

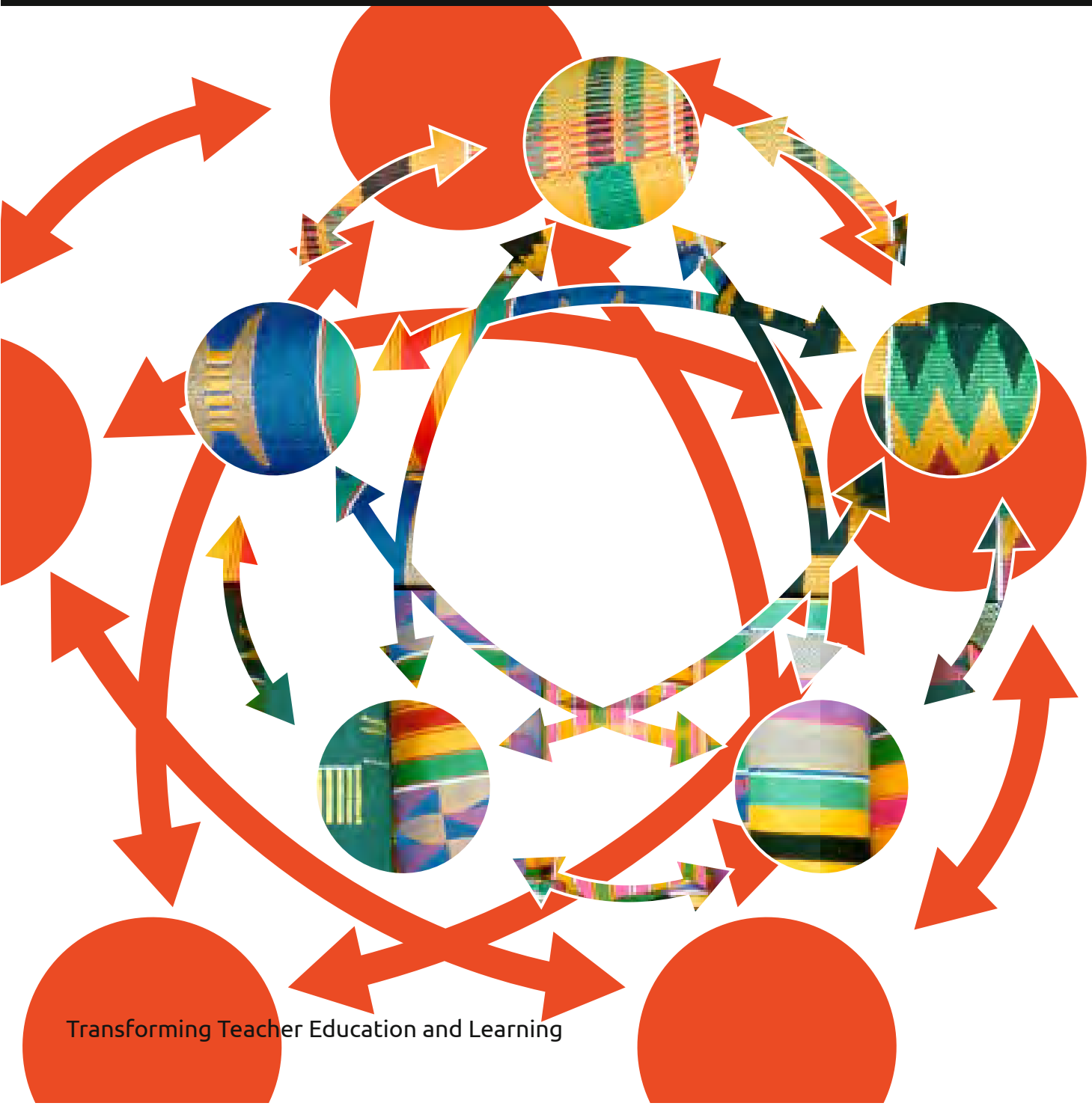
Leadership for Learning

PROFESSIONAL DEVELOPMENT GUIDE FOR **STUDENT TEACHERS**



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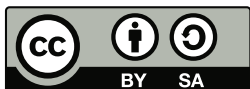


Transforming Teacher Education and Learning



T-TEL Professional Development Programme

Theme 6: Leadership for Learning
Professional Development Guide for Student Teachers



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All sources are detailed in the acknowledgements sections.

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An Introduction to Leadership for Learning

Welcome to the *Transforming Teacher Education and Learning* Professional Development Guide for Teachers. Transforming Teacher Education and Learning (T-TEL) is a Government of Ghana programme which seeks to enhance learning and achievements for teachers and above all pupils in school. To that end, T-TEL has created a set of professional development resources for use by you, the teacher, for professional development in a range of contexts.

All of the activities outlined here have been used and developed with headteachers, circuit supervisors (locally-based advisers), Regional and District Directors and staff from the University of Cape Coast in Ghana. One particular group merits special mention - a selected group of 15 Professional Development Leaders (referred to in short as PDLs). Brought together by George Oduro (at that time Director of the Institute of Planning and Educational Administration at the University of Cape Coast, now pro-Vice-Chancellor at the University of Cape Coast), together with the GES and Regional Directors and university senior leaders, this group of 15 have been the critical ingredient in both initiating and sustaining developments not only for heads but in subsequent programmes for Circuit Supervisors and Directors. As insiders with a deep sensitivity to cultural convention they have been at the heart of developing and testing materials, leading professional development sessions and continuing consultation with schools and district leadership. The present materials were trialled at Wesley College of Education, Kumasi, and much useful feedback has been incorporated.



Figure 1. Teachers are engaging with Leadership for Learning

T6 i 1 Teaching With, or Without, Impact



Data from the World Bank and other comparative sources reveal that Ghanaian children can still leave school without acquiring basic skills in numeracy and literacy (Ghana was at the time of the study 149th in the world, with an adult literacy rate of 65%). These figures are explained to a large extent by teachers' lack of professional development and by headteachers' failure to monitor the quality of what may be happening in the classroom. As one Ghanaian headteacher said:

The teacher could teach all day without any impact. The children at the back of the class are ignored and the weaker ones are left behind

Focusing on inclusive pedagogy and creative approaches to questioning, group work, and leadership for learning, has brought with it a sea change in some schools in Ghana which are involved in initiatives supported by the Commonwealth and by the University of Cambridge. These schools represent only a fraction of the schools countrywide, but the power of their experiences and the principles enshrined in their practice have been incorporated in government guidelines for all schools and for bodies charged with quality assurance and with providing advisory services.

T6 i 2 The Leadership for Learning (LFL) Ghana Programme



The origins of the LFL programme in Ghana go back to a meeting in 2008 organised by the Commonwealth Education Trust at which George Oduro presented a proposal for a collaborative initiative in his country, Ghana. Following discussion with a range of policy bodies three key aims for the initiative were agreed:

1. To strengthen 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 headteachers.

Introduction, discussion, preparation and intensive work with the 15 selected PDLs over more than a year laid the groundwork for the Leadership for Learning (LFL) initiative, preparing the Professional Development Leaders (PDLs) to play a key role in rolling out the programme with 125 selected headteachers. Referred to as 'critical friends', the Professional Development Leader concept has been warmly embraced by headteachers, teachers and others with whom the PDLs (together with staff from the Faculty of Education in the University of Cambridge) have continued to work for nearly a decade.

The idea of 'critical friendship' has been key to the success of the Leadership for Learning programme because it has de-emphasised status, directives and compliance and has offered a different form of relationship between

advisory services and schools and between headteachers and teachers. This does not guarantee that issues of power and status can easily be left behind but it can help to raise awareness of the assumptions we make in relating to others and ways in which, by a de-emphasising of 'position', we may open the door to more productive dialogue and mutual accountability.

T6 i 3 Five Key Themes



The resources are organised into five key themes. These five themes were developed by the Leadership for Learning network in Cambridge, together with international partners in a number of other countries in which they have been researched, tested, refined and embedded in local or national policies.

The extent to which they would be applicable in a Ghanaian context was the first step in discussions with a variety of stakeholders, aimed at revising or reframing the principles. These discussions revealed that, on the one hand, the principles were indeed applicable, and on the other hand that their applicability in practice required a textured understanding of conditions for learning and teaching, national and local politics and the sometimes fragile connections between learning in home and community and learning in school and classroom.

A focus on learning

The first of the five themes shifts the focus from teaching to learning, fostering a different mindset, of particular relevance and impact in Ghanaian classrooms where, as one headteacher said, you could 'teach teach teach' without much learning taking place. This is understandable where there are classes of 50 or more, and in some cases well over a hundred, pupils.

Added to this the lack of a school building and scarce resources, with children being taught under the shelter of a tree, a focus on teaching rather than learning is easily understandable.

Yet, even in the most unpropitious of circumstances, imaginative teachers, with support from critical friends, have been able to create a closer alliance between teaching and learning.

Conditions for learning

Learning under a tree or in a bare and overcrowded classroom are not ideal conditions for either the teacher or the pupils. However, learning is 'conditional' not only on the physical space, furnishing or resources, but also on the nature of the learning task, the social setting and the ability of the teacher to engage young people in thinking, reflecting and sharing their learning.

As we know, only a small part of what and how we learn takes place in school, so that conditions elsewhere, in home and community, play a key role in the lives of children and young people. It is increasingly recognised that the place of homework and work in the home needs to be addressed in any strategy for raising standards of both learning and teaching.

Dialogue

Classrooms are, above all, places of dialogue between teacher and learner, pupils and their peers, and in relation to the engagement of the learner with sources of learning.

To what extent does a text, a narrative, an idea, 'speak' to you as a learner? And what part does the teacher, the curriculum and the social setting play in facilitating that critical engagement?

Key to any dialogic relationship is the ability to listen — not simply to hear but to listen with an intent to understand: what may be called 'deep' or 'empathic' listening. It is a very demanding skill for teachers to practise in challenging circumstances but is it critical for school leaders and for others in local, regional and national roles.

Shared leadership

The very word 'leadership' evokes images of individuals, often heroic, larger than life people, celebrated in a voluminous body of literature. The idea that leadership may be 'shared' seems problematic.

However, the concept of delegation is widely understood and we know that schools and systems run more efficiently when tasks and responsibilities are delegated, yet at the same time leaving the centre of power and authority untouched.

What might schools and classrooms look like when there is a more dynamic understanding of leadership as shared? As collaborative? Spontaneous? Less reliant on status than on the nature of the activity and the initiative to be taken? These are issues that have proved challenging and will continue to do so in the slow progress of any systemic cultural change.

Accountability

The idea of being accountable and being held to account is not new but has, over the last few decades, been set within a new, more formal and legalistic framework.

In Ghana, there is a well established hierarchy of responsibility, of pupils to teachers, of teachers to headteachers, headteachers to districts and regional authorities and regional authorities in turn accountable to governments. In addition to this systemic conception of accountability, there has been a growing awareness of 'downward' accountability, of senior leaders to teachers, and of teachers to their colleagues, to young people and to parents.

Accountability therefore involves a wide range of relationships. 'Downward' accountability needs to be inclusive. The need for greater transparency and accountability of government to its citizens and its schools thus involves identifying disparities in gender and disability provision.

These five principles are shown, in the diagram below, as the top layer of a somewhat stylized 'wedding cake'. They apply at each of three levels – *organisational learning, professional learning* and *student / pupil learning*, intimately connected as shown by the two-way arrows. Supporting these as a foundational base are **activity** (the essence of all learning), **leadership** (as shared), **learning** (as everyone's business) and **agency** (the power to act whoever or wherever you may be). All activity is framed by moral purpose and democratic values.

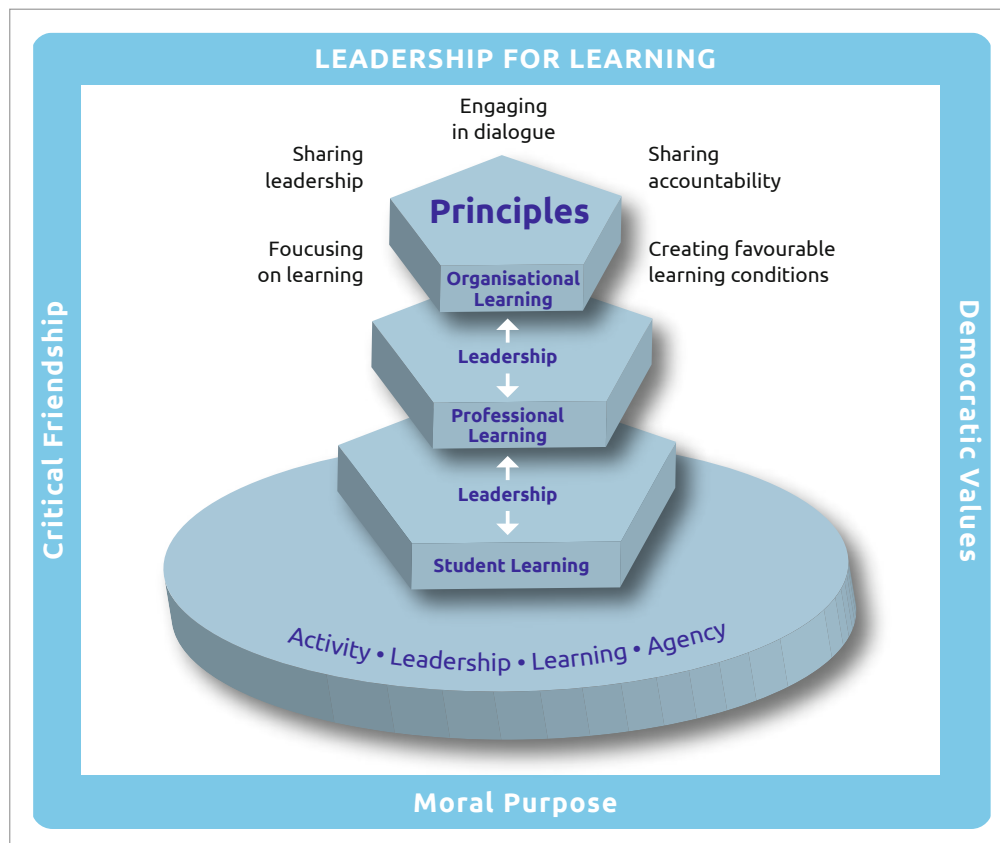


Figure 2. The Leadership for Learning 'wedding cake'

T6 i 4 Activities



Given the salience of activity as a foundational principle, under each of the five principles a number of activities are suggested, each with an accompanying rationale and suggestions for how they may be used and adapted. All of these have been widely used in Ghana and elsewhere and, although embedded here within one of the five principles, most have applications in other areas.

