



Editorial

Happy New Year to all our cherished readers. We believe that this year will be another successful Leadership for Learning (LfL) year. A lot of things happened in the last half of 2012. We present here a few for your reading pleasure.

LfL Ghana continues to receive applause internationally. This is evidenced in the response to the programme during presentations at international conferences. A report on one such conference – the 56th ICET world assembly is presented in this edition. This edition also reports on more locally-initiated, locally-organized and locally-led workshops by STLs and circuit supervisors.

We also present a report on how an STL is practising shared leadership in his school. In this information age, it is very important to explore simple, timely and effective ways of communicating. For LfL Ghana, text messaging has come in handy. We present here some impressions of stakeholders on the LfL Ghana text messaging initiative. Enjoy reading it.

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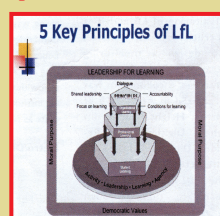
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LF L GHANA PRESENTS A PAPER AT THE 56TH ICET WORLD ASSEMBLY

The 2012 International Council on Education for Teaching (ICET) World Assembly was held at the University of Cape Coast, Ghana, from 10th–12th July, 2012. The theme for the conference was 'The changing global perspective on the role of teacher and teacher education'. Among the sub-themes for the conference was 'Leadership for Learning and Instruction'. It is under this sub-theme that the Leadership for Learning (LfL) Ghana team made a presentation entitled 'Transformational School Leadership in Sub-Saharan Africa: Leadership for Learning in Ghana'. This was jointly done by Dr. Stephen Jull, Dr. Sue Swaffield (*Faculty of Education, University of Cambridge, UK*) and Dr. Alfred Ampah-Mensah (*Institute for Educational Planning and Administration (IEPA), University of Cape Coast, Ghana.*)

Dr. Sue Swaffield started the presentation with an overview of the Leadership for Learning Cambridge Network, the

Conceptual framework of Leadership for Learning as exemplified by the wedding cake analogy, the five principles of Leadership for Learning and an introduction to the Leadership for Learning Ghana programme.

Dr. Swaffield's presentation was followed by Dr. Jull who presented an analysis of questionnaire data collected from basic school headteachers from November 2009 through to November 2011. The analysis indicated that headteachers' Leadership for Learning practices have changed within the period. This was followed by inputs by Dr. Ampah-Mensah and Professor George Oduro who provided details on the Ghanaian contextual issues on Leadership for Learning.

The presentation was well attended and generated a lot of discussion from the attendees. Various networks were established and we hope to explore some of these to further develop the programme in Ghana.

AGONA EAST DISTRICT DIRECTORATE OF EDUCATION ORGANIZES A DAY'S SENSITIZATION WORKSHOP FOR BASIC SCHOOL HEADTEACHERS AND CIRCUIT SUPERVISORS

As part of its commitment to raise the quality of leadership in basic schools in the district, the Agona East District Directorate of education organized a day's LfL sensitization workshop for basic school headteachers and circuit supervisors. The event was held on 3rd September, 2012 at the Agona Kwanyarko Presbyterian Church Hall.

In all, 82 people attended. They comprised headteachers, circuit supervisors and some officials from the district education office.

The purpose of the workshop was to equip the participants with Leadership for Learning skills to enable them to connect their school level leadership with the overall learning of their schools. Facilitators for the day's workshop were Nana Aaron Osafo-Acquah, a PDL and Dr. Alfred Ampah-Mensah, the coordinator for the LfL Ghana programme.

After the opening prayer, introductions and setting of ground rules, participants were made to express their expectations for the workshop. The facilitators endeavoured to direct the discussions to meet the expectations of



Nana Aaron Osafo-Acquah

participants. A brief history of the LfL Ghana programme was given after which the concepts of leadership, learning and Leadership for Learning were discussed.

These were followed by the five principles of Leadership for Learning and how these could be applied in practice. The Various topics discussed generated very insightful debates. The facilitators exhibited a very strong mastery of their subject areas such that most participants spoken to after the workshop indicated that they were very satisfied and well equipped with leadership skills that will be practised to enhance quality education.

