



EdQual

A Research Programme Consortium on
Implementing Education Quality in Low Income Countries



Primary School Leadership for Education Quality

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**Leadership & Management of Change Large
Scale Project: L&M)**



University of
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UNIVERSITY OF
BATH

Joint RPC Conference

**Education Access, Quality and Outcomes in Low and Middle Income Countries
Institute of Education, 15 November 2010**

OBJECTIVE

Inform on effective practices of leading and managing change to improve primary education quality within disadvantaged communities in Ghana and Tanzania

PARTNERS



University of Cape Coast
Ghana



University of Dar es
Salaam, Tanzania



University of Bath, UK

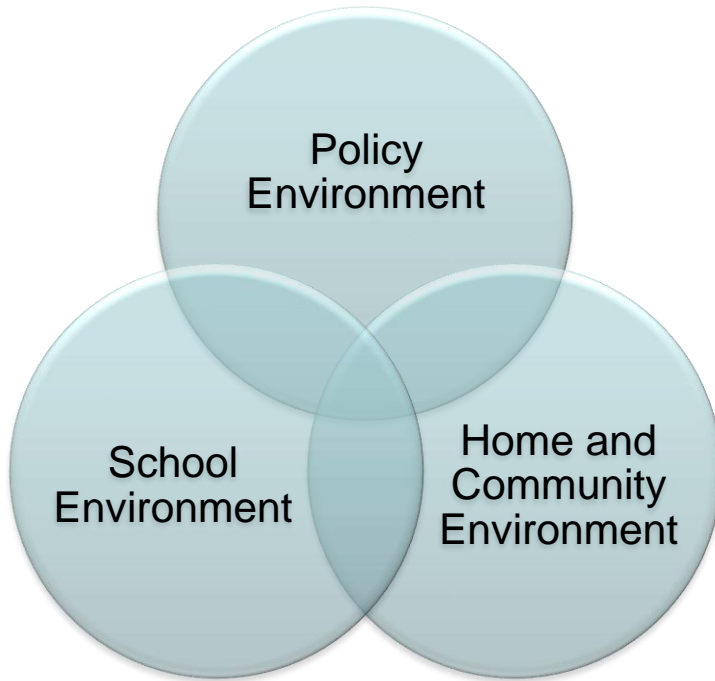


University of Bristol, UK



Aga Khan University
Pakistan

School leadership is critical to quality

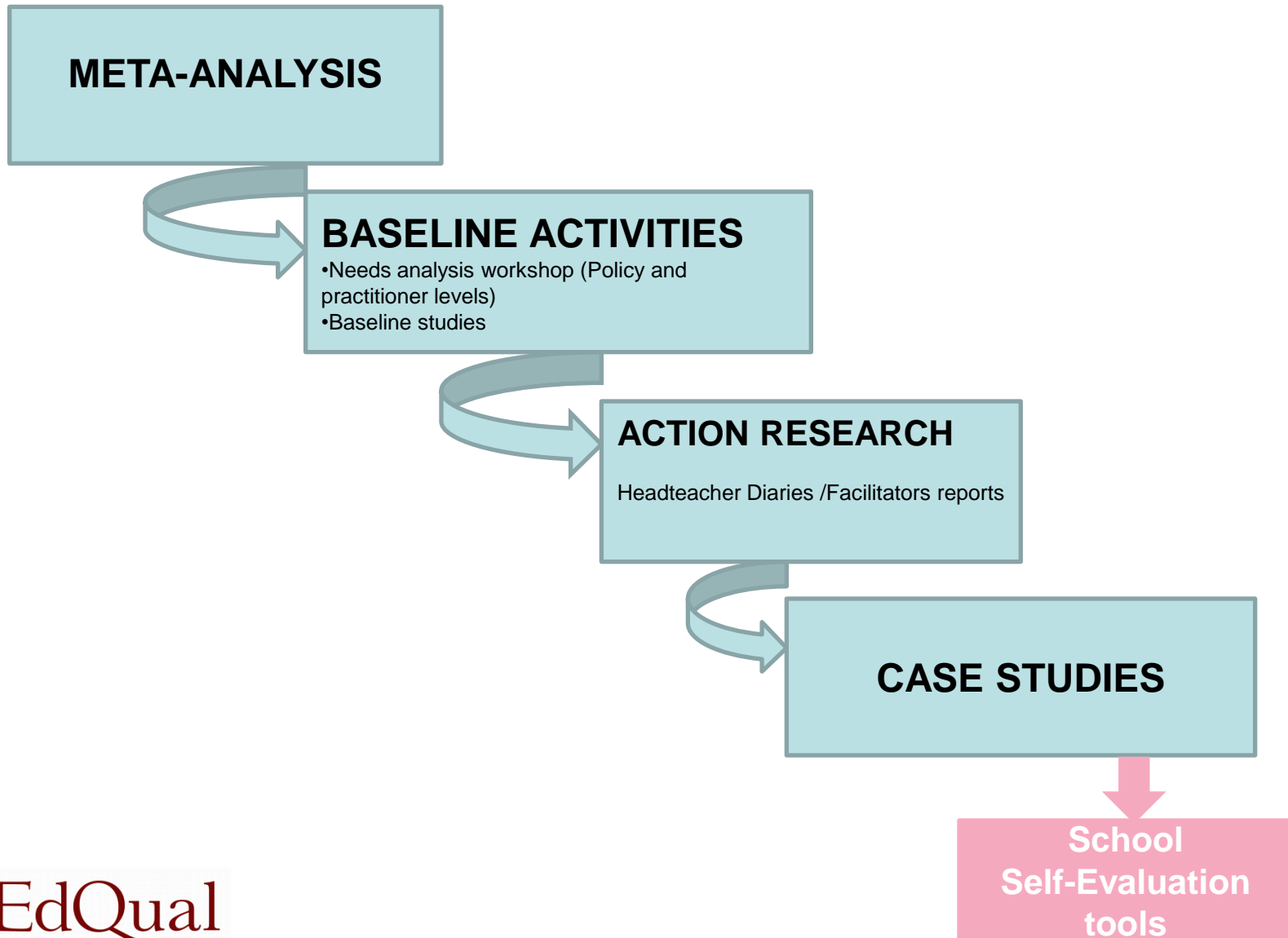


Given:

- an enabling policy environment
- professional support
- training

Head teachers can improve the quality of T&L in their schools

Research Design



Quality issues identified by HTs

- Teachers' time on task and commitment
- Parental support for child learning
- Access to resources
- Community Support
- Frequency of changes in policy
- Support from Educational Authorities
- Headteachers' leadership
- Decentralisation (extended role of HT)



Headteachers ...

- Lacked confidence to initiate change (Gh)
- Not adequately prepared for leadership
- Did not see themselves as promoters of learning.
- Found it easier to mobilise community and parents than improve T&L (Tz)
- More motivated to improve T&L for upper than lower years

A Headteacher's Lamentation

'You see, I taught for fifteen years before I became a head but they say I should teach as well ... I teach and I do administration going to district office, attending meetings, doing many things and teaching at the same time but I'm not paid double pay. It's not fair .. We headteachers are cheated ... They should make teachers to help children to learn so we heads do the administration'

A rural head, Ghana

Enabling Headteachers

- **Action Research** and **School-Self Evaluation** workshops
- **HT supported to set research agenda** (*identified school-level challenges inhibiting quality education*)
- HT encouraged to identify and introduce interventions for addressing challenges
- Guided to keep diaries and report on findings
- Regular contact with facilitator
- Peer support group

Challenge	Intervention	Impact
Girls not occupying leadership positions	<ul style="list-style-type: none"> • Engaged female role models to interact with pupils. • School and class prefect positions given to girls 	Girls' participation in leadership improved their confidence
Pupils travelling long distances arrive late at school. This affects learning.	<ul style="list-style-type: none"> • Dialogue with community/SMC & Educational Authorities. • Re-organised time table 	<ul style="list-style-type: none"> • Pupil lateness reduced. • Performance, e.g. in maths, improved
Truancy and parent inaction.	<ul style="list-style-type: none"> • Close monitoring and support to small number. • School-wide strategy, led by truancy committee • Efforts to engage students in class 	<ul style="list-style-type: none"> • Truancy reduced throughout school • Advice given to neighbouring school

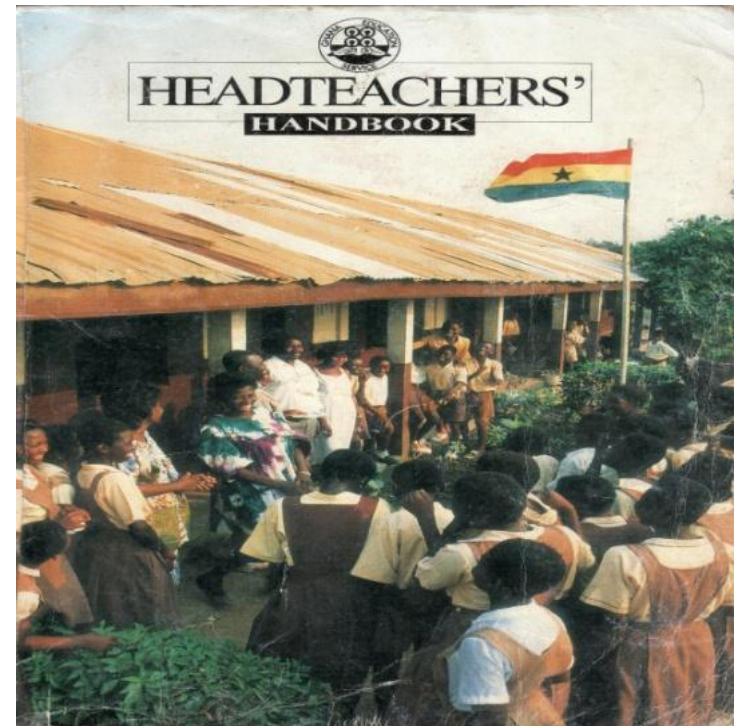
POLICY IMPLICATIONS

- Head teacher training should be prioritised
 - Emphasis on leadership for learning
 - AR in which HT sets agenda
 - Skills and tools for evaluating school quality
- Management of head teachers
 - Ongoing facilitative support at district level
 - Some level of autonomy for HT professional practice
 - Identify and target struggling schools
- Develop leadership capacity of district level officers & inspectors
 - In facilitative learning-focused management styles
- Top-down policies aligned to bottom-up initiatives

IMPACT ON POLICY

Ghana: Findings informed

- MOE's 2010 Education Sector Review
- Primary school leadership development programmes
- On-going review of Headteachers' Handbook



THE BIG QUESTION?



How can we ensure sustained professional support for headteachers to enable them to create school environments for quality T&L?

FUTURE RESEARCH AGENDA

- Role of district level officers in quality improvement
- Role of school inspectorates in supporting school level initiatives
- *Monitoring* and *evaluation* of HT professional development programmes
- Leadership, corporal punishment policy and pupil learning



Tanzania



Ghana

Thank You!!!