the variables studied in this investigation. An association of moderate magnitude and positive direction ($r=.52$, $p < .001$) was found between distributed leadership and collaborative school culture as well as between distributed leadership and teacher professional growth ($r=.47$, $p < .001$). A positive and strong association was found between collaborative school culture and teacher professional growth ($r=.58$, $p<.001$). Consequently, these findings suggest that high levels of distributed leadership are associated with strong levels of collaboration, as well as with strong levels of professional learning among teachers.

Table 2

Correlation Matrix for Study Variables (N = 320)

Variable	1	2	3
1. Distributed Leadership	—		
2. Collaborative School Culture	.52**	—	
3. Teacher Professional Growth	.47**	.58**	—

The results of the correlation analysis showed that there were significant positive relationships among all of the three study variables, indicating the presence of a mutually reinforcing dynamic in public sector schools in Punjab. Distributed Leadership was moderately positively associated with Collaborative School Culture ($r = 0.52$, $p < 0.001$) suggesting that shared

leadership responsibilities are linked with teacher perceptions of a more cooperative and professional culture among faculty members. Likewise, Distributed Leadership correlated moderately with Teacher Professional Growth ($r = .47$, $p < .001$) suggesting that there is shared leadership effecting enhanced professional learning and development opportunities for teachers. The strongest correlation came out with the measurement of Collaborative School Culture and Teacher Professional Growth ($r = .58$, $p < .001$), which, again, underlines the fact that environments where trust, teamwork and collective responsibility are prevalent are associated with high levels of professional growth in teachers. Overall, the correlation matrix shows that, indeed, distributed leadership, collaboration, and professional growth are closely interrelated and have positive effects on one another.

Note. Dependent variable: School Culture of Collaboration

Distributed Leadership Predicting Teacher Professional Growth

The results of the regression model to predict teacher professional growth were as follows: $F(1, 318) = 37.96$, $p < .001$, explaining 19% of the variance ($R2 = .19$). Distributed leadership was found to be a particularly important predictor of teacher professional growth (beta equal to 0.17, p equal to .001).

Table 4

Regression Analysis Predicting Teacher Professional Growth (N = 320)

Predictor	B	SE(B)	β	T	P
Distributed Leadership	0.18	0.05	.17	3.43	.001

Regression analysis gave the result that Distributed Leadership significantly predicted Teacher Professional Growth with B regression coefficient = 0.18 which means that a unit increase in term of distributed leadership is associated with a unit increase of professional growth (regression coefficient = 0.18). The standard error of SE(B) of 0.05, making the estimate stable, and the standardized beta value of 0.17 showing a small but significant positive effect. The value of t equals 3.43 means that the predictor contributes significantly to the model and p equals 0.001 means that the two are statistically significant at the level of p = 0.01. On the whole, the findings prove that greater levels of distributed leadership positively linked with greater levels of teacher professional growth in the Punjab's public sector schools.

Note. Dependent variable: Professional Growth of Teachers.

Summary of Key Findings

1. Respondents - the teachers in this study - reported moderately high levels of distributed leadership, collaborative engagement, and professional development.
2. Distributed leadership correlated in strong positive relationships with both collaborative school culture and professional growth.
3. Regression analyses showed that distributed leadership has a significant predictive relationship with both outcomes, thus explaining a meaningful amount of variance.

Discussion

The present investigation elucidates the distributed leadership has a large and positive impact to cultivate the culture of collaboration in school and to progress the professional development of the teachers in the schools of the public sector of Punjab. Descriptive statistics showed that the majority of educators considered leadership to be fairly shared, the school culture to be collaborative, and opportunities for professional growth to be easily accessible. These positive