SHARED LEADERSHIP IN ACTION: THE CASE OF TRINITY PRESBYTERIAN JUNIOR HIGH SCHOOL, TAKORADI

Takoradi Trinity Presbyterian Junior High School was established on 15th July, 1987. The school falls under the Takoradi Central Circuit in the Sekondi Takoradi Metropolitan Area (STMA) of the Western Region of Ghana. It is located within the premises of the Trinity Presbyterian Church of Ghana, Takoradi. As a school established by the Presbyterian Church, the Presbyterian Education Management Unit oversees its activities. Trinity Presbyterian Basic School as a unit is composed of the kindergarten, the primary and the junior high school sections. Though all these sections are in the same premises, they each have their own headteacher.

The headteacher of the Junior High School, the focus of this report is Mr. Kingsley Oduro Acheampong. Mr. Acheampong has been the head of the school for five years.



Mr. Oduro Acheampong displaying a trophy the school won

One of the high points of the school in terms of practising Lfl was sharing of leadership. The school has put in place a system that encourages everybody, both teachers and pupils, to be involved in the leadership of the school. Both teachers and pupils are assigned weekly responsibilities and these are posted on the notice board for all to see.

The image shows a duty roster for Trinity Presbyterian Junior High School, Takoradi. It is a table with columns for Week, Date, Activity, and Responsibility. The activities include Open Prayer, Praise & Worship, Learning of Songs, Pk & Act Debate, Inter-House Spelling Bee, Sports Exhibition, and Inter-House Science & Maths Quiz. The responsibilities are assigned to various committees like Chapel, Academic, Sports, and Pk & Act.

WEEK	DATE	ACTIVITY	RESPONSIBILITY
1	14-08-12	OPEN PRAYER	CHAPEL LEADER
2	14-08-12	PRAYER/OPEN PRAYER	CHAPEL LEADER
3	21-08-12	PRAYER/OPEN PRAYER	CHAPEL LEADER
4	28-08-12	PRAYER & WORSHIP	CHAPEL LEADER
5	05-09-12	LEARNING OF SONGS	CHAPEL LEADER
6	12-09-12	LEARNING OF SONGS	CHAPEL LEADER
7	19-09-12	PK & ACT DEBATE	CHAPEL LEADER
8	26-09-12	PRAYER/OPEN PRAYER	CHAPEL LEADER
9	03-10-12	INTER-HOUSE SPELLING BEE	CHAPEL LEADER
10	10-10-12	SPORTS EXHIBITION	CHAPEL LEADER
11	17-10-12	PRAYER/OPEN PRAYER	CHAPEL LEADER
12	24-10-12	PRAYER/OPEN PRAYER	CHAPEL LEADER
13	31-10-12	INTER-HOUSE SCIENCE & MATHS QUIZ	CHAPEL LEADER
14	07-11-12	PRAYER & WORSHIP	CHAPEL LEADER
15	14-11-12	PRAYER & WORSHIP	CHAPEL LEADER

Duty Roster posted on the notice board

Moreover, there are five committees set up to oversee various activities of the school. These committees are: the academic board; sports committee; discipline and guidance and counseling committee; chaplaincy board; and entertainment, compound and health committee. Each of these committees has a leader who coordinates all their activities and eventually reports to the entire staff from time to time. The academic board for example, is charged with the responsibility of preparing timetables, conducting examinations (setting questions, printing, and invigilation), organizing extra classes, etc.

The headteacher is not a member of any of the committees but can be present at any committee meeting as an ex-officio member. Each committee is therefore autonomously managed by its executives with the headteacher playing an oversight supervisory role. All matters relating to the respective committees are accordingly referred to the relevant committees for action. Thus, most decisions are taken at the committee level before they are taken up to the headteacher for further discussions where necessary.