T6 i 5 Learning Outcomes for the Teacher



The overall learning outcomes for you, the teachers, are:

- Creation of a collegial climate in which participants are encouraged to talk and share ideas openly and collegially;

- Ability to draw on a range of participative methodologies which connect with, extend and challenge participants' prior and ongoing learning;
- Use of questioning effectively, encouraging the free flow of ideas and prompting participants' questioning of one another;
- Reflecting on, and using participants' responses to build a sense of shared ownership of ideas and next steps;
- Modeling a process that participants will use with others, taking time to discuss and underline the pedagogic principles and the inherent challenges of 'transfer'.

T6 i 6 Further Reading



Five newsletters written, produced and distributed by the Institute for Educational Planning and Administration (IEPA) at the University of Cape Coast (Ghana), and further reading about the LfL programme in Ghana, can be found here: <http://www.educ.cam.ac.uk/centres/lfl/projects/ghana/resources/>

LfL Ghana Newsletter
Leadership for Learning Ghana Programme
Volume 1, Issue 1 | January 2011

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 123 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

Figure 3. LfL Ghana Newsletter

Principle 1 — Introduction

A Focus on Learning

A Focus on Learning is the first of five principles, each of which should be considered in sequence, building on what has gone before. The purpose of this first session is to encourage teachers, headteachers and other key stakeholders to reflect on their own assumptions as to the nature of learning and its relationship to teaching and being taught.

T6-1 i 1 Introduction



A focus on learning. Well, isn't focusing on learning what schools do and what classrooms are for? Isn't that why parents are happy to send their children to school? *"What did you learn in school today?"* is a question that a parent may ask when a child returns home, and do parents take it literally when the answer is 'nothing'? Could this be true? Do some children attend schools, sit for hours in classrooms and actually learn nothing?

Such a thing would appear to be impossible. Human beings are incredible learning 'machines'. It is virtually impossible to take breath, to speak, to listen, to move from A to B without learning or at least practising what we have already learned.

What we have learned, what we practise, and how we extend our learning, may be summarised in three key aspects which are virtually inseparable – **thinking, feeling and doing.**

Much, if not all, of what we know has a strong emotional content. Similarly, virtually everything we do is invested with a feeling or attitude, pleasure or pain, boredom or exhilaration. These all become particularly salient in planning for learning.

T6-1 i 2 Planning for Learning: Head, Heart and Hand



The triad of thinking, feeling and doing may not be foremost in teachers' minds when they plan their lessons. However, we must surely be aiming for high quality thinking, we need to plan what pupils will be doing to cause them to think, and the lesson will definitely provoke feelings - positive or negative. Thinking about the following questions about a planned lesson will bring these three key aspects of learning to the fore.

- What will pupils be doing? Is this likely to engage all, some or a few pupils?
- To what extent will these planned activities motivate pupils to think: Actively? Creatively? Collaboratively? And how will we know?
- To what extent will the planned lesson engage their feelings, attitudes or emotional responses? How will I know what pupils are feeling?

It may be helpful to remember the three aspects as different dimensions, or 'head, heart and hand'

1. thinking (the cognitive dimension - often related to the 'head'),
2. feeling (the emotional dimension - often related to the 'heart') and
3. doing (the active and often social dimension - often related to the 'hand').

The aspects are interrelated and are equally applicable to all learners.



Figure 4. Students are collaborating in a lesson

T6-1 i 3 A Circle of Viewpoints



Our ability and motivation to focus on learning depends on our position, our purpose, our status or investment in such a process of inquiry. So the concept of a 'circle of viewpoints' allows us to view what is happening, and what is being learned, from the viewpoint:

- of teaching and what is being taught
- of what is being learned by pupils
- of the teacher's own professional learning
- of the school as learning community
- between schools, parents and the local community
- at system level between schools, between schools and the education administration.

Bringing the circle of viewpoints together provides a richer, more problematic understanding of how we view learning, its inherent purposes and the multi-layered contexts in which it is expected to take place.

T6-1 i 4 A Question of Context



Consider the following school classroom interaction as a pupil described it:

The teacher asks the class to observe what would happen when an earthworm is immersed in water. After ten minutes the teacher removed the worm — still alive — and put it in the beaker containing gin with 75% an alcoholic content by volume. We again observed; but not for long. Within seconds, the poor worm had lost its little life. It lay, immersed in the alcohol, motionless. The teacher beamed and nodded with satisfaction.

Back in our seats in neat rows and columns, we were now to interpret and discuss the results of the experiment. The teacher then opened the discussion by posing the following question: 'Which one of the two liquids is better?'

When no response was forthcoming, he felt we had not heard the question. So he repeated it. 'Which of the two liquids is better', he asked? 'Didn't you observe the experiment.' 'We did, sir. We saw all that happened' replied the class in chorus. 'Then tell me: which is better?'

Most of us were familiar with the destruction that certain caterpillars did to the vegetables in our school garden. To us, the worm that we saw was not different from those that fed on our crops. So if there was a liquid that could kill such troublesome creatures instantly, then it must certainly be better than water. That was so obvious: was this teacher out of his mind? Another dimension was that those who were associated with the production and distribution of the gin were the richest in the community. So how could anyone compare that gin with water? No, this teacher should know that! So what other answer did he want?

Anyway, we had to answer his question. I raised up my hand and told the teacher that the alcohol he had used was the better of the two liquids. He couldn't believe what he had heard and for our mischief, or most probably our stupidity, we were punished to run round the classroom block four times.

Think about this classroom interaction for a moment. Do you remember similar situations from your own schooling as a pupil, or from your experience as a teacher? If you are a teacher in a school, have you come across such interactions in your school classroom?

In the words of one educator who led professional development, pupils very typically 'walk into new concepts', lacking any grasp of why they are being taught, or the relationship of those concepts to their prior learning. This is often compounded by a lack of opportunity for pupils to express learning difficulties, for teachers to become aware of these and address them,

particularly in large classes where the question 'Do you all understand?' is unlikely to meet with individual dissent.

The educator put it like this:

In the old frame you sit the children down and lecture lecture lecture and then you ask the children 'Do you understand? And they will answer "Yes sir". And yet there are some who couldn't pick up anything from what you taught.

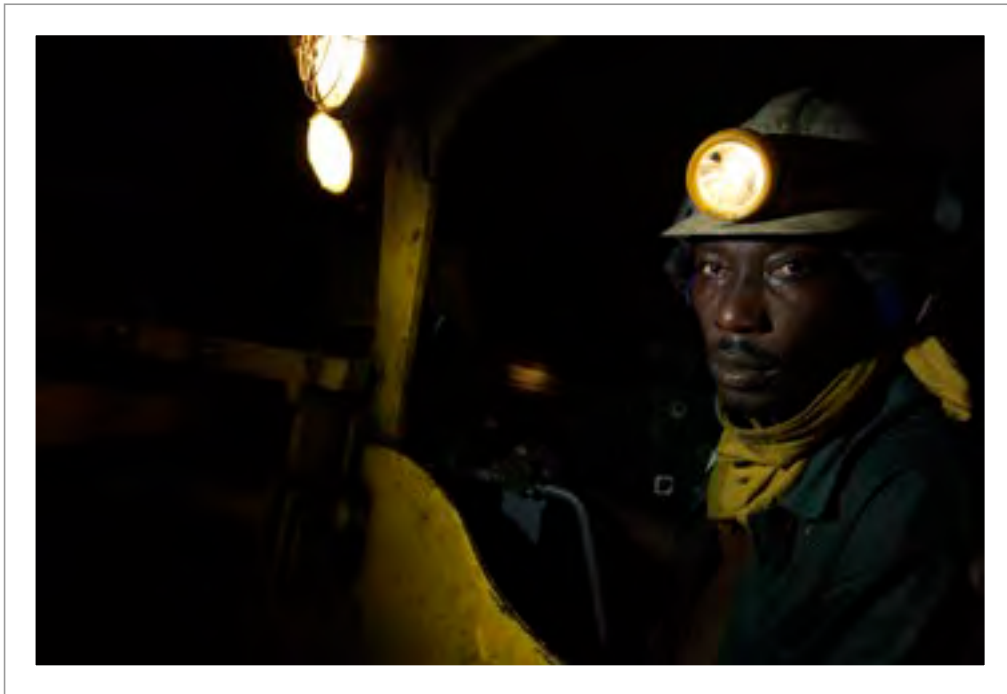


Figure 5. Workers in the Anglo Ashanti gold mine at a depth of about 330m in Obuasi. Image: JE-GH060623_33761 World Bank. By World Bank Photo Collection, <https://www.flickr.com/photos/worldbank/5320660801>, Creative Commons Attribution-NonCommercial-NoDerivs License, <https://creativecommons.org/licenses/by-nc-nd/2.0/>

Conception and misconception

Crucial to the first principle is an understanding of the process by which concepts are formed and the ways in which misconceptions arise, deeply embedded in the nature of language and in the transactions between teachers and pupils.

In the above example the teacher, equipped with the strategic toolbox, might have posed one of the following questions:

- What makes you say that?
- What puzzles you?
- What do you think you know?

All of these questions are designed to open up, rather than close down, discussion. They create a learning moment, for the teacher as well as for the pupils.

Citing another example from his observation in a Ghana classroom, George Oduro recounts a missed opportunity for a focus on learning - for the pupils and the teacher:

The teacher asked about the mining and export of tin in Ghana and a 12 year old, with unusual courage pointed out that her answer was wrong and told her, and the shocked class, what the right answer was. He was reprimanded by the teacher and told to sit down and be quiet. Having been observing from the back of the class, I spoke privately to the teacher after the lesson and told her that the boy was actually correct, that acknowledging his cleverness would not diminish her authority but help to create a more critical thinking ethos in the classroom. But, as George Oduro well recognised, it would take a lot of self-confidence to pursue that path in the Ghanaian cultural climate.

While such an incident could have occurred in virtually any country, it is especially relevant in the typical situation in Ghana where the authority of the teacher is unquestionable in respect of both professional status and specialised knowledge. However, the embrace by leading headteachers of the principles of leadership which emphasise effective learning as the top priority has, for some heads and teachers at least, helped to create a different ethos in their schools and classrooms in which a self-confident teachers may say "I don't know" and may then invite pupils to research the question. In Ghana, where access to sophisticated technology is limited but mobile phone ownership is quite high, children may be more expert than their teachers in the language and use of virtual media.

T6-1 i5 The Force Field



One of the tools that might be used in situations in which teachers are open to critical inquiry along with their pupils is the 'force field'. A notion borrowed from the physical sciences, it focuses on forces that push ideas forward and give them impetus, countered with the constraining forces that push back to preconceived, or unexamined conceptions.

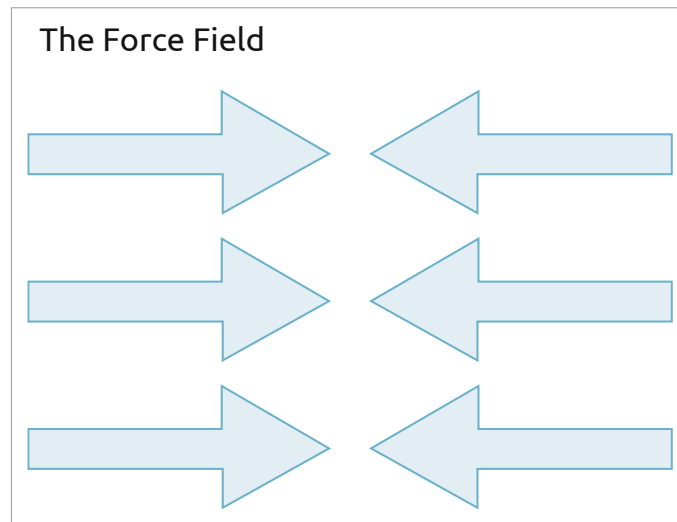


Figure 6. The force field

This tool was used in a professional development session in Ghana to consider what helps and what hinders learning. On the negative, impeding side teachers and pupils cited:

- Not being listened to
- Not being understood
- Things not being explained
- Hard words
- Pressure and lack of time
- Impatience
- Absenteeism and late-coming (pupils and teachers)
- Distractions (e.g food sellers)
- Tiredness/lack of sleep.

On the positive, forward-looking side examples cited by Ghanaian teachers and pupils included:

- Enjoyable activities
- Humour and jokes
- Being praised for good work
- Not being laughed at for getting things wrong
- Teachers explaining things well
- Being listened to
- Having books or materials
- Working in pairs or groups
- Headteachers visiting classes.

Taking a little time to explore what promotes and inhibits learning has proved to be a significant plus for pupils and satisfying for teachers when they came to see their pupils more engaged and more enjoying learning. The force field offers an opportunity for pupils themselves to reflect on their own learning, helping to release the brakes on learning and allow greater impetus from pressure on the accelerator. Accepting and demystifying failure and encouraging experimentation can bring a deep change in classroom ethos and a focus on learning. As one teacher had as a mantra on the classroom wall:



**If at first
You fail
Try again
Fail better**



Principle 1 — PD Session

A Focus on Learning

T6-1 S 1 Start of Session



Housekeeping (5 min)

Welcome each other to the session, and undertake the necessary housekeeping (such as circulating the register). Review the objectives and session outline, but keep this as brief as possible.

T6-1 S 2 Learning Objectives



Professional Development Session 1

By the end of this session you (the teachers) will have

- started to understand the relevance of Leadership for Learning (LFL) to practice, and
- will have used the first LFL principle 'A focus on learning' to reflect on the nature of learning and its relationship to teaching.

