



Editorial

It is refreshing to be able to produce the first edition of the Leadership for Learning (LfL) Ghana Newsletter. The Newsletter is intended to keep its readers up to date on developments of the LfL Ghana programme. The Newsletter has been designed so as to inform and educate its' readers on new trends of connecting school level leadership with learning in schools and how stakeholders are making the connection more visible.

In this first edition, the intention is to introduce the basic concepts of LfL and also to provide an overview of LfL Ghana's story so far. It is our hope that readers will come to appreciate the need to connect every aspect of the school's engagements, especially leadership to the primary mission of the school system; that is learning. Enjoy reading it.

LfL Ghana Newsletter

Leadership for Learning Ghana Programme

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Leadership for Learning (LfL): Our Hope?

'Leadership and learning are indispensable to one another'. John F. Kennedy

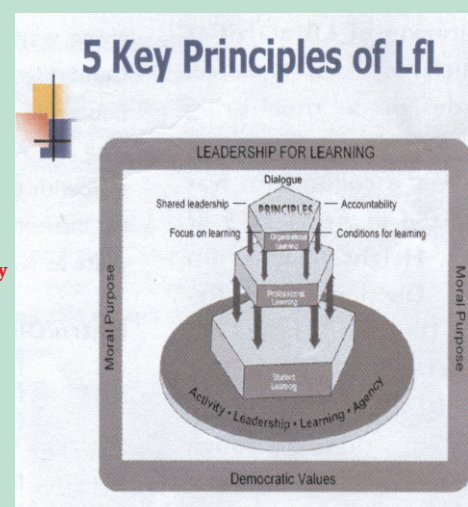
Kennedy's message above underscores the importance of *leadership* in the pursuit of quality learning. Leadership and learning are therefore interdependent and must not be looked at as separate activities. Indeed, at the centre of tasks performed by the school is the promotion of learning. This central task of learning can be fulfilled only when the headteacher is able to establish connections between leadership and learning. Headteachers' leadership is therefore critical in all that happens in the school.

As illustrated in MacBeath & Swaffield's (2004) diagram the LfL model is a distinct form of educational practice that is guided by five principles which are crucial in establishing connections between leadership and learning:

- **Maintaining a focus on learning as an activity**
- **Creating conditions favourable to learning as an activity**
- **Dialoguing about Leadership for Learning**
- **Practicing shared leadership**
- **Pursuing a shared sense of accountability**

Through these five principles the IEPA and the GES with support from CCE commit themselves to strengthening leadership for quality learning in our schools. LfL Ghana focuses on three key aims:

1. To strengthen the leadership capacity of basic school headteachers in Ghana
2. To improve the quality of learning through school/classroom leadership
3. To influence policy makers to make leadership development a condition for appointing basic school head teachers.



MacBeath & Swaffield's LfL Model

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Message from GES

On 22nd July, 2009, the Ghana Education Service signed a Memorandum of Understanding with the Commonwealth Education Trust, UK and the University of Cape Coast which mandated the Institute for Educational Planning and Administration (IEPA) to strengthen the Leadership for Learning (LfL) capacity of primary school headteachers in the country.

The first cohort of 125 headteachers and 37 circuit supervisors were trained in Leadership for Learning. The Ghana Education Service has now integrated the Leadership for Learning principles in its In-service training (INSET) programmes. In collaboration with the IEPA, the Teacher Education Division (TED) of the Ghana Education Service has so far organized workshops for over a thousand headteachers, circuit supervisors and assistant directors in charge of supervision. A major challenge facing the GES, however, is how to organize the workshops without taking headteachers out of the school during teaching and learning hours.

We hope that the IEPA will continue with its commitment to enhancing the capacity of headteachers in the country. I urge all headteachers and Ghana Education Service officers, especially those who have been trained in LfL to apply the principles in their schools and circuits to promote quality education. The GES will continue to support the Leadership for learning initiative in Ghana.