As a junior high school, the school practises subject teaching with each teacher teaching some specific subject(s) in all the classes. However, each class has been assigned a class teacher who is responsible for the learning and general welfare of the class. Moreover, though the school is not a boarding school, they have constituted the pupils into 'houses' as pertains in boarding schools. There are four houses in all: houses one, two, three and four. Each house has been allocated a section of the school to take care of. Thus, the house responsible for a particular section of the school is tasked with the general cleanliness and maintenance of that section. Housemasters/mistresses are appointed for each house. There is also a senior housemaster/mistress who oversees all the houses. The constitution of pupils into houses with housemasters/mistresses opens an avenue for pupils to interact with the staff. The institution of housemasters/mistresses and senior housemaster/mistress also offers teachers opportunities to take up leadership position in the school. This way, the teachers feel very involved in the activities of the school.

Again, as a way of mentoring teachers and giving them the experience of meeting procedures, the headteacher usually takes along one teacher at a time to meetings that the school is invited to attend. The responsibility of reporting on the meeting is put on the companion teacher. This teacher thus becomes familiar not only with meeting procedures, but also with people who attend those meetings. This way, the teacher is prepared to attend such meetings on behalf of the school. This is one of the things that the teachers indicated that they were very much pleased with. One teacher for example stated that "in fact, that thing (taking them to meetings) that master does is very good. It makes you feel that you are also important". Indeed, the practice of shared leadership has enhanced "initiative taking" in the school. One teacher remarked that "in this school, you are free to do things that you believe will help the school. You don't need to wait for master to come before. You only have to do it, provided it is the right thing and master will be happy about it". This remark by the teacher was evidenced on the second day of my visit. On my arrival that day, both the headteacher and his assistant were not in the school. I was met on arrival by a teacher who took the initiative to

welcome me and led me through the day's activities. When I told the headteacher about this experience, he remarked that 'here we practise shared leadership. I must not be around for things to go on. I trust my staff to do the right thing and they also know they have my support'. This statement by the headteacher emphasizes the importance of trust in shared leadership. When trust is developed among staff, they are ready to take initiative, knowing that they have the support of the leader.

The pupils are not left out of the leadership experience. The school has a prefectorial system in place where pupils are given various responsibilities as prefects. There are three levels of prefects in the school. These are the school prefects, the class prefects and the house prefects. At the school level, there is a boys' prefect and his assistant, and a girls' prefect and her assistant. There are two compound overseers and two sports prefects; a boy and a girl each for each position. There is also a school nurse who is a pupil. The chaplaincy board is largely run by pupils under the supervision of the teachers in charge. Again, there is pupil representation on the disciplinary committee. There are class prefects and house or sectional prefects who also oversee the activities of the class or house.

List of some club executives posted on the notice board

far has the following clubs and societies: National Commission on Civic Education (NCCE), Cadet, Girl Child, French, Drama and Science clubs. The clubs elect their own executives who present termly reports to the school.

Overall, the structures in the school support a shared leadership approach to school administration. Both teachers and pupils have a lot of opportunities to participate in school leadership and decision making and this harnesses the leadership potentials of all.

All these prefects are elected democratically by the pupils through a rigorous process. For the school prefects, when pupils get to form two, they are appointed seniors on duty on weekly basis to enable them exhibit their leadership skills and qualities. These form the basis for their nomination and subsequent election into prefectorial positions at the last term of form two. Outgoing prefects nominate possible successors who are screened and vetted by the staff before they are allowed to campaign for elections. Those who are eventually elected are given medals to wear as symbol of authority. The rest of the form three pupils continue to be appointed seniors on duty to support the prefects. Therefore more pupils get opportunities to perform leadership activities.

There are also the clubs and societies executives. This is another avenue that the school explores to harness pupils' leadership potentials, abilities and qualities. The school so

WHAT STLs AND CIRCUIT SUPERVISORS SAY ABOUT THE LfL GHANA WEEKLY TEXT MESSAGING INITIATIVE

As indicated in Volume 2, issue 2 of the LfL Ghana Newsletter, LfL Ghana has since 16th March, 2012 been sending weekly text messages to give updates, news, ideas and announcements to various stakeholders. Prior to this, LfL Ghana had used text messages occasionally to send information across to various stakeholders, especially headteachers and circuit supervisors. We share below (unedited) what stakeholders feel about the text messaging system

