

The research was conducted to explore the Secondary school Principals and teachers priorities regarding change and innovation in curriculum. The objectives of the study were to analyze the secondary school teachers and principals' general views about the existing Humanities group curriculum (2002); to explore the secondary school teachers' and principals' priorities regarding change and innovation in Humanities group curriculum; to make a comparison between the priorities of the both (teachers & principals) and to find out the barriers to curriculum change and innovation. For this purpose the descriptive and comparative research design was used. A total sample of 150 Secondary school teachers and 25 principals was drawn from 25 Federal Government Secondary Schools of Rawalpindi and its surrounding areas.

The data was obtained through a structured five point likert scale questionnaire comprising both close and open ended questions. The results indicated that the principals had more inclination towards change and innovation with comparison to teachers. Related to prevailed curriculum, teachers showed more positive views than principals. Further, a huge difference was also found between principals and teachers priorities. Integration of ICT; concept based mode of study and incorporation of some local environmental issues were some of the aspects highly prioritize mostly by the principals as compare to teachers.

The key recommendations involve the emphasis on teachers and principals' participation in curriculum development process and giving value to the priorities of the both for ensuring the effective implementation of the curriculum.