Director General– GES

Lfl Ghana – the story so far

At a CCE international colloquium in Singapore in September, 2008, the Director of the Institute for Educational Planning and Administration (IEPA), Dr. George K.T. Oduro, presented a proposal for an Lfl development programme in Ghana. This was based on the result of a five-year DfID funded-research (*Implementing Quality Education in Low income countries*, acronym *Edqual*) which identified linkage between school leadership and learning as a missing ingredient in Ghana's quality basic education development agenda. The proposal was accepted by the Center for Commonwealth Education (CCE) and the Commonwealth Education Trust (CET) giving way to the commencement of Lfl activities in Ghana. In January 2009 a team from Cambridge Lfl paid an initial visit to Ghana to liaise with the Ministry of Education, Ghana Education Service, UNICEF and the University of Cape Coast's Institute for Educational Planning and Administration, to explore the prospects of the proposed programme. In consultation with the GES, fifteen 'Professional Development Leaders' (PDLs) drawn from the following institutions were trained at the Centre for Commonwealth Education, Cambridge to operate as facilitators for the Lfl programme in Ghana:

Metro/District Education Offices:

Mr. Denis Kanmiki (Kasena-Nankana District)
Mr. Eric Dorvor (Asuogyaman District)
Ms Rose Tenkorang (Cape Coast Metropolis)

Teacher Training Colleges (now Colleges of Education):

Mr. Johnson Asare (Tamale Training College)
Mrs. Rose Buah – Bassuah (OLA Training College)
Mr. Peter Aboma (Accra Training College)
Mr. Albert Xaxayi (St. Francis Training College)

University of Education, Winneb:

Mr. Peter Kwegyir Aggrey (Centre for Educational Policy Studies)
Mrs. Juliana Ohene (IEDE)

University of Cape Coast:

Mr. Aaron Osafo-Acquah (Dept. of Basic Education)
Ms. Agnes Gyimah (Headteacher, University Primary School)
Mr. Kwame Asare (Institute of Education)
Dr. Rosemary Bosu (IEPA)
Rev. Kojo Arko-Boham (IEPA)
Dr. Albert Dare (IEPA)

While in Cambridge, the team with support from the CCE resource persons (Prof. John MacBeath and Sue Swaffield) developed training manuals that suit the context of Ghanaian headteachers.

An Effective Headteacher Can Make a Difference:

“If you think you are too small to make a difference, you have never been in bed with a mosquito.” J. MacBeath



“PDL’s in Cambridge”

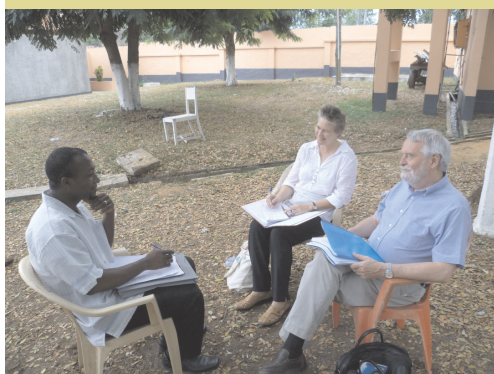


“PDL’s Training Session”

Monitoring and Coordination

Monitoring of Lfl activities is crucial for its sustenance. To design a monitoring strategy for the programme, a colloquium was organized in April 2010 at Manna Height, Mankessim where Divisional and Regional Directors of the GES interacted with the IEPA, the PDLs and Cambridge team to think through ways of ensuring that the programme made an impact on quality learning in schools.

To facilitate coordination of Lfl monitoring activities, a coordinator was appointed 2010. The coordinator, Mr. Alfred Ampah – Mensah continues to contribute towards the facilitation of Lfl programme planning, implementation, monitoring, and research. The PDLs have also been actively involved in monitoring STL activities in their zones of operation.



Coordinator with Cambridge Team

LfL Capacity Development Activities

The first LfL capacity development programme was organized in two sections for 125 headteachers drawn from the 10 regions. Each section lasted three weeks (one was held in August/September 2009 held at the Ghana Education Service Staff Development Institute (GESDI), Ajumako and the other held at the Curriculum Development Centre, Saltpond. In March 2010. Each participant was awarded a certificate. Participants evaluated the programme very high in terms of contents and relevance with one of them commenting:

Indeed, we have destroyed the lives of many of the pupils who have passed through our hands. We assumed that they (teachers and pupils alike) should know things and thus we did not support our teachers to support learning. Fortunately with the insight

gained now, things will change in my school. I have to ensure that whatever is done in the school considers pupils' learning." (A headteacher from Suhum-Krabo-Coaltar District) and certificates were awarded to participants. The impact of the six weeks training on the headteachers was evident in their voluntary recommendation that the title 'School Transformational Leaders (STLs)' should be adopted for basic school headteachers who receive capacity development in leadership for learning.

Indeed, it is gratifying to note that some of the STLs have taken the initiative to raise support from their District Assemblies to roll out the LfL programme in their areas of operation. For example, STLs from Adansi North District organized a training workshop in October, 2009 and invited some of the PDLs to facilitate it. STLs in the Dangbe West District also rolled out the LfL agenda



Headteachers at GESDI—Aug/Sept 2009

through a self-initiated workshop for other headteachers in the district. The facilitator for this workshop was Mrs. Rose Buah – Bassuah, one of the PDLs.

