



Editorial

This edition is again dedicated to School Transformational Leaders (STLs) and Circuit Supervisors who have championed the cause of Leadership for Learning (LfL) by impressing on Directorates of Education and Education Units to organize LfL workshops for other basic school headteachers to benefit. In this edition therefore, we present some reports of locally-initiated, locally-organized and locally-led workshops by STLs and circuit supervisors.

We also acknowledge the support of Directors of Education and Unit managers for these workshops. It is indeed an indication of their commitment to promoting quality basic education in their districts. We must indicate at the outset that for lack of space, we could not present all the reports that we received in this particular edition.

There have been some of such workshops organized in the Dangbe West district of the Greater Accra Region; Kwahu South district of the Eastern Region and the Abura Aseebu Kwamankesse district of the Central region. Reports presented in this edition are the most recent.

Enjoy reading it.

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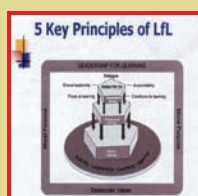
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LfL Ghana Newsletter

Leadership for Learning Ghana Programme

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LFL PRINCIPLES INCORPORATED IN THE HEADTEACHERS' HANDBOOK

It is refreshing to see the five Leadership for Learning principles in the current edition of the Ghana Education Service's (GES) Headteachers' Handbook, published in November, 2010. The inclusion of the principles in the headteachers' handbook is an indication of GES's conviction that the Leadership for Learning framework can support headteachers to lead their schools to focus on learning and eventually achieve desired results.

This is evidenced in the following statement on page iii of the FOREWORD that:

Headteachers are reminded to make learning the pivot around which all other activities evolve in the school. The handbook also draws headteachers' attention to the five principles that are critical for carrying out their leadership for learning tasks: maintaining a focus on learning; creating conditions favourable to learning; creating a dialogue about leadership for learning; practicing shared leadership and encouraging a shared sense of accountability.

According to the Foreword, two major basic school leadership issues are addressed in the handbook: managing the school and improving

the quality of learning. To this end, the Handbook is organized in three sections, viz:

1. Basic Education in Ghana
2. Managing your School
3. Improving the Quality of Learning

The Leadership for Learning Model is featured under Unit 9 (Strategies and guidelines for improving learning) of Section 3 (Improving the quality of learning). Here, in five pages, the five LfL principle are presented and explained and some suggestions offered as to how to implement them.

Therefore, all things being equal, all basic school headteachers will get to know about the leadership for learning framework and principles. It is this reality that presents a major challenge to Leadership for Learning Ghana programme to offer the necessary support to headteachers to implement the principles in their schools for improved learning outcomes.

We accept this challenge and promise to continue to work with the relevant divisions of the Ghana Education Service to support headteachers to understand and apply the leadership for learning framework. Good job! Kudos to all who contributed in diverse ways in getting the Headteachers' handbook published.

A TWO-DAY WORKSHOP ON LEADERSHIP FOR LEARNING (LFL) FOR BASIC SCHOOL HEADTEACHERS OF CATHOLIC SCHOOLS IN KWAHU-NORTH DISTRICT: Report by Mr. Mathew Apudego

This report covers a two day workshop on leadership for learning (LfL) for heads of Catholic basic schools in the Kwahu-North district held at Donkorkrom from 21st – 22nd March, 2012. The main objective of the workshop was to equip heads of Catholic basic schools in the district with knowledge and skills in Leadership for Learning to enable them lead their schools to focus on learning.

A total of 22 headteachers comprising 16 primary school heads and 6 junior high school heads in the district attended the workshop. Three facilitators - two circuit supervisors and one trained STL (now supervisor of catholic schools) managed the workshop. These are:

Matthew Robinson Apudego (STL)
Emmanuel Okofo – Gyasi (CS)
Kenneth Asou (CS)



Mr. Apudego looking on as some participants engage in group work

The district Director of Education, Mr, Gabriel Adu and Our Lord Bishop, Gabriel Edoe Kumordji of the Donkorkrom Apostolic Vicariate were at the centre to formally open the workshop. In his opening address, the District Director stressed the need for participants to show utmost interest

Continued on pg. 2

WORKSHOP IN KWAHU NORTH DISTRICT CONTD.

in education delivery in the district. He also challenged Catholic school heads in the district to perform better than their counterparts because they had an advantage of double supervision; from the district education office and also from the Catholic education unit.