T6-1 S 3 Outline



Professional Development Session 1

The outline for this session is as follows:

1. Review of last session and follow-up activity (15 mins)
2. Introduction to LFL and principle one – A focus on learning (15 mins)
3. Three key aspects of learning (20 mins)
4. Everyone is a learner; context; leadership and learning (25 mins)
5. Close (10 mins)



Figure 7. Focussing on learning

T6-1 S4 Reflect Together



Past Semesters and Past Teaching (15 mins)

Let us take stock of what we have done in the programme so far. Refer to your learning journals and activity plans (across the semester) throughout the following set of activities.

What we learned and what surprised us

Can you name the teaching strategies covered in the past semesters? What things surprised you most, and what have you learned or realised? It may be helpful to go through your learning journal and activity plans.

Record contributions on the blackboard/whiteboard. You might organise your blackboard/whiteboard as shown:

Themes, such as: T1 Creative Approaches T2 Questioning T3 Talk for Learning T4 Group Work	What I learned.		
	pupil participation	fun!	pupils learning from each other
	great ideas from colleagues		teachers learning from each other
	arranging desks	responsibility for learning	
	pupil discussion after lessons	finding resources	pupils were more active

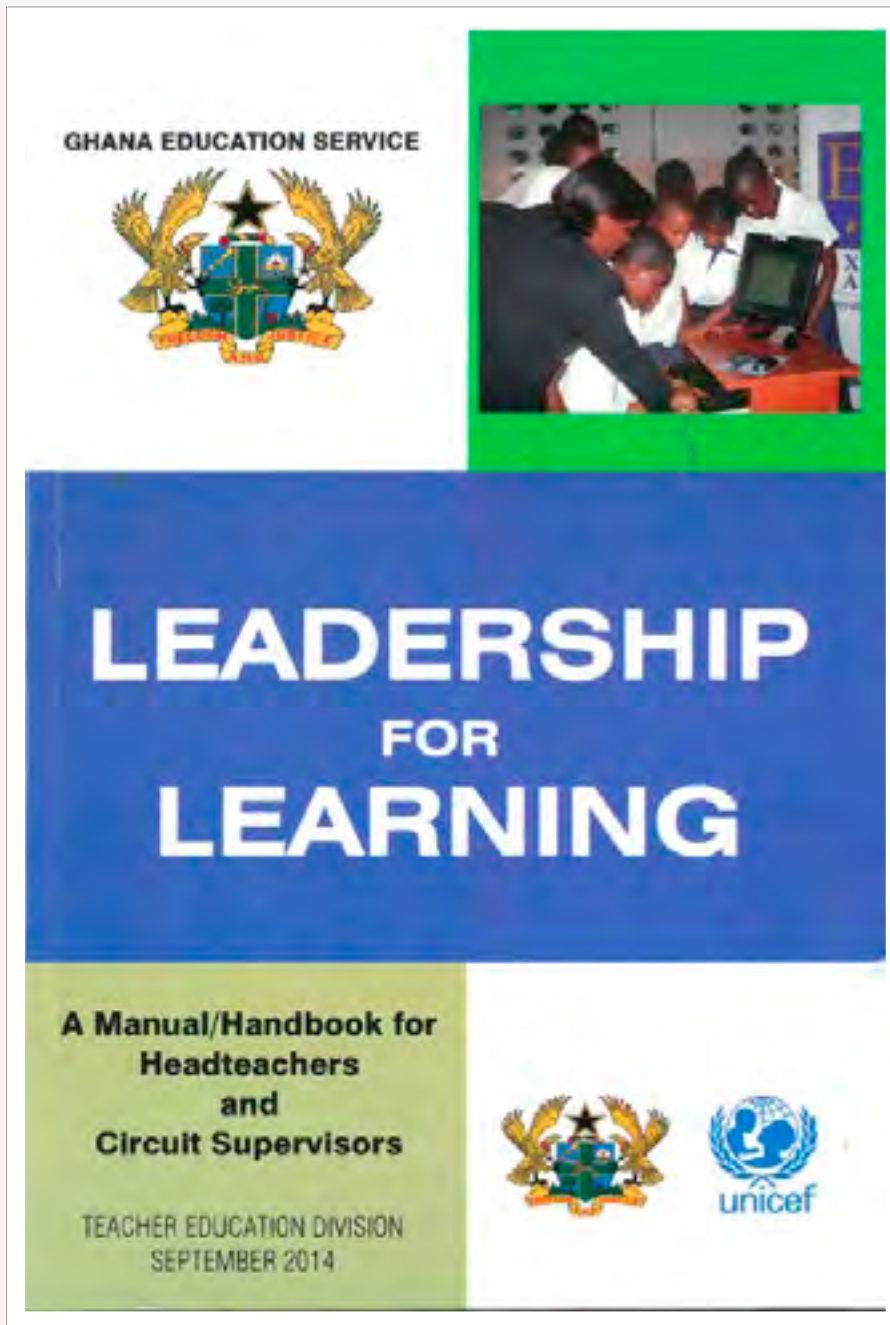
T6-1 S5 Activity



What Do You Know About Leadership for Learning? (3 mins)

Have you heard about Leadership for Learning? If so, how did you become familiar with it? Can you name any of the five principles? As a whole-group plenary activity, name the five principles, and very briefly say how you came across them.

Leadership for Learning



In the headteachers' handbook (2010), to Unit 9 (p. 162), you will find a section on Leadership for Learning. Recently, the Ghana Education Service produced a manual/handbook for headteachers and circuit supervisors (pictured above), entirely devoted to Leadership for Learning.

Leadership for Learning (LFL) is a framework of ideas and principles originating in the international Carpe Vitam Leadership for Learning project, co-ordinated at the University of Cambridge. The framework has been used for 10 years in different contexts, particularly as a programme for school leadership professional development.

Leadership for Learning is a way of thinking, doing, communicating, working, and reflecting about educational leadership in schools for the singular purpose of promoting the activity of learning.

Here are the five principles of Leadership for Learning:

- Focus on Learning
- Conditions for Learning
- Learning Dialogue
- Shared Leadership
- Shared Accountability

During the Leadership for Learning theme we consider these five principles in turn.

Leadership for Learning is useful not just for schools, but for any educational institution, including schools. Also, it is useful for teachers, and not just headteachers. LFL is a distributed leadership model, in which everybody can be a leader, including teachers and pupils.

T6-1 S6 Think-Pair-Share



Do We Focus on Learning? (12 mins)

Activities we do in our school (including the school classroom, the PD session, but also other circumstances): Which ones have a clear focus on learning and which ones do not? You should draw these from your own experience over your recent teaching, e.g. from this and the last semester. You have one minute to think individually, then a few minutes to pair, and then about 8 minutes to share with everybody.

During the 8 minutes of sharing with everybody, divide the board as shown below, and write down some school activities that have a clear focus on learning, and others that have a lower focus on learning. Two examples are already given in the table below.

Principle 1: Focus on Learning	
Activity with a focus on learning	Activity with a lower focus on learning
Two pupils discuss a maths problem over lunch.	Marking the class register.

T6-1 S7 Activity



Three Key Aspects of Learning (20 mins)

This activity helps you consider the nature of learning. The 'three key aspects of learning' referred to are

1. thinking (the cognitive dimension - often related to the 'head'),
2. feeling (the emotional dimension - often related to the 'heart') and
3. doing (the active and often social dimension - often related to the 'hand').

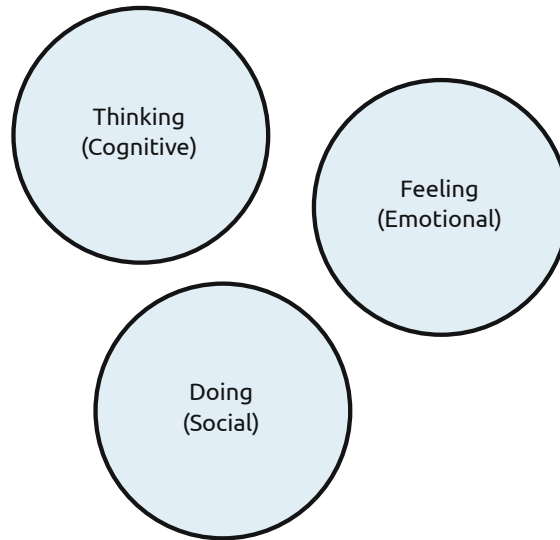
These aspects are interrelated and are equally applicable to all learners — teachers, pupils, headteachers, everyone.

Human beings are incredible learning 'machines', and it is virtually impossible to do anything without learning something. When a parent asks a child '*what did you learn in school today?*' the reply may sometimes be '*nothing*'. However, this is very unlikely to be true. The child may not have learned, or remembered, the basics of photosynthesis or how to turn a simple fraction into a percentage or whatever the lesson objective was, but she will have learned other things. She may have learned that if you say that you do not understand the teacher will get very cross, or that Kwame can write numbers in a seemingly magical way that is correct, or that she will never be any good at maths because she is a girl.

Learning – for children or adults – is enhanced when all three aspects are considered to give the best possible learning experience.

Three aspects of learning — Part 1: Plenary (5 mins)

On the board you see three circles, labeled like this:



Share ideas with the whole group about what each element may include, for example:

- Thinking – analysing concepts; testing ideas; making connections; evaluating information.
- Feeling – enjoyment; curiosity; confidence; satisfaction; boredom; fear.
- Doing – listening; questioning; practising; discussing; drawing; solving (practical) problems.

It might help to recall a particular time when you were learning something new. What were you thinking, what were you feeling, what were you doing?

Three aspects of learning — Part 2: Pairs (10 mins)

In pairs, think back to a recent class that you have taught. Use the ideas just generated to consider:

1. What were the pupils doing? What was the balance of time spent on different activities? How well were these activities focused on learning?
2. What kinds of thinking were the activities designed to stimulate? To what extent were the pupils engaged in thinking, on their own and with others? How do you know?
3. To what extent if at all were pupils' feelings considered when planning the session? How did the pupils seem to respond (in terms of attitudes and emotions) to the activities? How could you find out how they were feeling?

Three aspects of learning — Part 3: Plenary (5 mins)

Back in the whole group plenary, share ideas about how thinking about the three aspects of learning should influence future planning and teaching.

T6-1 S8 Activity



Everyone is a Learner; Context; Leadership and Learning (25 mins)

Each headline Leadership for Learning principle is expanded through a number of sub-principles. The sub-principles for the first principle, a focus on learning, are on a handout.

Part 1: Form groups and choose a sub-principle

Divide into large groups of around 6 – 9 teachers. Within each large group, form three sub-groups (either in pairs or threes). Ask the three groups to look at one or two of the sub-principles each, as below:

- Sub-principle 1a 'everyone is a learner'
- Sub-principle 1c 'the efficacy (the ability to get a job done; effectiveness) of learning is highly sensitive to context and to the differing ways in which people learn'
- Sub-principles 1d and 1e 'the capacity for leadership arises out of powerful learning experiences' and 'opportunities to exercise leadership enhance learning'.



Figure 8. Teachers are exploring roleplays on principle one.

Part 2: Discuss and develop a role-play

In pairs (or groups of three), do the following:

1. Consider the meaning and implications of the sub-principle
2. Plan and rehearse a short (1 minute) role-play (dramatisation) to illustrate the sub-principle.

Part 3: Perform the role-play

Each pair (or three) then performs their role-play to the rest of the large group (of 6 – 9).

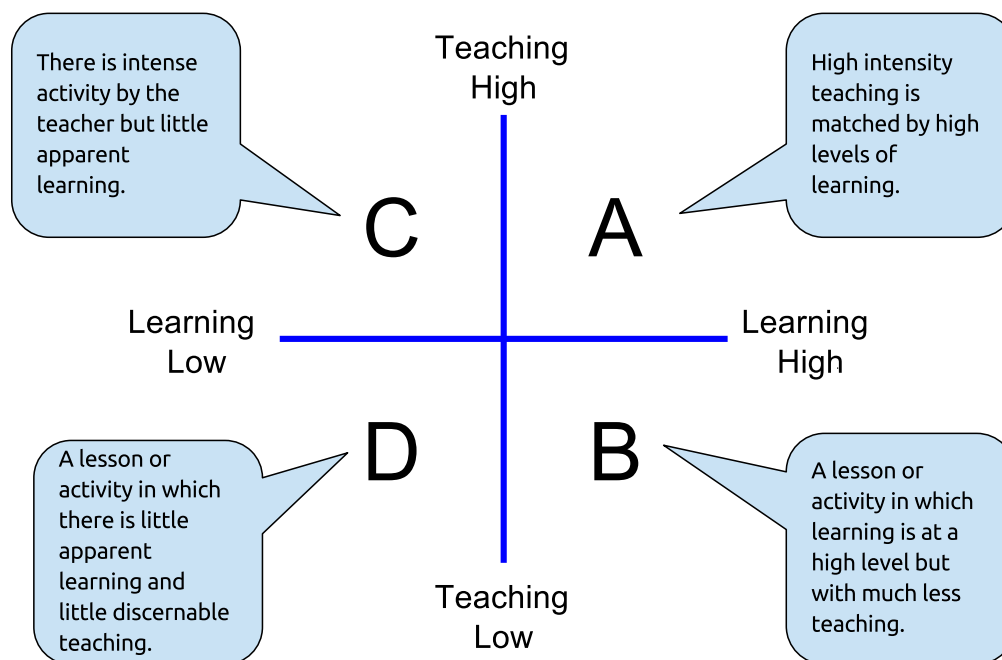
T6-1 S9 Plan Follow-Up Activities



Your Activities This Week (10 mins)

Teaching and learning in four quadrants

In this session we have considered the first Leadership for Learning principle, a focus on learning. Too often much of the teacher's attention is on teaching rather than learning, although of course the two are interconnected. A quadrant diagram can help us analyse a lesson or session, by thinking about the intensity of teaching and learning taking place.



The vertical axis represents the intensity of teaching, the horizontal axis represents the level of learning, and together they form four situations:

- (A) High intensity teaching is matched by high levels of learning.
- (B) A lesson or activity in which learning is at a high level but with much less teaching.

- (C) There is intense activity by the teacher but little apparent learning.
- (D) A lesson or activity in which there is little apparent learning and little discernable teaching.