perceptions are correlated with recent scholarly literature that postulated that distributed leadership enhances trust, shared responsibility, and collective efficacy in the educational context. (Harris & Jones, 2018; Leithwood, 2021). The relatively high mean scores achieved in all the variables imply that public-sector schools in Punjab are gradually adopting the participatory leadership styles despite the traditional hierarchical educational systems. The correlation analyses showed strong positive correlations between distributed leadership, collaborative school culture, and teacher professional growth, thus supporting the argument that leadership practices embedded in a shared vision and teamwork support the development of stronger professional communities. These findings are in tune with research done internationally, which has shown that sharing leadership responsibilities leads to more empowered teachers, greater teacher engagement, and higher levels of willingness and readiness to work. (Nguyen et al., 2020; Tian et al., 2022). This is a particularly salient association between collaborative school culture and teacher professional growth, so as to underscore the importance of shared norms, collegial interactions, and reciprocal support in developing ongoing professional development. Such observations support theoretical frameworks of professional learning communities that consider collaboration an important substrate for educator development. (DuFour & Fullan, 2021).

Regression analyses also showed that distributed leadership had a statistically significant impact on both collaborative school culture and teacher professional growth. The positive regression coefficients suggest that distributed leadership has effects not just on collegial relationships, but also on teachers' reflective practice, innovation and instructional improvement in direct terms. These findings are consistent with previous empirical studies that highlight the ability of distributed leadership to increase the agency of teachers and their professional identities. (Lee & Kim, 2020; Rahman & Asghar, 2023). Additionally, the results highlight that leadership plays an important role in the way schools operate internally. It goes on to say that leadership isn't about the paperwork but it is closely connected to the quality of teaching and how teachers grow. Overall, the findings add to the evidence that shared leadership can strongly help to create schools that work together and grow. The results indicate that for school leaders and policymakers in Punjab, they need to cease applying old top-down ways and seek to use leadership models that foster shared decision-making and shared ownership of school improvement. Through the strengthening of teamwork and continuous teacher learning, shared leadership can help to make teaching more effective and student results improve.

Conclusion

This research examined the impact of distributed leadership on developing a collaborative school culture and as a means of developing teachers professionally in public schools of Punjab. The findings indicate that leadership practices are viewed as somewhat shared by all the teachers; the rules of teamwork are deemed to be very good; and opportunities to develop professionally are considered to be always present. These views indicate a positive shift that appears in the educational changes, decision making and duty is more between teachers and therefore schools are much healthier and productive.

The findings show that distributed leadership has a strong impact improving both the culture of a school and teacher growth. Strong links and test results suggest that shared leadership fosters trust, teamwork and duties among the teachers. This environment is also helpful for

teachers to talk, work together, and be more willing to continue learning and reflecting. It confirms that leadership is not just in the formal roles but a group effort that makes schools run better.

In short, this study joins research illustrating the positive effects of distributed leadership that can improve schools. The proof to be made is that, by switching from traditional top to bottom types of ways, to making teaching a shared leadership type relation, it could create more engaged teaching, better professional relation and steady teaching development. For the public schools of Punjab, the adoption of distributed leadership is a good option to create more inclusive, creative and enriching education.

Recommendations

The results indicate that school leaders of public schools of Punjab should strengthen distributed leadership. They should consciously engage teachers in decisions, improvement plans and problem solving together. Leadership training should be on shared leadership that provides teachers with a real role, rather than the power to follow orders. Help teachers lead in curriculum and mentoring and department work to build ownership and shared responsibility.

Schools should also be working on a better collaborative culture. They should create opportunities for teachers to communicate on a regular basis, observe each other teach, and learn as a team. Regular learning communities, reflective workshops and subject meetings contribute to building trust, common standards and steady progress. District officials should assist in establishing networks between schools in which teachers can share good ideas, problems, and new teaching methods. These networks provide a supportive environment that helps teachers continue to get better.

Finally, policymakers should be concerned with continued teacher training, matching the local context and the real situation of each school. Giving the teachers money and rewards and support of the system will help them to grow and to lead better. Cutting down on paperwork and correcting teaching problems will allow teachers more time and space to participate in the collaborative process and to lead. If Punjab put all together distributed leadership, strong school culture and continuous learning, then the education system will become more effective and lasting.

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