The Lord Bishop on his part stressed the need for discipline in Catholic schools. Both the District Director and Our Lord Bishop wished participants a happy workshop.

The following topics were discussed for the two day period:

- * Leadership for Learning Principles;
A focus on Learning
Conducive conditions for Learning
- * The role of a leader
- * Supervisory roles of the headteacher; old and new
- * Some challenges and opportunities
- * Critical vetting of lesson notes
- * Organising INSETs
- * Networking
- * Projecting the Lfl programme
- * The role of assistant headteacher
- * What makes a good school – GES perspective, Headteachers' perspective, etc

It was observed that participants showed keen interest in the programme (Lfl). They actively got involved in group work, and at the end of the day, they all expressed their satisfaction about the workshop and wished for another workshop on the remaining principles.

On the whole, the workshop was successful. Participants were provided breakfast, lunch and supper for the two days.

KPANDO DISTRICT DIRECTORATE OF EDUCATION ORGANIZES LFL WORKSHOP FOR CIRCUIT SUPERVISORS AND HEADTEACHERS IN THE DISTRICT

Report by Mr. Peter W. Aboma, PDL

The Kpando district directorate of education has fully rolled on the leadership for learning programme. For this workshop, the district was divided into two. The first group of heads and C.S. had their session at Anfoega from 20th – 21st June, 2011 and the second group at Kpando from 22nd - 23rd June, 2011. Overall, 124 (64 at Anfoega and 60 at Kpando) headteachers and Circuit Supervisors attended the workshops. Facilitators for the workshop were: Mr. Peter W. Abomah (PDL, Accra), Mr. E. Tottoh (STL, Kpando) and Ms. Edith Akleh (STL, Kpando).

At the opening ceremony, the District Director of education, Ms. Dora Agorsor indicated that the district had adopted LFL as the intervention to improve performance in the district. She stressed on the role of Headteachers as frontline supervisors in the school to lead learning. She bemoaned the unfortunate situation where children put in the care of the school, complete after 9 years with very poor academic performance. She was hopeful that LFL would make headteachers effective and efficient to perform their roles. She advised Headteachers and Circuit Supervisors to go back to their schools and circuits to effect change. For both venues, the first day was used to treat the following topics:

- * Introduction to Leadership for Learning
- * Conceptual definitions. Leadership; Learning; Learning Journey
- * Introduction to the Five Principles - Focus on Learning and Learning Environment
- * Introduction to the Five Principles - Learning Dialogue; Shared Leadership and Shared Accountability

On the second day, the following topics were treated:

- * Relationship among the 5 principles and how to implement the principles in schools
- * Awareness creation and situational analysis
- * Critical friendship
- * Stress management
- * Reflection for the future

Mr. Peter W. Abomah led most of the discussion with support from the two STLs from the district. At the closing ceremony, participants embraced the programme and promised to go back to effect changes in their schools.

BEREAVEMENT!!

We regret to announce the death of Mr. Eric Dovor, one of our hard working Professional Development Leaders (PDLs). Eric, as we affectionately called him, died on 11th June, 2012 after a short illness. Until his death, Eric was working at the National Board for Professional and Technician Examinations. Prior to that, Eric was the Assistant Director in charge of Human Resource Management and Development (HRMD) at the Asuogyaman District Education Office in the Eastern Region.

He was such a friendly, affable, knowledgeable and sociable man. Lfl Ghana extends its condolences to the bereaved family. We will miss you so much.

ERIC! May your soul rest in perfect peace.



The Late Eric Dovor



LFL WORKSHOP FOR BASIC SCHOOL HEADTEACHERS IN THE JOMORO DISTRICT OF THE WESTERN REGION – Report by Mrs. Betty Mould (STL)

In recognition of the impact that LfL is having on the leadership of headteachers of schools that have participated in LfL workshops, the Jomoro district directorate of education organized LfL workshops for all the 110 basic school headteachers from the 5 circuits in the district.