The LfL capacity development programme has not been limited to headteachers. Circuit Supervisors have also been beneficiaries. In November 2009, the GES sponsored a two day workshop for 60 circuit supervisors at GESDI. This workshop was facilitated by the PDLs with support from a team from Cambridge. One Circuit Supervisor, J.F. Mensah tells his story about the impact of the LfL workshop as follows:

Mensah's Story

I was introduced to the Leadership for Learning programme barely two years ago. The knowledge and skills acquired through the LfL training workshops have greatly impacted my managerial and supervisory skills as a circuit supervisor. Since my participation in the LfL programmes, I have taken my headteachers through the principles of leadership for learning. I take the least opportunity I get during termly meetings at the circuit level

and any other meeting to highlight the need to pursue leadership for learning in our schools.

Based on the knowledge and skills acquired, I carefully plan and prepare thoroughly before I visit my schools so that I can effectively support the teaching and learning process. During school visits, I sometimes get the opportunity to discuss some of the principles of leadership for learning with the teachers. Also, during PTA/SMC meetings, I



share or discuss with them the principles and the need to implement them in the schools. This practice has gone a long way to improve school administration, relationships with the school community to the extent that more people are now more committed to school issues and pupils performance show signs of improvement.

LfL integrated in Teacher Education Division (TED) INSET activities

To ensure that headteachers and circuit supervisors consciously make learning the focus of school activities, the TED embraced the LfL principles and integrated them in their INSET activities. Through an April 2010 UNICEF –sponsored sensitization workshop at Asokore SDA College of Education

Koforidua, Regional Directors embraced the Leadership for Learning model for headteacher capacity development in basic schools. They also declared their support for GES' collaboration with the IEPA in delivering LfL training programmes. Through the TED (INSET) –IEPA collaborative arrangements

about 1,050 headteachers (Kindergarten, Primary and JHS headteachers) and Circuit Supervisors were trained between July and November 2010. The training workshops took place on different occasions at Offinso, Wa and Koforidua.

What is the LfL Ghana Programme?

The LfL Ghana programme is a collaboration between the Ghana Education Service (GES), the University of Cape Coast's Institute for Educational Planning and Administration (IEPA) and the Centre for Commonwealth Education (CCE), University of Cambridge aimed at improving the quality of pedagogy in Ghanaian basic schools through learning-centred school leadership.



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PDL'S Corner – Reflections by Kwame Asare

From interacting with basic schools headteachers through the LfL project, I have come to have a re-thinking of a sort. On the surface and looking at it from the "general" Ghana's point of view, I was of the opinion that all was well. As the comment below from one headteacher suggests reveal, all could not be well.

"My challenge at my school had always been 'how to get the community members to support the school'. They just did not care about what goes on in the school or in the education of their children. Through Leadership for Learning, the five principles learned taught me to focus on what I can do - no matter how insignificant that may be. As community members see such a difference made in the school, they may be moved to come in and assist in the education of their children". (Headteacher from Kwahu North District i.e. Afram Plains).



Moved by the above comments and others from other participants, I could not but yearn to continue to be an active PDL to help headteachers lead their schools to promote learning. One thing was clear from informal conversations with some headteachers: "Don't let this be the first and the last. On regular basis it is good to bring us together and teach us to be able to do our work well". Indeed those words require sober reflection and thoughtful action to help us help basic school headteachers lead their schools for learning.

I strongly believe that if all the teachers and other stakeholders in education are made to benefit from the leadership for learning training, schools would be better run and academic performance would be improved.

Food for Thought!!!

What Do You think About the Scenario below?

Mr. Baah, a newly trained teacher was posted to a school. After reporting, he sought permission for some days to enable him prepare fully and come back. He asked the headteacher to find accommodation for him which he did. For two and a half months, Mr. Baah had not returned and there was no trace of him. One week to vacation, he reported. The headteacher, without enquiring from the teacher or consulting the circuit supervisor, wrote to the office for reposting of the teacher.

Characters: Mr. Baah, Headteacher

Response: The headteacher had gone beyond bounds.

- Advice:**
- Educate headteacher on the channels of communication on GES regulations.
 - The teachers should be cautioned and referred to the guidance and counseling coordinator.
 - The C/S must visit the school regularly to avoid future occurrence.

Leadership for Learning is indeed our Hope for Improving Quality Learning in Schools. Headteachers need to create enabling environments for teachers to support pupil learning.