

## Some Initiatives taken

The head teachers were able to put some new strategies in place to help solve the issues of concern and bring about change that will promote quality education. Some of these initiatives were;

- Change of school reporting time to reduce lateness
- Strategies for winning parental and SMC support to implement change agenda
- Enhanced supervision of teachers' and pupils' activity
- Action plans prepared to facilitate the implementation of on going interventions

## Insights gained by facilitators!!!

The headteachers were very enthusiastic about the action research process

Some headteachers did not have a full grasp of the problems or issues of concern

As beginning action researchers headteachers tend to be too ambitious in the number of problems that they wish to tackle at a time

It is essential that headteachers realize the importance of baseline information and record keeping to the success of action research.

The support of facilitators and critical friend plays an important role in the success of the action research



Pupils in class

### About EdQual!!

*Implementing Quality Education In Low Income Countries* (EdQual) is a project funded by the Department for International Development (DfID).

**Research Institutes:** University of Cape Coast: Institute for Educational Administration & Planning (IEPA). University of Dar-es-Salaam, (Tanzania). University of Bristol and University of Bath, UK.

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A school in the KEEA District



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## The Headteacher as Action Researcher: a tool for quality education

Empowering headteachers to identify their own needs and design strategies for solving school level problems is critical in quality education initiatives. Can headteachers be empowered through research? EdQual's headteacher as a researcher initiative suggests strongly that involving headteachers as action researchers could make a difference.

In February 2008, twenty head teachers participated in a three - day workshop organized by EdQual (Ghana) at the Sasakawa center University of Cape coast. Participants were drawn from Upper West, Upper East, Northern Region, Brong Ahafo, the Komenda Edina Ebriem Aguafo district (KEEA) and the Agona district of the Central Region.



The workshop aimed at equipping the headteachers with skills to enhance learning outcomes through action research and school– self evaluation

They were then tasked to put into practice the knowledge and skills they had acquired in their schools. with the support from IEPA facilitators

### **Headteachers in their new suits!!**

Realizing that they can also own the process of knowledge creation brought excitement to the headteachers. They felt empowered to identify school level needs and initiate interventions necessary for enhancing quality teaching and learning

Facilitators reports suggest that the head have shown commitment to the Action research process (the action research which started in March 2008 will end in September 2009). In carrying out their initial action research tasks majority of the headteachers have demonstrated :

- strong determination to succeed
- commitment to team work (involved teachers)
- determination to address challenges facing their schools through action research

### **How did their schools look like?**

The schools varied in terms of physical structure teaching learning materials/equipment, pupil teacher ratios, leadership styles, etc. Nevertheless the following features are prominent

- Compounds were clean (especially the rural schools)
- Buildings and furniture were inadequate



- Teachers supported each other
- Normal school routines were followed
- There was a fairly good learning environment
- Facilities for ICT were scarce



Teacher demonstrating item to pupils on the only computer available.

### **The Headteachers headache**

- Teacher and pupil Absenteeism
- Lateness of pupils
- Low proficiency in use of language
- Inadequate support from Stakeholders
- Low performance of pupils.
- Management of Large class sizes
- Poor Staffing

### **School level Action Research Challenges**

- Some heads had not realized the importance of baseline records
- Poor record keeping of activities and outcomes
- Difficulty in accessing support (in terms of visits) from facilitators/critical friend)
- Difficulty in communicating among themselves and sharing ideas
- Combining the dual role of leading and teaching with the demands involved in Action research