During the week, use the quadrant to reflect on lessons you teach and any you observe. For each one draw the diagram in your notebook, decide which quadrant best represents the levels of teaching and learning in the lesson, and write brief notes justifying your choice of quadrant. Also note down your overall evaluation of the lesson, and reasons for the balance of teaching and learning.

Reflection on the first principle 'A focus on learning'

As you teach this week, reflect on the principle one and its sub-principles in relation to your teaching. Note your reflection in your learning journal.



Figure 9. A student focusses on learning.

T6-1 S 10 End of Session



Agreeing Follow-Up Activities

Make arrangements for how you will support each other during the upcoming week. Make sure there are no unresolved questions or queries, and then close the session.



Figure 10. Teachers discuss the focus on learning



Principle 2 — Introduction

Conditions for Learning

When we focus on learning we almost inevitably think of the conditions in which learning takes place, or fails to take place. The purpose of this second principle is to help teachers, pupils, headteachers and other key stakeholders to think more deeply and critically about not only where learning is expected to take place – conditions in a physical sense – but also the social conditions that facilitate or inhibit learning.



Figure 11. Students are learning together.

T6-2 i 1 Introduction



Does it matter where you learn, or what the ‘conditions’ are that help or hinder learning? It is worth looking a little more closely at the idea of ‘conditions’. It covers a multitude of possibilities and starts with the premise that learning is ‘conditional’. We may engage fully and wholeheartedly with a learning task when the conditions are right. On the other hand, we may let learning simply pass us by because we are uncomfortable, anxious, bored, or distracted by more pressing concerns.

Learning always happens somewhere. It may take place in our own heads but it also matters where that head is located, taking account of what has been described as ‘the power of place’. When asked to recall a memorable moment, pleasurable or traumatic, we are able to place it in a physical context. Where were you when....

- you first met your wife/husband/partner?
- you celebrated your xth birthday?
- Ghana lost to Uruguay in the quarter-finals of the 2010 world cup?
- the Twin Towers fell?
- the Accra Sports Stadium disaster happened?
- Independence Day was last celebrated?



Figure 12. Ghana vs. Uruguay. Image: Inside Soccer City 2. By Steve Evans, <https://www.flickr.com/photos/babasteve/4758410640>, Creative Commons Attribution-NonCommercial License, <https://creativecommons.org/licenses/by-nc/2.0/>.

Although as adults we are acutely sensitive to environments, where we choose to read or watch television, or where we sit in a restaurant, we ignore or underestimate the importance of environment for children and young people. In Ghana there is often very little room for manoeuvre in a classroom. There may be little room for decoration or the exhibition of children's work. There may be no physical classroom at all, but even where a class is held under a tree, we find teachers thinking creatively about ways of displaying pupils' work, attaching posters to the trees themselves, discussing with the class how to create a more congenial environment for learning or thinking creatively about how to find and use resources.

These are issues that have been raised in workshops with teachers, headteachers, directors and circuit supervisors, using a range of activities that bring these issues to the fore and have, in some cases, been used by teachers in places where resources and classroom contexts were not too constraining.

Why draw a root?

One teacher, for example, had a huge resource bank of thrown away items – tins, boxes, papers, cardboard containers, plastic bottles. The collection of these served three purposes – cleaning up the environment, creating incentives for pupils to bring in potential resources and stimulating imaginative uses for everyday domestic products that could be used for conversation, storytelling, and number work. Pebbles, collected from just outside the classroom were now being used for basic numeracy. In citing a biology lesson a head teacher asked her staff, *‘Why draw a root on the board when there is one just outside the door?’*



Figure 13. Earth developing more roots. Image: Sculpture by El Anatsui: Earth developing more roots, 2011 (Aluminium bottle caps, copper wire) / Sakshi Gallery / Art Basel Hong Kong 2013 / SML.20130523.6D.14115. By See-ming Lee, <https://www.flickr.com/photos/seeminglee/8987127837>, Creative Commons Attribution-NonCommercial License, <https://creativecommons.org/licenses/by-nc/2.0/>.

T6-2 i2 Learning in and out of the Classroom



Think about the different environments, or ‘conditions’, for learning in the classroom context as compared to the conditions within a less structured or directed environment. What might pupils say about their learning in the classroom and their learning at home and elsewhere in the community? What, how, where and with whom do pupils learn in school and out of school?

There are typically stark contrasts between these differing environments, particularly in places where there are longstanding traditions in the family and community which shape the way people interact and speak with one another. Different ‘cultures’ tend to develop in different situations,

influencing the nature and use of language, conversational rituals and taboos, and the use of humour.

Thinking about these points may also bring to light, especially with children and young people, a conception of what 'learning' is - something that happens in classroom and directed by others? Or...? So learning comes to be understood in a wider compass and as 'situated' in, and deeply sensitive to, differing contexts.

Conditions refer in one sense to the physical environment but also carry a wider meaning. Learning is always 'conditional', or dependent on a range of factors, physical as well as social and psychological. One of the most salient (i.e., which stands out as important) of conditions is the presence and influence of peers. This is an issue that crosses international and cultural boundaries. Schools are unique places, bringing same age peers together in conditions that inevitably invite both competition and collaboration. The challenge for teachers is, as far as possible, a) to heighten their awareness of the peer effect b) to bring it into the open as an issue for discussion and c) to harness the potential and power of peer learning.



Figure 14. In Theme 5: Teaching and Learning Materials, we encountered the idea of using the outdoors for learning. The image shows a group of teachers exploring learning outdoors.

T6-2 i 3 Home Work



The word, or words, 'home' and 'work', carry different but related associations. In Ghana it is common for children to have to carry out tasks in the home, to play their part in the domestic economy, which may be before or after school. Following up on, or preparing for, classroom learning is conditional on other priorities and on the physical and social conditions in home and a community. Schools, with their rules, routines, protocols

and their inflexibility in starting times, can frequently create problems for households. This can be particularly acute in rural areas where school is a long distance from the community and late coming tends to be punished. This is despite many households having no clocks, radios or other forms of access to timekeeping. In many situations, children play a vital role in supporting the family economy, and children, chiefly girls, are often required to share in domestic tasks.

As one headteacher commented:

At the extreme end of our district by the lakes some children have to fend for themselves by fishing at night then walk five to seven miles before coming to school.

The following extract from a Ghanaian author Cecelia Sem Obeng, written in 2002, describes conditions for learning in her own school days as well as drawing on contemporary accounts from many girls trying to balance domestic duties, discrimination in favour of boys, and the need to do homework to avoid punishment, often flogging.

Awa's daily routines in the household included cleaning the bedrooms, the compounds, the back of the house, fetching water from the riverside, three miles from the village. and preparing breakfast for the family. After school chores included buying kola nuts, helping prepare dinner and hawking, and always in danger of men requiring or trading sexual favours.... Conditions for homework required both resilience and patience as boys claimed user rights over tables if such tables were needed for study. Girls, therefore, sat and ate on the ground and had to squat or lie on the floor for their studies. While in most homes there are lamps the tendency is for boys to use them first. These also come with associated accidents and tragedies.

Cecelia Sem Obeng (2002). *Home was Uncomfortable, School Was Hell: A Confessionalist- Ethnographic Account of Belief Systems and Socio-Educational Crises in the Schooling of Ghanaian Rural Girls*. Nova Science Publishers, New York. Pages 28 and 117.

It is important for teachers to consider the homework 'imperative' (i.e., that it is essential and expected that homework will be set and done) but also the nature of the assigned task, the conditions under which it will be done and the extent to which it is necessary, motivational and enhancing of learning.

- To what extent are there resourcing issues - textbooks, stationery, notebooks, pencils, adequate lighting?
- Is it, as is commonly assumed, an individual activity? Could collaboration with peers, or siblings, be encouraged?
- Is homework actually done at home?
- What are expectations of parents, as helping or hindering?

- Is it motivating or demotivating?
- How could homework be made more meaningful and engaging?

The above quotes in the boxes describe children's homework. In your experience, what is the same, and what is different in a School?



Figure 15. What are the supportive conditions for learning in this class?

T6-2 i 4 Cause and Effect



As a technique for exploring conditions, the 'cause and effect' protocol may prove useful. This can help open up discussion about conditions for learning in and out of school. This activity may be undertaken individually but is more likely to be beneficial when carried out as a group.

- Think about the problem you want to address
- Then think about the range of causes of the problem
- Categorise the causes
- Take each in turn to analyse and explore the issues in greater depth
- Reflect on the more textured understanding that this brings
- Consider ways of addressing these causes and potential benefits

Teaching can be a lonely and isolating activity, said one Ghanaian teacher, as it rarely allows time to discuss with, or get support from, colleagues. As one teacher said, 'You live in a child's world, and then find it difficult to relate to others adult to adult. There is also often a reluctance to share problems with your colleagues in case you are seen as weak or incompetent'.

A headteacher who had returned to her school from the first leadership for learning workshop, with determination to embed this second of the LfL principles in her work, described a cultural transformation in which problems were now shared openly rather than hidden or disguised.

Now teachers come to me with their problems and their challenges and, you know, a problem shared is half solved. ...They say to me, 'Madam', and I say 'sit down and say 'I am your critical friend. Tell me'.



Figure 16. Ripples in water. Image: ~ the ripple effect ~. By ~ lzee ~ not-really-all-here, <https://www.flickr.com/photos//17092776120>, Creative Commons Attribution-NonCommercial License, <https://creativecommons.org/licenses/by-nc/2.0/>

T6-2 i 5 Practice-Focused Circles



An activity that teachers have found useful is 'practice-focused circles'. Many teachers have found these circles liberating, offering an opportunity to open up and 'problematise' their practice — i.e., to reflect on it at arm's length and to analyse it critically. Doing this with others in a practice-focused circle generates a collaborative and supportive ethos that many teachers have described as very helpful.

This activity focuses on one person's practice or problem and is aimed at helping that person to understand and think about the issue in different ways, while the rest of the group move outside their frame of reference and practise suspending judgement.

Practice-focused Circles. A group (no more than 12) sit in a circle and a volunteer describes an incident or dilemma he/she has found problematic and would like to share with others. He/she takes about five minutes to describe the situation. The other members of the group then ask questions

framed to 'get inside' that person's situation, understand their feelings and identify with their struggle. The 'rules' are not to offer advice, nor to offer anecdotes from one's own experience. Rather to really help the person who is sharing the problem to think through and clarify the issue by sensitive listening and commenting. Listeners may phrase their comments like:

- It seems to me that ...
- I wonder if ...
- What I am hearing is ...

This helps the volunteer to look at and analyse problems from different angles and consider a range of alternative perspectives — alternative ways of looking at the issues.

T6-2 i 6 And Finally ...



Revisiting the term 'conditions', consider the two meanings and associations of that term.

- How important are conditions in a physical sense?
- To what extent is learning 'conditional' on the environment, relationships within it and the nature of the task?
- To what extent are we, or our pupils, aware of the impact of the conditions in which they are expected to learn?
- What is the latitude, or 'wiggle room' for changing or improving the environment?

In the words of one teacher, pupils 'walk into new concepts', lacking any grasp of why they are being taught, or the relationship of those concepts to prior learning. We often do not explain clearly enough the importance of what is being taught, or how it links with what pupils already know and have learned.

This has typically been accompanied by a lack of opportunity for pupils to express learning difficulties, for teachers to become aware of these and to address them. This is particularly the case in large classes, where the question 'Do you all understand?' is unlikely to be met with individual dissent. A teacher put it like this:

We used to sit the children down and just lecture, lecture, lecture and then you ask the children 'Do you understand? And they will answer: "Yes sir". And yet there are some who couldn't pick up anything from what you taught.

T6-2 i 7 In Summary



Walking into new concepts has both a physical and metaphorical resonance. Entering the classroom requires the adoption of a new persona, an acute sensitivity to conditions – physical and social, an ability to read the unwritten

rules and navigate your way through the complex and arcane conventions of a place called 'school':

School can be a place of welcome and belonging. It can provide spaces where young people feel secure, free to speak out: spaces which encourage them to be creative and develop their autonomy. School can also be a place of rejection and confusion; the spaces within it hostile or unsafe. If young people are to reach for the stars, take their role as global citizens and pass on their learning to future generations, they first need to have a sense of place and belonging and [to be] secure in the belief of who they are.

(Kathryn Riley, *Leadership of Place*, 2011, Preface.)



Figure 17. An interesting use of stones and roots. Image: Stone Chairs. By Chad Skeers, <https://www.flickr.com/photos/chadskeers/5522255958>, Creative Commons Creative Commons Attribution License, <https://creativecommons.org/licenses/by/2.0/>



Principle 2 — PD Session

Conditions for Learning

T6-2 S 1 Start of Session



Housekeeping (5 min)

Welcome each other to the session, and undertake the necessary housekeeping (such as circulating the register). Review the objectives and session outline, but keep this as brief as possible.



Figure 18. Teachers are exploring the conditions for learning.

T6-2 S 2 Learning Objectives



Professional Development Session 2

By the end of this session you (the teachers) will have

- reviewed your learning about the first Leadership for Learning (LFL) principle, a focus on learning, and
- linked this to the second principle – conditions for learning, the subject of this session.
- realised that along with physical conditions, social and emotional conditions are equally if not more influential.

- considered the importance of culture in creating conditions conducive to learning.

T6-2 S3 Outline



Professional Development Session 2

1. Review of last session and follow-up activity (15 mins)
2. Introduction to principle two – Conditions for Learning (15 mins)
3. Learning in and out of the classroom (20 mins)
4. Sharing ideas for creating conditions for learning (30 mins)
5. Close (10 mins)

T6-2 S4 Reflect Together



Review of Last Session and Follow-Up Activities (5 mins)

Thinking, feeling, doing (Pairs, 5 min)

In pairs, share how you have incorporated the three aspects of learning (thinking, feeling and doing) into your teaching during the week, and if you have done so how you have done this, and with what effect. Remember to consider the three aspects in future planning.

T6-2 S5 Activity



The Quadrants about Teaching and Learning (10 min)

Briefly recall the five Leadership for Learning principles, and then the five sub-principles for principle one (without looking at your notes).

Look at your notes made during the week using the quadrants about teaching and learning. As a whole group, share examples of high levels of learning (with or without high intensity teaching).