Text Message	Response
LfL Ghana thanks all for your replies to our text messages. Keep them coming! Now, we will like you to tell us what you think about these messages that we send.	<ul style="list-style-type: none"> * It helps up to update our skills. Thank you * They are highly inspiring and motivating, putting us on track to implement and spread LfL message. More grease to your elbows. * They keep reminding us of LfL principles and practices. Thanks * The messages are good because they keep reminding STL of their duties * These messages have served as a check list and also as reference book which reminds and refreshes our minds on the 5 principles to be practised. * 1. The messages are to prompt us as far as LfL is concerned. 2. The workshops are not something to represent something. 3. The coordinator is abreast with time and really working for LfL * They make us feel very responsible * 1. It reminds us on what we have learnt during the workshops 2. It helps us to apply all principles of leadership and learning 3. It also brings us closer to our coordinator/PDLs even though we are apart * It makes us feel that we are not alone. We have people who care about our work * Messages we get from LfL Ghana serve as buck-ups that refresh our minds on the five principles * The messages actually remind me to be abreast with the LfL programme

SHAMA DIRECTORATE OF EDUCATION ADOPTS LfL AS AN INTERVENTION TO ADDRESS LOW ACADEMIC PERFORMANCE

A Report by Ms. Florence Inkoom,
Director, Shama District Directorate of Education

In her bid to find a lasting solution to the poor academic performance in the Shama District, the District Director, Ms Florence Inkoom, when she was appointed substantive Director of Education in 2010, decided to employ multi-faceted interventions, including Leadership for Learning (LfL), Reading and Writing Skills (RAWS) approach with emphasis on phonological awareness strategy, among others, to remedy the unfortunate poor academic climate in the District.



Mr. E. M. Tornyigah

To this end, three certificated beneficiaries of the LfL Ghana programme (also known as School Transformational Leaders (STLs)) in the District – Madam Elizabeth Mensah Bissah, headteacher of Shama Junction D/A Primary School, Mr. Benjamin Enin, headteacher of Anto-Aboso Methodist Primary School and Mr. Emmanuel Mensah Tornyigah, the District coordinator of LfL and head of department (HOD) of Finance and Administration in the Shama Directorate, were empowered by the District Director of Education to run an LfL workshop for headteachers in the District.

Ninety headteachers in the District were taken through a three day LfL training workshop from 21st-23rd March, 2012. The headteachers were introduced to the five principles of LfL on the first day. On the second day, the LfL principles were discussed in more detail together with School Community Relationship. Topics treated on the third day included Critical Friendship, Conflict and Conflict Resolution in School Situations and Networking.

In her opening and closing remarks for the workshop, the District Director of Education, Ms. Florence Inkoom reiterated that the LfL programme has come to stay in the District and that headteachers must embrace it as a tool to ensure enhanced education delivery. The headteachers in their appreciative report for the training workshop observed and recommended that the same training workshop must be organized for teachers to compliment theirs, to help transform education delivery in the district.

The District Director resolved to extend the training to teachers and so she divided the District into two. The first group of sixty-five (65) teachers had their two-day training from 4th - 5th July, 2012 and the second group of forty-nine (49) teachers also had theirs on 4th - 5th October, 2012. Thus, altogether, ninety (90) headteachers, four (4) Circuit Supervisors and one hundred and fourteen (114) teachers in the district received LfL training in 2012.

It must be placed on record that the vigorous multi-faceted interventions for 2012 have begun yielding positive and dramatic results in academic performance. In 2010, percentage pass of candidates who sat the BECE in the District was 30.13%; in 2011, it improved slightly to 37.03%. However, last year, 2012, the performance shot up to 57.31%. This indicates that the interventions are working. We hope to do better this year.

Indeed, at the community level, headteachers at a School Performance Approval Meeting (SPAM) organized recently for junior high schools, have set a target of 80% for the 2013 BECE.

Moving forward, the Shama District Director of Education has set up a five-year development training plan to train as many teachers as possible in LfL to effect changes in their schools.



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