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Pedagogy^{and} Leadership in a Tanzanian Primary School: A Case Study

Purpose

This research and development initiative seeks to build the pedagogical and leadership capacity of an entire primary school community in a highly populated, multi-ethnic, socio-economically deprived area in Dar es Salaam. The primary focus is on the teaching and leading of English language learning throughout the school. By building pedagogical and leadership capacity in a locally and culturally sensitive and sustainable manner it is anticipated that the initiative will be extended to other schools in the ward, district and further afield.

School Profile

There are four primary schools and one secondary school in the ward. The school consists of 1785 pupils (904 males/881 females) and 43 teachers (36 female; 7 male) with varying qualifications (40 Form IV certificate, 2 diplomas and 1 degree). Resources are scarce and the classes are over-crowded. There are not enough textbooks, desks, teaching staff or teaching aids.

Documenting Pedagogical and Leadership Realities

Fieldwork Phase I: January-December, 2009

- Selection of school
- Discussions with Key educationalists
- Videotaping of English Teaching in Standards 1-7
- Ethnographic survey of the community
- Interviews with teachers, head teacher and academic officers
- Meeting with school committee
- Teacher Questionnaires
- Workshop with teachers to initiate a 'reflective conversation'

Fieldwork Phase II: January-December, 2010

- Videotaping of English Teaching in Standards 1-7
- Interview with Head Teacher
- Commission of Murals and Visual Aids for the School
- Collection of Statistical Data
- Coding of Video Material
- Data analysis
- Workshop with teachers
- Regional Workshop and Dissemination of Findings

Building capacity: Improving teaching and learning The evidence indicates:

- Support improves teacher morale and fosters a more positive attitude towards improvement
- Emerging use of visual materials
- More interactive exchanges between learners and teachers
- More efforts being made to use group teaching
- Some leadership being provided by specialist teachers and the beginnings of teacher collaboration
- School leader and senior management supporting and orchestrating aspects of leadership for learning
- Improving teaching and learning by enhancing the learning environment

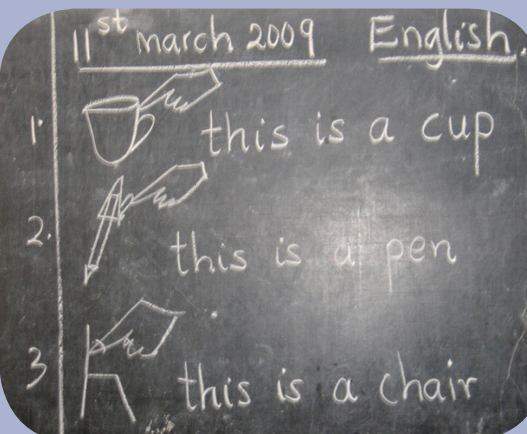
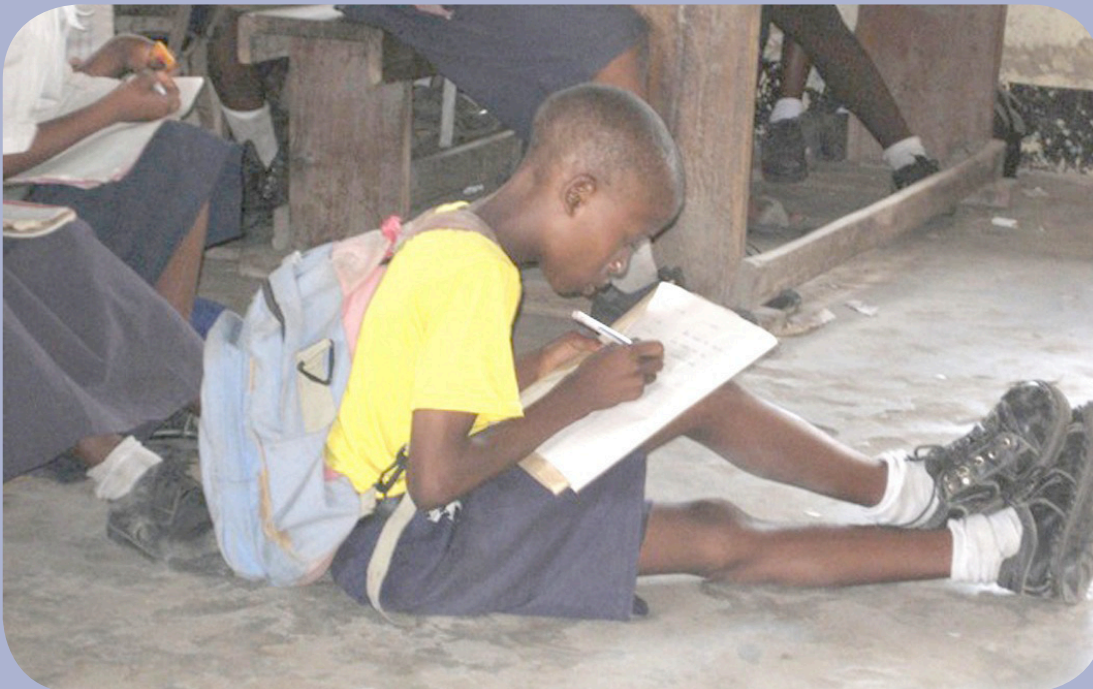


Pedagogy and Leadership: Possible Futures?

- Virtual Support
- Extending Partnerships: School-to-School
- Designated professional development role within the school
- Ward/District – using capacity to build capacity
- CPD – accreditation-diploma
- Leadership at the level of the school – sustainability and continuity
- East African Network: building pedagogy and leadership



What the Evidence Says: What 'story' do these pictures tell you?



Teachers' Perceptions of Current Realities

"Most Parents are not educated and do not 'value' education; they are preoccupied with making ends meet. I encourage students to learn but several obstacles face them. Many come to school hungry; HIV/aids impacts on the school and community in terms of absenteeism of children who have to look after sick relatives. Students do not study after going home. There are other challenges such as the lack of teaching materials, not enough textbooks, and visual aids, and it is very challenging to teach a wide range of abilities. Living in an urban area far away from home without family or kin to help in bringing up my child is economically and culturally challenging. (Aziza)

"The local environment is harsh; there are orphans and vulnerable children in all classes; however, even children who have both parents can be disadvantaged. A child can come to school without food and he/she will not be sure of three meals a day. Some will never see a doctor, some children have no shoes, no uniform, and some parents cannot contribute to the school requirements. There is a lot of poverty in the area. There is now a school feeding programme for the nursery school which is supposed to be provided by the community. However, some teachers contribute a small amount because the parents/guardians are not always forthcoming." (Nalonga)



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