Principle 1 – A focus on learning	Conditions that facilitated high level learning	
Everyone is a learner		
Social, emotional, cognitive		
Context Differing ways people learn		
Leadership arises out of learning		
Exercising leadership enhances learning		

T6-2 S6 Activity



Introduction to Principle 2 – Conditions for Learning (15 mins)

Just like the first principle (and all the others), principle two has sub-principles that expand on conditions for learning. Let us write up the key words of the sub-principle as shown on the following handout.

Working in pairs, look at the column with key points from the examples provided by your colleague about conditions that facilitated high-level learning, and seeing if they match any of the key words about principle two on the right hand side. Divide the pairs so that some of you start at the top of the list, and others start at the bottom and work up the list.

Once you have done the work in pairs, looking at the column with key points from the examples provided by the teachers about conditions that facilitated high-level learning. Do any of them match any of the key words about principle two on the right hand side?

Principle 2 – Conditions for Learning

Leadership for learning practice involves creating conditions favourable to learning as an activity in which:

- cultures nurture the learning of everyone
- everyone has opportunities to reflect on the nature, skills and processes of learning
- physical and social spaces stimulate and celebrate learning
- safe and secure environments enable everyone to take risks, cope with failure and respond positively to challenges
- tools and strategies are used to enhance thinking about learning and the practice of teaching.

Further information can be found online at:

- <https://www.educ.cam.ac.uk/centres/lfl/projects/ghana/>
- <http://www.educ.cam.ac.uk/centres/lfl/about/>
- <http://oer.educ.cam.ac.uk/wiki/OER4Schools/LfL>

If you have copies available, please also consult the GES Headteachers' handbook (2010) and the GES Leadership for Learning Manual/Handbook (2014).

T6-2 S7 Activity



Learning in and out of the Classroom (15 mins)

*I keep six honest serving-men
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who.*

Rudyard Kipling, 'The Elephant's Child' (first four lines)

In schools and Colleges of Education we deliberately create conditions that we think will enable teaching and learning, but schools and Colleges of Education are not the only places where learning takes place and we could perhaps improve our practice by considering learning outside the classroom – for example at home - as well as inside the classroom.

Part 1: 5 W + H (5 mins)

Find two facing pages in your notebook or journal.

On one side write: Learning in the Classroom. On the other, Learning outside the Classroom.

As we learn differently (LFL sub-principle 1c) you can choose how to set out your pages, possibly in boxes, a circle, or even a hexagon. (Note that your words should be smaller on the actual page, leaving more room to write in each box).

Learning in the classroom		Learning outside the classroom	
What?	Who?	What?	Who?
When?	Where? In the classroom.	When?	Where? (e.g. at home)
Why?	How?	Why?	How?

Figure 19. Layout 1.

Learning in the classroom	Learning outside the classroom – e.g. at home
What?	What?
Who? When?	Who? When?
Where? Why?	Where? Why?
How?	How?

Figure 20. Layout 2.

Individually, reflect on your own and others' experiences of learning and just write key words (not full sentences) in response to each of the 5W+H questions about learning in the contrasting contexts. For example, just write "trig" if you learned about trigonometry in mathematics.

Part 2: What could be done differently inside classrooms to enhance learning? (5 mins)

After 5 minutes individual thinking and note-making, form groups of three to share their thinking. Within each group identify differences between learning in and out of the classroom, concentrating particularly on suggestions for what could be done differently inside classrooms to enhance learning.

Part 3: Plenary (5 mins)

Each trio offers their suggestions on improving the conditions for learning in classrooms still further. Note down ideas as they are suggested.

T6-2 S8 Activity**Sharing Ideas for Creating Conditions for Learning (30 mins)****Part 1: Introduction (5 mins)**

Divide into small groups. Each group sits at a table with a large sheet of paper (preferably A2 in size) on which is written one of the sub-principles. The handout below is provided for reference. Each person needs a pen or pencil.

Principle 2 — Conditions for Learning

2a) Cultures nurture the learning of everyone. Every school and classroom has its own culture.

Culture refers to the feel of a place, and is often thought of as ‘the way we do things around here’. Cultures are shaped by the way people speak to each other and the little things they do, as well as by organisational structures and policies.

What can be done to develop positive learning cultures?

2b) Everyone has opportunities to reflect on the nature, skills and processes of learning.

Reflection can be done alone just thinking about something for a few moments, or it can involve writing and/or talking with others to shape thoughts. The thinking routine ‘Connect, extend, challenge’ (“how does this connect, extend and challenge what I already know and do”) is a very powerful reflective prompt.

How else can reflection about learning be encouraged?

2c) Physical and social spaces stimulate and celebrate learning.

The arrangement of people and furniture (for example in rows facing the front, or in small groups in a circle), and the use of spaces (including walls, corridors and outside spaces) can both stimulate learning and celebrate it.

What examples have you seen/can you imagine?

2d) Safe and secure environments enable everyone to take risks, cope with failure and respond positively to challenges.

Too often we don’t learn as much as we could because we are afraid of making a mistake or looking silly.

How can learners be encouraged to try something that at first seems quite difficult? What are helpful responses when first attempts are unsuccessful?

2e) Tools and strategies are used to enhance thinking about learning and the practice of teaching

There are lots of ways of helping learning – many have been used in these professional development sessions.

Which tools and strategies are really powerful learning activities?



Figure 21. Teachers are drawing graffiti.

Part 2: Small group 'graffiti' (5 * 3=15 mins)

Each group has a short time (between one and two minutes) for everyone **simultaneously** to scribble ideas onto a sheet of paper. You can then move on to the next sub-principle (i.e. to another table) and do the same.



Figure 22. Teachers are preparing the art gallery.

Part 3: 'Art gallery' (10 minutes)

You then walk around the gallery (or table displays) reading the graffiti and talking about the ideas. They can record a few key points in their notebooks.



Figure 23. Teachers are reading what the other groups wrote and take pictures..

T6-2 S9 Plan Follow-Up Activities



Your Activities This Week (10 mins)

Spot check

The purpose of this activity is to think about the conditions for learning created and experienced in the classroom, and thus the connections between teaching and learning. You, the teacher may be speaking, or writing

on the blackboard but what are the pupils doing? At a given moment you ask your pupils to fill out the sheet below (circling a number that corresponds with the term on the left or right, also with an ambiguous middle position). There are two additional spaces for items to be added.

There are clearly logistical and resourcing issues to be taken into consideration and it may rely on your ingenuity to adapt the 'spot check', perhaps reading out each item in turn and asking learners to respond on paper, a slate or in a paired conversation. This of itself may say something about the physical conditions for learning.

You should talk about the activity with your pupils and explain its purpose.



Figure 24. Students and spot check forms.

Reflection on the second principle 'Conditions for Learning'

As you teach this week, reflect on principle two and its sub-principles in relation to your teaching. Note your reflection in your learning journal.

T6-2 S 10 End of Session



Agreeing Follow-Up Activities

Make arrangements for how you will support each other during the upcoming week. Make sure there are no unresolved questions or queries, and then close the session.

Handout: Spot Check

Spot Check				
Date:		Time:		
Concentrating	3	2	1	Thinking about other things
Relaxed	3	2	1	Anxious
Energetic	3	2	1	Tired
Happy with being here	3	2	1	Wanting to be somewhere else
Excited	3	2	1	Bored
Pleased with my work	3	2	1	Disappointed with my work
Active	3	2	1	Passive
Cheerful	3	2	1	Irritable
	3	2	1	
	3	2	1	



Spot Check				
Date:		Time:		
Concentrating	3	2	1	Thinking about other things
Relaxed	3	2	1	Anxious
Energetic	3	2	1	Tired
Happy with being here	3	2	1	Wanting to be somewhere else
Excited	3	2	1	Bored
Pleased with my work	3	2	1	Disappointed with my work
Active	3	2	1	Passive
Cheerful	3	2	1	Irritable
	3	2	1	
	3	2	1	



Spot Check				
Date:		Time:		
Concentrating	3	2	1	Thinking about other things
Relaxed	3	2	1	Anxious
Energetic	3	2	1	Tired
Happy with being here	3	2	1	Wanting to be somewhere else
Excited	3	2	1	Bored
Pleased with my work	3	2	1	Disappointed with my work
Active	3	2	1	Passive
Cheerful	3	2	1	Irritable
	3	2	1	
	3	2	1	

Spot Check				
Date:		Time:		
Concentrating	3	2	1	Thinking about other things
Relaxed	3	2	1	Anxious
Energetic	3	2	1	Tired
Happy with being here	3	2	1	Wanting to be somewhere else
Excited	3	2	1	Bored
Pleased with my work	3	2	1	Disappointed with my work
Active	3	2	1	Passive
Cheerful	3	2	1	Irritable
	3	2	1	
	3	2	1	



Spot Check				
Date:		Time:		
Concentrating	3	2	1	Thinking about other things
Relaxed	3	2	1	Anxious
Energetic	3	2	1	Tired
Happy with being here	3	2	1	Wanting to be somewhere else
Excited	3	2	1	Bored
Pleased with my work	3	2	1	Disappointed with my work
Active	3	2	1	Passive
Cheerful	3	2	1	Irritable
	3	2	1	
	3	2	1	



Spot Check				
Date:		Time:		
Concentrating	3	2	1	Thinking about other things
Relaxed	3	2	1	Anxious
Energetic	3	2	1	Tired
Happy with being here	3	2	1	Wanting to be somewhere else
Excited	3	2	1	Bored
Pleased with my work	3	2	1	Disappointed with my work
Active	3	2	1	Passive
Cheerful	3	2	1	Irritable
	3	2	1	
	3	2	1	

Principle 3 — Introduction Dialogue

T6-3 i 1 Introduction to Dialogue



Dialogue is a word often used loosely, carrying a variety of meanings and connotations. It is much more than simply conversation because its essential character is listening with intent to understand rather than listening with intent to reply or assert one's own point of view. As a principle it has immediate relevance for classrooms, for professional relationships and for collaboration with parents.

The third of the five principles places dialogue at the centre of professional development, classroom practice and school leadership. From the Greek '*dialogos*', meaning 'conversation' (itself from the two words '*dia logos*', meaning 'through speech' or 'through reason'), it is an honest search for meaning, leaving behind one's viewpoint and assumptions, entering into the other person's frame of reference. It is not an easy thing to do as an adult having accumulated over a lifetime a set of values, convictions and deep seated prejudices. As Steven Covey has written, in day-to-day social relations 'we listen with intent to reply', often impatiently, keen to refer to our own experience or to assert our own viewpoint.

Bringing to life the nature and importance of listening with intent to understand has implications both for the work of the classroom and for collegial relationships, equally crucial in relationships with parents and other community members. Listening is a skill and so can be developed and honed just like any other skill, but we rarely explicitly practise listening with a view to improving. Two activities in the PD session aim to do that.

Poor listening and lack of real dialogue often intensify disputes rather than defuse and resolve them.

Schools and classrooms are places in which disputes over causes and effects occur on a daily basis. Teachers tend to consume a lot of classroom time in investigations of who did what, who was to blame, and what sanctions to apply. Accounts from children, parents, and school advisers have catalogued accounts of punishment so severe that children have been afraid of going to school with their parents seeking alternative schools where such options exist. A deeper understanding of causes and effects, whether disciplinary, concerned with professional relationships, or in relation to the community, may obviate (i.e., make unnecessary) the immediate recourse to dispute or punishment and open up a space for dialogue.

Think about a problem you want to address. This may be an individual dilemma or one that is common to a number of members of staff.

- Consider the range of possible causes.

- Categorise the causes, then take each in turn, seeking to analyse and explore them in depth. Causes may be grouped under categories such as people, organisation, resources, and legislation
- With a more textured understanding of the causes and sources consider a range of possible ways of addressing them.

'Dialogue' has already helped to energise and transform the professional culture in many Ghanaian schools. One headteacher described how teachers would come to him with complaints - *'Master, look at how these children are behaving'*. Listening with intent to understand rather than to remonstrate, he modeled the nature of the relationship teachers could have with their pupils. Listening carefully to them, acknowledging their feelings and helping them reflect on what was happening in their interchange, suggested how that same process might be applied with a child or children.

I told them you have to sit down with them and talk with them. It's a matter of dialoguing with them because they actually don't know what they are doing.

Can you think of situations in your school teaching where careful listening and acknowledgement of feelings has enabled dialogue and supported the development of deeper relationships?



Figure 25. Dialogue between teacher and students.

T6-3 i2 Generating Dialogue: Snowballing



'Snowballing', gathering momentum through discussion, is a process which is aimed at generating dialogue, characterised by careful listening, trying to get to the heart of the issue. It takes place in three stages underpinned by a set of procedural principles described below. The three stages are:

- Questioning,
- Explanation
- Discussion

... with the intent of arriving at consensus (or reasoned disagreement).

The starting point may be any issue, problem or goal which presents itself. It might be, for example, how to plan ways in which one of the five key Leadership for Learning principles may be incorporated into daily classroom life. The purpose may be to encourage a higher quality dialogue among pupils following three discrete stages underpinned by five procedural 'rules'.

Snowballing

The three stages:

1. Individual working on the scenario presented (5-7 minutes);
2. Pairs, threes or fours discuss the individual analyses of the scenario (15 minutes);
3. Whole group work on a resolution to the issues and varied viewpoints discussed (20 minutes).

At stages 2 and 3 there must be an effort to reach consensus, but following the rules:

- No insisting on your own position;
- Listening carefully to other people's position;
- No trading (I'll give you point 3 if you let me have point 4);
- No averaging (add up scores and divide);
- Look for, and pay close attention to, evidence.

T6-3 i 3 Dialogic Teaching



Robin Alexander has defined some of the characteristic of dialogic teaching. These are:

- **interactions** which encourage pupils to think, and to think in different ways
- **questions** which invite much more than simple recall
- **answers** which are justified, followed up and built upon rather than merely received
- **feedback** which informs and leads thinking forward as well as encourages
- **contributions** which are extended rather than fragmented
- **exchanges** which chain together into coherent and deepening lines of enquiry
- **discussion and argumentation** which probe and challenge rather than unquestioningly accept

- **professional engagement with subject matter** which liberates classroom discourse from the safe and conventional
- **classroom organisation, climate and relationships** which make all this possible.