The workshop was organized at two centers; namely Half Assini from 28th – 29th February, 2012 and New Nzulezo (MANS) from 1st - 2nd March, 2012. Center one was made up of participants from Half Assini and Bonyere circuits and center two comprised of Tikobo No. 1, Mpataba and Elubo circuits.

The main aim of the workshops was to introduce headteachers to the five LfL principles and to discuss ways of making them visible in the school to enhance school effectiveness.



**Mrs. Betty Mould – STL
Nana Ayebie Amihere D/A Primary**

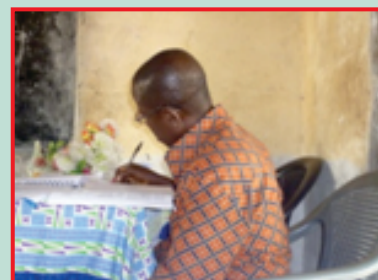
The workshops were facilitated by Mrs. Betty Mould -STL, Nana Ayebie Amihere D/A Primary, Mr. P. M. Addison -STL, Elubo Catholic Primary and Mr. Augustine Mensah- Circuit Supervisor, Mpataba Circuit.

On the first day of each of the workshops, participants were taken through the general overview of Leadership for Learning; Focus on Learning and Learning Environment

On the second day, discussions focused on Learning Dialogue, Shared Leadership, Shared Accountability and Critical Friendship.

The coordinator of the Leadership for Learning Ghana programme, Dr. Alfred Ampah – Mensah was present at the first workshop at Half Assini to support the workshop and also contribute to discussions.

At the end of the workshops, participants indicated that their understanding of their leadership roles in promoting teaching and learning has improved.



**Mr. P. M. Addison – STL,
Elubo Catholic Primary**

Many thanks to the District Directorate of education for organizing the workshop and for providing snack and lunch to both participants and facilitators.



**Mr. Augustine Mensah
Circuit Supervisor, Mpataba Circuit**



STL Leading discussions at Jomoro

STLs IN SEKONDI TAKORADI METROPOLITAN AREA, WESTERN REGION ORGANIZE A DAYS LfL WORKSHOP FOR COLLEAGUE HEADTEACHERS:

Report by Mr. Bismark Kraikue (STL)

The workshop was organised by STLs from Sekondi Takoradi Metropolitan Area (STMA), Mpohor Wassa East and Shama districts on 17th February, 2012 for 19 headteachers from the Takoradi central circuit in STMA. Facilitators for the workshop were:

Mrs. Juliana Ohene - PDL,
Mr. Bismark Kraikue - STL,
Mr. Oduro Acheampong - STL,
Mr. Benjamin Enin - STL,
Mrs. Gina Agyapomah Mensah - STL
Mrs. Elizabeth Bissah Mensah - STL

The workshop commenced at exactly 10:20am with an opening prayer by Mrs. Gina

Agyapomah Mensah. This was followed by a presentation on the general overview of the Leadership for Learning programme by Mrs. Juliana Ohene. Mrs. Ohene stressed the importance of each of the five principles of Leadership for Learning - a focus on learning; conditions for learning; learning dialogue; shared leadership and shared accountability. After the overview by Mrs. Ohene, each of the five STLs present led a discussion on one of the five principles of leadership for learning.

There was also a plenary session where participants asked questions on challenging issues.

This session ended with a general review of the day's discussions by Mrs. Ohene after which she gave her closing remarks. In her closing remarks, Mrs. Ohene enumerated some tips on how to be a great leader. Mr. Oduro Acheampong gave the vote of thanks followed by a closing prayer by Mr. P. C. K Ackom, a participant. In summary, though the time for discussion was short, participants were happy for the exposure to Leadership for Learning and requested for another workshop. They also expressed their commitment to going back to their schools to implement what they had learnt. Overall, the programme was a success.