These can be found at <http://www.robinaalexander.org.uk/dialogic-teaching/>.



Figure 26. Teachers are discussing the third principle.

T6-3 i 4 In Summary



Where the first of the five principles – a focus on learning - had been taken to heart, the third principle of ‘dialogue’ has helped to energise and transform the professional culture in many schools. Extending the principle to work with parents had brought with it, in many cases, a less adversarial relationship. In the same way, ‘dialogue’ has the potential to contribute much to transforming the professional culture of schools.

Principle 3 — PD Session

Dialogue

T6-3 S 1 Start of Session



Housekeeping (5 min)

Welcome each other to the session, and undertake the necessary housekeeping (such as circulating the register). Review the objectives and session outline, but keep this as brief as possible.

T6-3 S 2 Learning Objectives



Professional Development Session 3

By the end of this session you (the teachers) will have

- reviewed your learning about the second Leadership for Learning (LFL) principle, conditions for learning, and the spot check activity
- learned about the third LfL principle 'dialogue' and its importance for learning
- practised active listening, considered how to improve dialogue with others, particularly parents, and experienced a protocol for structuring dialogue to get assistance with a particular problem.

T6-3 S 3 Outline



Professional Development Session 3

- Review of last session and follow-up activity (10 mins)
- Introduction to principle three – Dialogue (5 mins)
- Triad listening (25 mins)
- Dialogue with other stakeholders (15 mins)
- Spot check discussion (5 mins)
- Tuning protocol (25 mins)
- Close (5 mins)

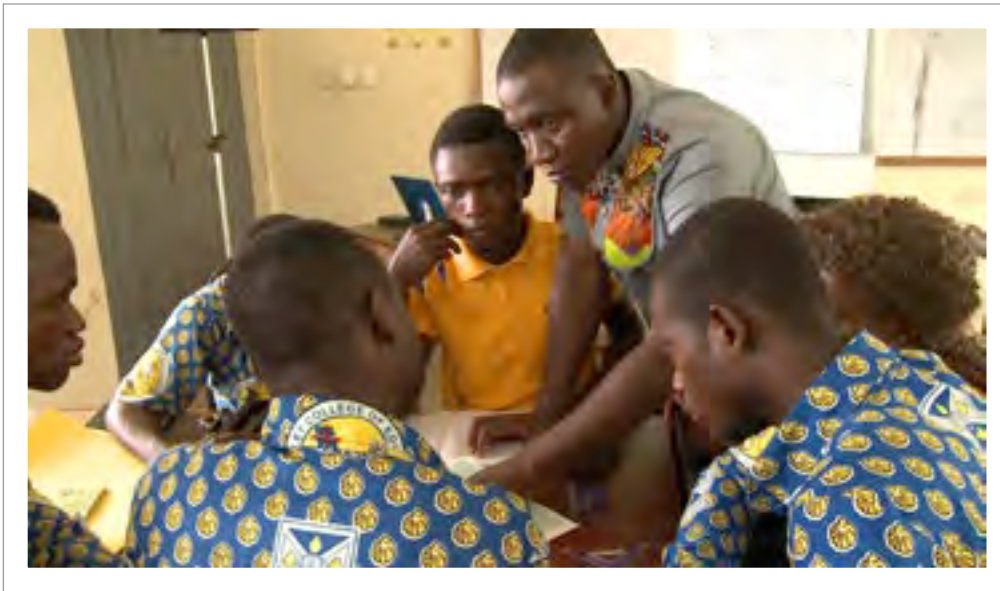


Figure 27. A teacher listens to a student.

T6-3 S4 Reflect Together



Reflection on Conditions for Learning and Spot Check (10 mins)

Think back to the last PD session, look through your notes.

Part 1: Take a moment to reflect on your noticing of conditions for learning.

Part 2: In pairs share key points you have become aware of in relation to conditions for learning – in and out of the classroom.

Part 3: Now share ideas or examples of ‘safe and secure environments that enable everyone to take risks, cope with failure and respond positively to challenges’ (sub-principle 2d). Share them with the whole group.

To deepen the discussion, reflect on your use of the ‘spot check’ using these four questions:

- How did you do it? (E.g. by giving a handout to everyone, or some other way?)
- What were the pupils’ reactions to being asked to do this?
- What did the spot check reveal?
- What did you do as a result?

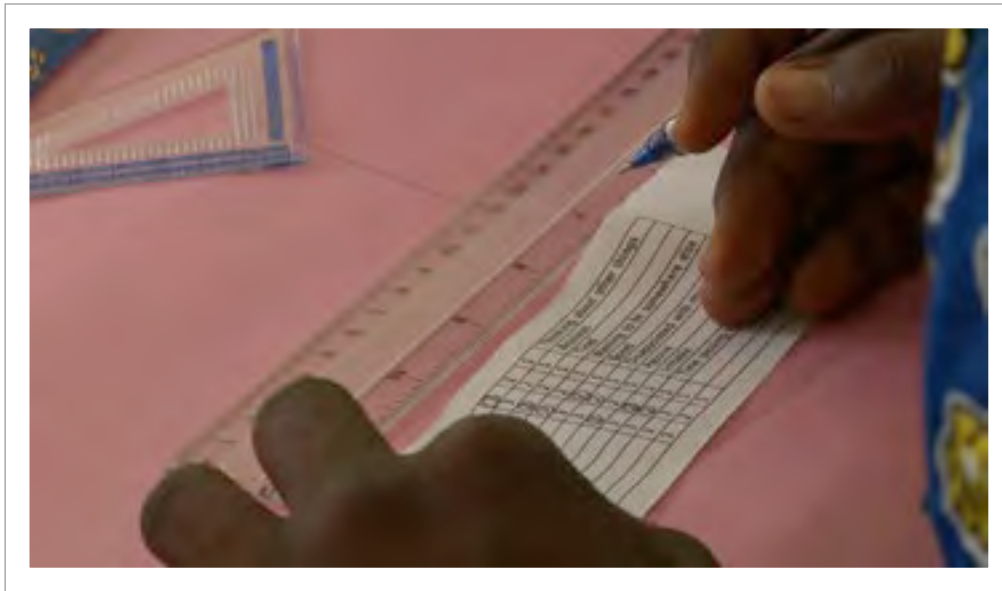


Figure 28. A student fills in the spot check form.

T6-3 S 5 Activity



Dialogue Introduction (5 mins)

Having read the introduction to dialogue, you now have the opportunity to review and share your understanding. Remember that dialogue is an honest search for meaning, leaving behind one's viewpoint and assumptions, entering into the other person's frame of reference.

It is not an easy thing to do as an adult having accumulated over a lifetime a set of values, convictions, deep seated prejudices and habits. Talk about the difference between listening *'with intent to state your opinion'* and listening with *'intent to really understand what the other person is saying'*.

In other words the difference between

- only thinking about what you hear in relation to yourself, your view, your experiences, and seeking opportunities to respond with your own experience or viewpoint,
- and listening to really understand what the other person is saying — the other person's view and their experience.

You may want to note key points on the left hand side of the board: How can you tell that someone is listening well? You will add to what you have written at the end of the triad listening later on.

T6-3 S6 Activity



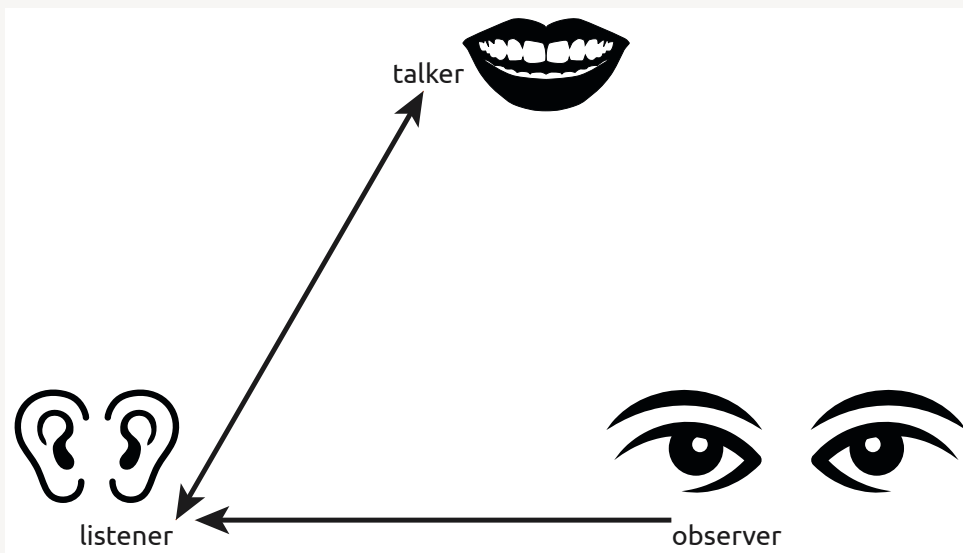
Triad Listening (25 mins)

The box below explains “triad listening”. Take a few minutes to go through the steps, clarifying anything that is not clear. Then break into groups of three, and follow the instructions. (You may have to form one or two groups of four, with two observers in those groups.)

Triad listening

Participants work in groups of three. Their designated roles are speaker, listener and observer.

- The speaker talks (for about three minutes) on a subject of some importance to him/her. It may be a personal dilemma, an issue in school or classroom, or a recent conflict with authority, for example.
- The listener’s task is to listen with intent to understand. It may, or may not, involve questioning.
- The observer’s focus is purely on the listener (not on the talker), with the task of noting what comprises the act of listening.



After three minutes the positions rotate so that everyone has the opportunity to exercise each of the three roles. You will need to rotate three times (except when there are four), so that everybody gets to play all roles.

Having heard all three accounts the triad then spend the next 5 minutes or so exchanging views and compiling a list of what constitutes ‘good’ or even ‘empathic’ listening: Listening to understand meanings and feelings. Elicit points and write them on the right hand side of the board if they are new, or underline the same point on the left hand side if it had been generated at the beginning of the activity.

This listening activity could also be used in a classroom with pupils, although in large crowded classrooms with very little space it may be impractical or difficult to organise. This does not prevent you, the teacher, from practising, perhaps modelling, careful and receptive listening. There are powerful implications for teachers' and learners' behaviour when thought has been given to what genuine listening and dialogue looks, and feels, like.



Figure 29. The PD session focussing on principle three.

T6-3 S7 Activity



Dialogue With Other Stakeholders (15 mins)

Dialogue happens within educational institutions, but also, beyond schools and Colleges of Education, involves the members of the local community, and many other stakeholders. Leadership for Learning is not just concerned with dialogue in your school, but also with the wider community. The following example is taken from a school setting, but applies to many other situations.

Discussions between teachers and parents are not always characterised by dialogue in its deepest sense. They do not always (or often) meet the criteria of careful listening and tuning in to the other person's position. Consider the following two scenarios:

Part 1: Scenario 1

Parent: Good morning Mrs. Mensah.

Headteacher: Good morning Mr. Yeboah.

Parent: Kodjo came home last night very upset and showed me a bruise where he said the teacher had pushed him over and he had hurt himself on the desk

Headteacher: I can assure you that would never happen...

Parent: Well I can assure you it did and Kodjo is not one to just make up a lie like that

Headteacher: Well, it wouldn't be the first time that this young man has been in trouble

Part 2: Scenario 2

Parent: Good morning Mrs. Mensah.

Headteacher: Good morning Mr. Yeboah.

Parent: Kodjo came home last night very upset and showed me a bruise where he said the teacher had pushed him over and he had hurt himself on the desk

Headteacher: How is he now?

Parent: Still bruised and upset

Headteacher: Can you describe for me what had happened and what the circumstances were?

Parent: The teacher just lost her temper and pushed Kodjo over, perhaps because he was the nearest to her. I'm very angry at the teacher. She should be disciplined.

Headteacher: Yes, I can see why you would be angry and I can assure you I do not treat this lightly. I will speak to the teacher concerned and perhaps any of the pupils who witnessed the incident.

Part 3: Discussion

Discuss the difference in approach by the headteacher in the two scenarios, and the results. What have you noticed about what the headteacher (perhaps the more powerful person in this conversation) says changes the whole situation?

Can you think of similar conversations in school, between people in different roles? This could involve any kind of person, not just the headteacher.

T6-3 S 8 Activity



Spot Check — Discussion (5 mins)

During the last activity, your facilitator should have conducted a spot check.

At the start of this session, you discussed the experience of the spot check from the teacher's perspective. Now that you have experienced it from the 'learner's' perspective, discuss what it feels like to be both the 'teacher' and the 'learner' in relation to the spot check.

T6-3 S 9 Activity



Tuning Protocol (25 mins)

Have a look at the description of the 'tuning protocol' in the handout below. Clarify the purpose of the tuning protocol. The teacher who has prepared this activity will be guiding you through the protocol step by step so that you come to understand it by experiencing it.

T6-3 S 10 Plan Follow-Up Activities



Your Activities This Week (5 mins)

Activity 1: Examples of dialogue

Refer to the handout 'Characteristics of educational dialogue' below. Give teachers a couple of minutes to read through the characteristics listed and clarify any they are unsure about.

Ask teachers to keep the handout with them during the week, and to look out for examples of dialogue that match the characteristics, noting down what they observed in the second column.

Characteristics of Educational Dialogue

According to the Cambridge Educational Dialogue Research Group (<http://www.educ.cam.ac.uk/centres/networks/cedir/educationaldialogue/>)

educational dialogue has a number of characteristics (given below). Look out for naturally occurring examples of these characteristics and write examples in the second column.

Characteristics:	Examples:
being open to new ideas and change of mind	<i>E.g. "Oh, I hadn't thought about it in that way before." "I used to think that learning only happened at school, but now I realise that I can also learn a lot about trading by talking with my little sister."</i>
listening and attunement to others	
being responsive to and valuing others' contributions	
cumulatively building on/ elaborating/synthesising/ following up others' ideas	
exploring difference, comparing and evaluating alternative perspectives, working towards reconciliation, negotiating consensus	
challenging and critically questioning others' ideas	
exploring possibilities collectively through creative thinking	
directed towards specific, valued goals, including valuing the dialogic process itself and the dispositions thereby developed	

Activity 2: Reflection on the third principle 'Dialogue'

As you teach this week, reflect on principle three and its sub-principles in relation to your teaching. Note your reflection in your learning journal.

Principle 3 — Dialogue

Leadership for learning practice involves creating a dialogue about leadership for learning in which:

1. LfL practice is made **explicit, discussable and transferable**
2. there is active **collegial inquiry** focusing on the link between learning and leadership
3. coherence is achieved through the **sharing of values, understandings and practices**
4. **factors which inhibit and promote** learning and leadership are examined and addressed
5. the **link between leadership and learning** is a shared concern for everyone
6. **different perspectives** are explored **through networking** with researchers and practitioners across national and cultural boundaries

Further information can be found online at:

- <http://oer.educ.cam.ac.uk/wiki/OER4Schools/LfL>
- <http://www.educ.cam.ac.uk/centres/lfl/about/>
- <https://www.educ.cam.ac.uk/centres/lfl/projects/ghana/>

If you have copies available, please also consult the GES Headteachers' handbook (2010) and the GES Leadership for Learning Manual/Handbook (2014).

T6-3 S 11 End of Session



Agreeing Follow-Up Activities

Make arrangements for how you will support each other during the upcoming week. Make sure there are no unresolved questions or queries, and then close the session.



Principle 4 — Introduction

Shared Leadership

'Leadership'. What could be more simple than the concept of 'leadership'? It is part of the everyday discourse and a constant presence in radio, newspaper and television reports. Where would we be without leadership? Yet, there is a danger of confusing leadership (a process) with 'leader' (a position), generally within a hierarchy. The purpose of this fourth module is to open up for discussion the nature of leading, as an activity rather than simply as a role, posing questions such as 'who leads?' and 'who follows?', and how much does that depend on the context, in school and out of school, and whether it is an individual or shared activity?

T6-4 i 1 Introduction



When we talk of leadership, there are immediate associations with 'big leaders who command allegiance - and who quite often are physically tall and imposing. Leadership is so thought of in relation to individual people that it can be difficult to perceive what the sharing of leadership, the fourth Leadership for Learning principle, might mean.

Often shared leadership is thought of as delegation, whereby some decision-taking or actions are passed on to others. However, the person doing the delegating retains authority and quite often control too.

By contrast, opportunistic leadership occurs within cultures which encourage leadership to be taken rather than simply given. This allows an expression of agency – a natural human capacity to act, to exercise initiative, to change things, to make decisions for oneself and on behalf of others.

T6-4 i 2 Leadership as Activity



When the power of agency is grasped, leadership comes to be seen not as a role but as an activity, sometimes exercised by those with an institutional mandate, but also enacted spontaneously by anyone who takes responsibility for their fellow beings. In the day-to-day life of school, home and community life, the nature of leadership may be so dispersed, so commonplace that it is not always easy to perceive or to categorise as 'leadership'.

People are judged by their actions. People in positions of leadership are usually subject to close attention, sometimes because they are seen as role models, sometimes viewed with less benevolent intent in the hope that they will be shown to have feet of clay. How they are thought of by others is strongly influenced by the extent to which they are self-promoting or self-effacing, the degree to which they emphasise their status or position, and their balance of telling and listening.

T6-4 i 3 Leadership Recast



In 2009 the Ghana Leadership for Learning programme was initiated in schools with three key purposes which emphasised the sharing of leadership:

- To strengthen the leadership capacity of basic school headteachers;
- To improve the quality of learning through school and classroom leadership;
- To support policymakers in developing leadership training as a precondition for appointing basic school headteachers.

These were, and remain, ambitious goals. To improve the quality of learning is a world-wide enterprise, and no country as yet has been wholly successful in creating a high quality of learning for all. It is widely acknowledged that to do so requires a calibre of leadership, not only of senior promoted staff but also as embedded in the day-to-day life of classrooms. In Ghana it has been customary for headteachers to spend time in their offices, seldom venturing into classrooms, or if they do so, this being with a focus on keeping order or observing *teaching* rather than inquiring more deeply into the quality or process of *learning*. As one headteacher put it following a Leadership for Learning workshop:

Formerly we were heads who were not concentrating on the leadership for learning, we were heads who, up and down, didn't involve ourselves deeply into the learning process. But from this course we are now aware that when we go back we should continue to improve ourselves. Everybody there will be learning - the children, teachers, the head, myself always will be learning. We all put hands together for the learning process, the most important thing in the school.

The transition from administrator to leader of learning brought with it significant changes in both belief and behaviour for the heads whose authority had previously been located in their office. Headteachers described a change in focus from an 'upward' accountability - to circuit, district, regional and Ministerial authorities - to a more 'downward' focus to teachers and pupils.

The change in perspective was described by one head as no longer requiring staff to come to her in her domain; now she goes to where they are. *"Before I just sat in the office and thought everyone must come to you"*, she said. But she had come to realise that the distance between the authority of the head and the teacher, in turn reinforced the distance between teacher and pupil, so inhibiting the free flow of ideas and initiative.

T6-4 i 4 Creating Images



In workshops, school leaders in Ghana were asked to depict on a large sheet of paper their view of leadership, and to then display these images around

the room, with participants circulating and discussing in what ways the images 'speak to', or resonate with, them.

A variant on asking people to draw/write is to provide a range of images (adverts, photographs, magazines) from which participants select images and make them into a display. This is then followed by a 'gallery walk' in which participants interrogate one another's poster. This may include the protocol – "see, think, wonder":

- What do you see?
- What do you think?
- What do you wonder about?

The see-think-wonder is a protocol devised by Harvard's David Perkins to probe and interrogate in depth what we see and what lies behind our seeing. What do we notice and what do we overlook? What is salient for us but may not be so for someone else? In an art gallery we may look briefly at a picture and move on but when viewing with someone else, or a tour guide, our attention may be drawn to something we hadn't 'seen', or paid attention to. In discussions of the first principle, a focus on learning reference was made to what Eliot Eisner terms the 'enlightened eye'. This is of particular relevance for leadership, where leading is marked by deeper probing and viewing school life in a broad encompassing perspective.



Figure 30. During the roleplay, teachers assume different roles from their usual roles.

T6-4 i 5 Shared Leadership in Schools



The above examples were taken from the start of the Leadership for Learning programme in basic schools in Ghana. How do you see the relevance to your experience in school? Can you think of similar situations and occurrences? When you think about leadership in School, who and what are you thinking about? How does the idea of shared leadership apply to headteachers teachers, pupils, and other staff?

T6-4 i 6 In Summary



The more we explore the apparently simple idea of 'leadership' the more complex it becomes. The metaphor of the onion is one that has arisen in development workshops. As we peel back each layer we experience something new until we arrive at the very core and (perhaps through the tears) recognise something we hadn't encountered before.

Principle 4 — PD Session

Shared Leadership

T6-4 S 1 Start of Session



Housekeeping (5 min)

Welcome each other to the session, and undertake the necessary housekeeping (such as circulating the register). Review the objectives and session outline, but keep this as brief as possible.

T6-4 S 2 Learning Objectives



Professional Development Session 4

By the end of this session you (the teachers) will have

- reviewed your learning about dialogue and
- brought it together with learning about the first two principles – a focus on learning, and conditions for learning;
- you will have explored the notion of shared leadership, and
- become aware of ways of developing shared leadership practice.

T6-4 S 3 Outline



Professional Development Session 4

The outline of this session is as follows:

- Reflection on dialogue (20 mins)
- Leadership introduction (5 mins)
- What should leaders do? (10 mins)
- Reframing leadership (15 mins)
- Leadership density (15 mins)
- Developing and sustaining shared leadership (15 mins)
- Follow-up activity and close (10 mins)

T6-4 S4 Reflect Together



Reflection on Dialogue (20 mins)

Part 1: Think back to the last PD session on dialogue, look through your notes and particularly the handout on characteristics of dialogue on which you should have written examples during the week. Reflect individually first, select one good example of dialogue to share with others. Choose something you think your colleagues will find particularly interesting. Also think about the conditions (social, emotional and physical) that supported the dialogue, and the learning on which it was focused.

After the individual thinking time, prepare to share an example of dialogue, bearing in mind the characteristics of dialogue on the handout from the last session. This is another opportunity to practise dialogue and to demonstrate these characteristics.

Part 2: Form pairs and share your chosen examples, with both speaker and listener working hard to practise and demonstrate the characteristics of good dialogue themselves.

Part 3: Use the last 5 minutes of this activity in plenary to (a) share a few examples of dialogue they have observed during the week, and (b) to talk about how the teachers got on practising dialogue themselves in pairs.



Figure 31. A student shares the outcome of the group investigation.

T6-4 S5 Activity



Introduction to Leadership (5 mins)

This is a warm-up activity to start thinking about leadership. Simply call out what comes to mind when you think about 'leadership'. Make sure everyone

can hear what others are saying. The facilitator will make notes on the board, for your discussion.

For the rest of the session think broadly about who are leaders in education, and if you have only been thinking about leaders in traditional and restricted ways (headteachers, heads of department / senior teachers) also include people who lead others in different ways but are not necessarily at the top of their organisational structure.

T6-4 S 6 Think-Pair-Share



What Should Leaders Do? (10 mins)

Part 1: Individual work. On the handout 'what leaders do', individually circle the words or phrases that for you resonate most closely with what leaders should do and what leadership ought to be. You may think that each of the behaviours are appropriate at some time, but prioritise and circle those that leaders should enact most of the time. Circle a maximum of 15 words/phrases reflecting *key* leadership activities and behaviours.

Part 2: Work in pairs or threes. Come together as a pair or in threes in which each person's selected list is then compared with an attempt to arrive at an agreed list of key activities. A further discussion may explore the terms that were not chosen and why those were ignored or discarded.

Part 3: Plenary discussion. In plenary, discuss similarities and differences among groups' responses, and the whole group's developing understanding of leadership.

What Leaders Should Do

The box below has words and phrases that could be associated with leaders and leadership. Circle the words or phrases that resonate most closely with what you think leaders should do and what leadership ought to be.

Evaluates empathises commands

Plans ahead delegates sensitive

is accountable to staff teaches classes reflects

self assured stimulates debate Breaks the rules

seeks consensus tough minded is accountable to pupils

tolerant Self critical apologises

criticises is accountable to parents compassionate

T6-4 S7 Activity



Reframing Leadership (15 mins)

Look at the handout 'Old and New Frames of Leadership'. Use the thinking routine 'Connect, Extend, Challenge' – how does this (the old and new frames) connect to

- What do I already understand and do?
- How does it extend my knowledge and thinking about leadership?
- What challenges does it (the new frame of leadership) bring to my current thinking, understanding and practice?

In your threes or fours, use this routine to consider each of the pairs of bullet points on the 'old and new frames of leadership' handout.

Notice that the 'new' frame of leadership is more inclusive than the old frame, and that anyone can exercise leadership – in other words anyone can influence others by taking the initiative – regardless of their position or status.

Old and New Frames of Leadership

Leadership – The old frame	Leadership – The new frame
Leadership as ...	Leadership as activity ...
1. The few leading the many	1. Influencing others
2. Larger than life individuals	2. Taking the initiative
3. High status	3. Offering a service
4. Appointed or elected roles	4. Taking decisions on behalf of others
5. Characterised by a set of special competencies	5. Modelling learning behavior
6. Control	6. Making moral choices for the wider good
7. A few 'best practice' model approaches	7. Adapting to circumstance
8. Applicable to all situations	8. Sensitive to, and influencing, context

The “old and new frames of leadership” were developed through the Carpe Vitam Leadership for Learning international project, and presented in the book: MacBeath, J. and Dempster, N. (Eds.) (2009) *Connecting leadership and learning: principles for practice*. Abingdon: Routledge.

T6-4 S 8 Activity



Leadership — Wide and Deep (15 mins)

In some organisations, Leadership is concentrated at the top, while in other organisations, leadership is ‘wide and deep’ — involving many different people formally and informally in various roles. Examples could include the headteacher working with the local chief to secure more computers; teachers or teachers organising a staff activity; a pupil listening to peers’ views about the feedback they receive on their work and politely making some suggestions to the teacher; and a parent setting up a group to improve the school grounds.

The ‘leadership grid’ (see handout below) can be used for different purposes and in different ways. Purposes could include:

- To stimulate discussion about the way in which different members of the school community exercise leadership
- To identify knowledge, expertise and potential leadership that the school might draw on more effectively

- To consider how leadership roles and tasks might be distributed or assumed in the future.

It can be used by the school leadership team, by a group of teachers, for example.

Activity. Work in pairs using the grid as a prompt for dialogue about the position as it currently is in their school(s) and/or the potential for the sharing leadership more widely.

- The grid shows different school roles (across) and different school activities (down). Choose a role, and an activity.
- Decide whether that combination is already present in your school — place a tick.
- Decide whether there is room for improvement — circle the node.

Handout: The Leadership Grid

The grid shows different school roles (across) and different school activities (down). Two intersections have been highlighted as examples.