DR. STEPHEN KINGSLEY JULL JOINS THE CAMBRIDGE TEAM OF LfL GHANA



Dr. Stephen Jull who holds a Ph.D from the University of Cambridge in the UK has joined the LfL Ghana team. Stephen is based at the Centre for Commonwealth Education (CCE),

Faculty of Education, University of Cambridge and works closely with Professor Emeritus John MacBeath and Dr. Sue Swaffield together with the LfL team in Ghana.

Stephen is a very hard working man and has been a pillar in the LfL Ghana text messaging system. When Alfred was in Cambridge in February, 2012 he worked very closely with Stephen on data collected from LfL Ghana activities so far.

Stephen will visit Ghana for the first time with Sue to present a paper at the forthcoming 56th International Council of Education for Teaching (ICET) world assembly to be held at the University of Cape Coast from 10th – 12th July, 2012. The LfL team in Ghana, specifically the local Director, Professor George K. T. Oduro, the coordinator, Dr. Alfred Ampah – Mensah, the Professional Development Leaders (PDLs), the School Transformational Leaders (STLs) and Circuit Supervisors and all other stakeholders welcome Dr. Stephen Jull to the team. **AKWAABA!!**



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LfL GHANA TEXT MESSAGING SYSTEM IN MOTION

LfL Ghana has for some time been exploring effective and efficient ways of communicating with all stakeholders in the programme. Initial attempts on using emails were not successful since most of the headteachers, who are our focus, did not have email addresses. However, all of them have mobile phones. We have therefore instituted a weekly text messaging system where we send updates, news, ideas and announcements every Monday morning to STLs and circuit supervisors. We are pleased with the responses so far and hope to extend the service to other stakeholders very soon. We share below two of the text messages sent so far and some responses received.

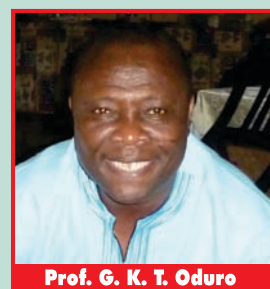
Text Message from LfL Ghana	Some Selected Replies (Unedited)
LfL Ghana is interested in student-centred ways of creating Conditions for Learning: How can pupils become involved in determining the best way to learn?	<ol style="list-style-type: none"> 1. Pupils can be engaged in a healthy competition with rewards. 2. By actively involving themselves in learning activities such as: group work, class exercises, home work, class tests, questionnaire, observation, interviews, experiments and discussions. 3. Through formation of debating clubs, reading clubs, assignment – homework, delegation of duties to students, formation of SRC, applying all the principles of teaching and learning.
LfL Ghana shares this text from an STL about Learning Dialogue: 'Invite parents whose children perform badly and plan for pupil improvement'. What do you think?	<ol style="list-style-type: none"> 1. I think it's the perfect way to handle such situations 2. It's a very good idea. Dialoguing with parents enables you to know the problems facing the child. It also gives you the chance to advice parents on the needs of the child. 3. Very appropriate for communities are expected to assume ownership of schools. When parents are involved in planning to improve performance of their children, a sense of ownership is established, parents become more responsible and the children become more motivated to spend more time on tasks assigned to them.

MESSAGE FROM DIRECTOR OF IEPA

One concept that has increasingly emerged in contemporary thinking about quality improvement in school education is 'leadership'. Thus a school's success is largely influenced by the manner in which its leader perceives and performs his/her work (West & Jackson, 2001). Leadership is therefore crucial in our country's pursuit of quality education.

To equip the headteacher with the requisite leadership capacity, their preparation should not only address issues of resource management efficiency and effectiveness but, more significantly, it should focus on learning with particular reference to numeracy and literacy, monitoring pupil homework, maximizing teacher and learner time on task; adherence to the language of pedagogy, preventing teacher and pupil absenteeism, effective supervision and others.

These quality learning tenets constitute the core of the LfL programme. Some LfL schools are impacting positively on pupil's learning; yet in others, headteachers continue to grapple with challenges of logistics and management support. In schools where School Management Committees (SMC), Chiefs, Parent-Teacher Association (PTA) and other stakeholders provide support to headteachers, LfL principles have permeated every activity of teachers and pupils.



Prof. G. K. T. Oduro

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