	Headteacher	Heads of department / senior teachers	Teachers	Pupils	School support staff	Community members
Exercise Authority						
Have understanding of learning needs						
Have knowledge of good practice in teaching						+
Have knowledge of learning opportunities in local community						
Contribute to school improvement						
Influence school policy development				+		

T6-4 S9 Activity

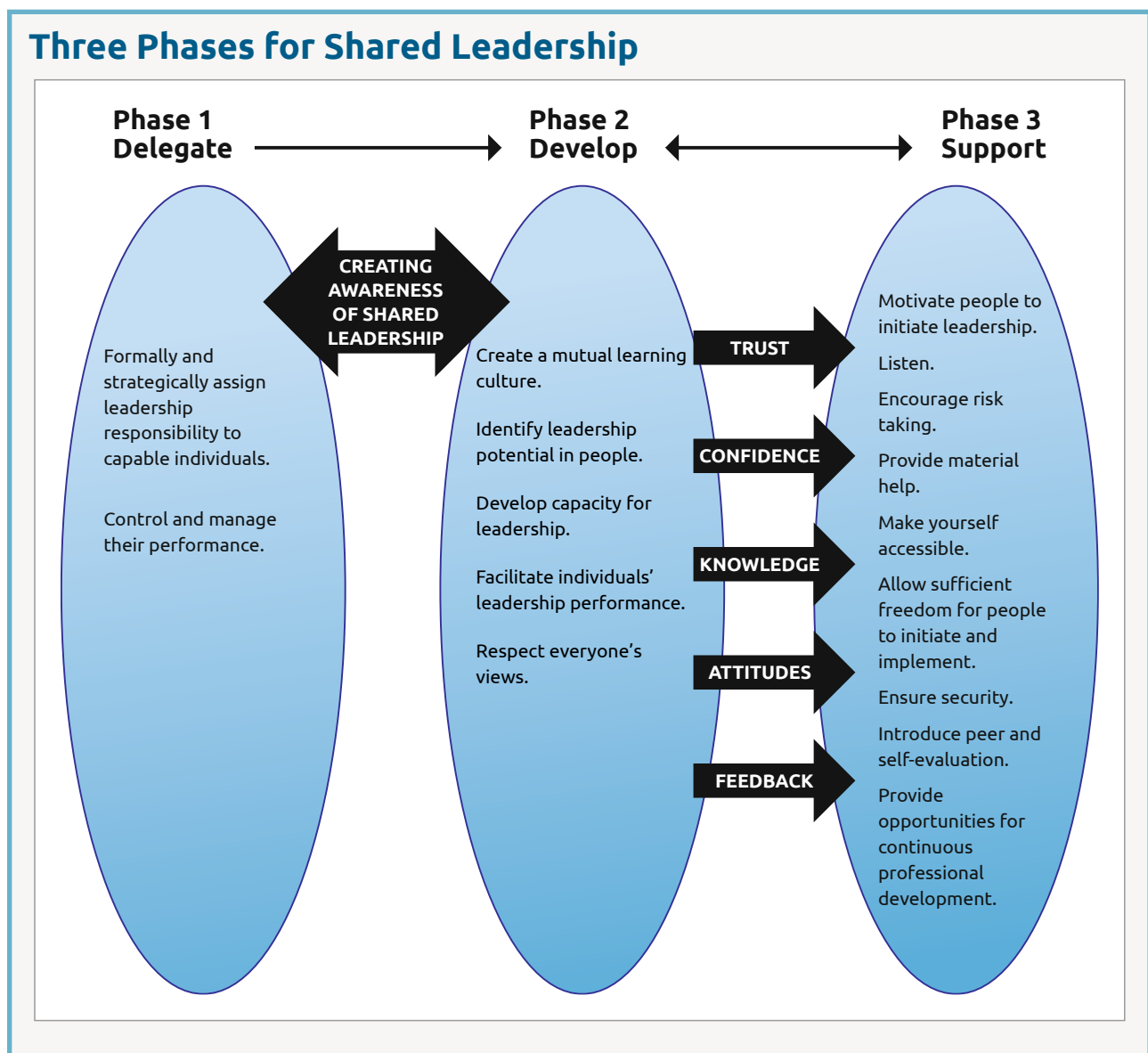


Developing and Sustaining Shared Leadership (15 mins)

Part 1 (5 minutes, in pairs). Look at the handout 'Three phases for shared leadership', and in pairs talk through the three phases of 'delegate, develop and support'.

Part 2 (10 minutes, plenary). Talk about the key features of each phase. Also pay attention to the arrows with words in between the phases.

- How can you create more awareness of shared leadership?
- What could you do to enhance the learning culture in your school? (Remember Principle 2: Conditions for Learning.)
- How can you identify the leadership potential in people?
- How can you support others in developing the capacity for leadership?



T6-4 S 10 Plan Follow-Up Activities



Your Activities This Week (10 mins)

Follow-Up Activity 1: Developing 'Shared Leadership'

In your everyday work context, continue to think about the issues raised during the session. Draw on your knowledge of shared leadership and continue to use the 'three phases for shared leadership' handout to reflect on the extent to which leadership is shared.

- What would be the next step to develop it further?
- Is there some leadership responsibility that could be delegated to a capable individual, whom you then manage?
- Or if there is already some delegation of leadership, what small steps could be taken in the week to develop the sharing of leadership further, perhaps by identifying leadership potential (the density grid would be useful here), and providing some training, emphasising mutual learning?

Make notes in your learning journal.

Follow-Up Activity 2: Reflection on the fourth principle 'Shared Leadership'

During the week, reflect on principle four and its sub-principles, noticing where shared leadership is already occurring to some extent and looking for potential for further development. Note your reflections and observations in your learning journal.

Principle 4 – Shared leadership

Leadership for learning practice involves the sharing of leadership in which:

1. Structures support participation in developing the school as a learning community
2. Shared leadership is symbolized in the day-to-day flow of activities of the school
3. Everyone is encouraged to take the lead as appropriate to task and context
4. The experience and expertise of staff, pupils and parents are drawn upon as resources
5. Collaborative patterns of work and activity across boundaries of subject, role and status are valued and promoted.

Further information can be found online at:

- <http://oer.educ.cam.ac.uk/wiki/OER4Schools/LfL>
- <http://www.educ.cam.ac.uk/centres/lfl/about/>
- <https://www.educ.cam.ac.uk/centres/lfl/projects/ghana/>

If you have copies available, please also consult the GES Headteachers' handbook (2010) and the GES Leadership for Learning Manual/Handbook (2014).

Follow-Up Activity 3 (Optional): Images of desired leadership

In your own time, use a large sheet of paper to create a picture showing the kind of leadership that is represented by the Leadership for Learning principles. It could be a drawing (with or without words added), or a collage made from photographs or pictures cut out of magazines etc (with or without additional drawing or writing), or any other means of producing a picture. Bring the picture to the next session.

T6-4 S 11 End of Session



Agreeing Follow-Up Activities

Make arrangements for how you will support each other during the upcoming week. Make sure there are no unresolved questions or queries, and then close the session.

Further Reading

MacBeath, J. and Dempster, N. (Eds.) (2009) *Connecting leadership and learning: principles for practice*. Abingdon: Routledge.



Principle 5 — Introduction

A Shared Sense of Accountability

The fifth and final principle is a critical complement to the four previous principles. This is not only because of its high policy and political profile but because it is a reminder of what is owed to the range of stakeholders – children, families, communities, associations and authorities whose investment in education might too easily be taken for granted.

To provide some background, the introduction looks at how the idea of ‘accountability’ has evolved in education generally and in the Ghanaian education system in particular. In the session, you will then explore ‘accountability’ in your context.

T6-5 i 1 Introduction



The term ‘accountability’ was introduced into education in the early 1970s, giving a name to something that had always been implicit but never formalised or legalised in the way in which we know it today. We have always had sanctions and we have always discussed the responsibilities of teachers, of pupils, of headteachers, of local and national governments. Such discussions were, however, widely open to interpretation and terms such as ‘in loco parentis’ (meaning teachers or headteachers acting as parents, “in the place of parents”) have been problematic and subject to differing understandings. At the same time there has been greater emphasis in many countries on holding parents to account for not sending children to school.

The introduction of more formal measures of accountability has brought with it a more legalistic framework, a greater downward set of procedures for allocating responsibility and consequent sanctions. These have, in many places, been seen as constraining the work of schools and teachers, focusing less on what may be most stimulating and enjoyable for pupils and teachers and more on what may most easily be measured and accounted for.

T6-5 i 2 A Legal Framework



In Ghana the introduction of a tighter legal framework has proven to be of benefit to pressure groups who have drawn attention to the downward accountability of governments to children, communities and schools. The Ghana Center for Democratic Development (CDD-Ghana) has published a series of research and briefing papers examining gaps in provision which disenfranchise children in remote communities, identifying disparities in gender and disability provision, and calling for greater transparency and accountability of government to its citizens and its schools (see <http://www.cddgh.org/publications>).

For headteachers this may simplify or perhaps compound, their responsibilities, torn by their multiple accountabilities, ‘downward’ within the school to teachers and pupils and ‘upward’ within the system. They are

answerable to the District Directorate with their compliance monitored by Circuit Supervisors (a combination of advisers and quality assurance officers). Circuit Supervisors report to District Directors who are in turn accountable to their Regional Directorates. They, in their turn account to the headquarters' directors of the Ghana Education Service.



In 2007 a further layer of accountability was introduced by the Ghana Education Reform Act which established a new National Inspectorate Board (NIB) under the Ministry of Education, Science and Sports (MOESS) with responsibility for monitoring standards through quality assurance inspections.

In a context of inadequate provision, problematic access for many families and a severe shortage of qualified teachers, holding families or children to account for non attendance, late coming or lack of discipline, creates acute dilemmas for school leaders who are held to account while in turn applying sanctions to children and families – an intricate web of power and authority.

T6-5 i 3 Headteachers as Gatekeepers



Much of the focus of developments in Ghana has been with headteachers, as the gatekeepers of what happens in a school, leading others within their own realm of influence but at the same time accountable to stakeholders beyond the school. This is the precarious balance between accounting to the key sources outside the school and to those in their immediate circle of influence – teachers and pupils. Nor can headteachers overlook other influential stakeholders in the community such as Council of Chiefs and School Management Committees, which can bring their own pressures, holding their own expectations of the head's behaviour.

A headteacher's leadership and his or her accountability require an ability to connect with teachers and pupils, to identify and communicate differing expectations of 'good' or 'acceptable' practice and to extend and challenge these as insightfully and sensitively as possible. It requires a developing self knowledge and an ability to reflect on actions taken as well as those about to be taken. It requires being in touch with one's feelings and a recognition of the extent to which emotions can guide, but also confuse, the nature and efficacy of actions to be taken.

One is only accountable for what one is capable of, and one is only capable of what one is knowledgeable of.

T6-5 i 4 It all Depends on Your Point of View



It all depends on your point of view. The ability to see things from someone else's viewpoint is hard to develop and to practise because we tend to see things from our own status and standpoint. The author Peter Senge has described a number of 'disabilities' that arise in organisations such as commercial enterprises, in the armed services and in schools. One of these he terms 'I am my position': I am a Regional Director, I am a headteacher, I am a teacher, I am just a pupil.

To what extent are we 'disabled' by seeing things from our own position and to what extent may solutions be found when we try to see things from another person's position?

T6-5 i 5 Internal and Inquiry-Based Accountability



Over time leading edge schools in Ghana have taken steps to create and embed a strong sense of internal accountability – what we owe to one another as staff, what we owe to our pupils, what they owe to one another and what we owe to parents and community. Where that strong sense and sensibility has been forged it brings with it a confidence to revisit the demands of external accountability. It helps to view these external demands through a more critical lens, to know how to render to authorities that which is theirs and to one's colleagues and pupils that which is rightfully their own.

This has been described as 'inquiry- based accountability', treating all forms of external mandate, evaluation or inspection as entry points for professional discussions about learning experiences not only of children but of teachers. The nature of internal, or 'professional' accountability is captured by the following quote:

Professional accountability is based on data, not as a final judgment but as part of the toolkit for understanding current performance and formulating plans for reasonable action.... not as a static numerical accounting but as a conversation, using data to stimulate discussion, challenge ideas, rethink directions, and monitor progress, providing an ongoing image of their school as it changes, progresses, stalls, regroup, and moves forward again.

Source: Earl and Katz, 2006: 13.

T6-5 i 6 A Question of Moral Purpose



These discussions inevitably return to questions of moral purpose and the moral 'glue' that binds a staff together in mutual trust. Harvard's Richard Elmore has written about trust as the essential 'connective tissue', a fragile commodity, hard to construct and easy to destroy. Trust, he argues, is a compound of respect, listening to and valuing the views of others; personal regard, intimate and sustained personal relationships - the very stuff of

professional relationships; competence, the capacity to produce desired results in relationships with others; and personal integrity, truthfulness and honesty in human concourse.

T6-5 i 7 References



Earl, L. & Katz, S. (2006) *Leading Schools in a Data-Rich World: Harnessing data for school improvement*. Thousand Oakes, Ca.: Corwin Press.

Senge, P. (1990) *The Fifth Discipline: The art and practice of the learning organisation*. London: Random House.



Figure 32. A teacher supports students.

Principle 5 — PD Session

A Shared Sense of Accountability

T6-5 S 1 Start of Session



Housekeeping (5 min)

Welcome each other to the session, and undertake the necessary housekeeping (such as circulating the register). Review the objectives and session outline, but keep this as brief as possible.

T6-5 S 2 Learning Objectives



Professional Development Session 5

By the end of this session you (the teachers) will have

- reviewed your learning about shared leadership and
- developed your understanding of a shared sense of accountability.

T6-5 S 3 Outline



Professional Development Session 5

- Reflection on shared leadership (20 mins)
- Who should be held to account? (10 mins)
- An incident (20 mins)
- Types of accountability (10 mins)
- Shared accountability sub-principles (20 mins)
- Follow-up activity and close (10 mins)

T6-5 S 4 Reflect Together



Reflection on Shared Leadership (20 mins)

Part 1: See, think, wonder (10 minutes). Display the pictures of shared leadership around the room, and then — in pairs — starting in different places circulate looking at, thinking about and discussing the images.

Use the thinking routine ‘see, think, wonder’:

- What do you see? At this point stick with description.

- What do you think? On the basis of what you see (ie the evidence in the picture in front of you) what are you thinking?
- What does it make you wonder about? At this point bring in speculation, connections and creativity to move beyond what you actually see and how you interpret that.

Make sure that you and your partner really look carefully and describe what you see, before going on to talk about what it makes you think (based on observed evidence), and wonder.



Part 2: Plenary (10 minutes). In plenary share ideas about how to develop shared leadership, discuss these and any other issues that related to principle four.

T6-5 S 5 Activity



Who Should be Held to Account? (10 mins)

This activity is a way of starting to think about the fifth principle, a shared sense of accountability. In a school different people are responsible – and therefore can be held to account — for different things. Teachers, headteachers, pupils and other staff all have responsibilities.

Sit in small groups (2s, 3s or 4s). For this activity you need:

- One set of cards for each group. You can cut them out from the handout.
- One large sheet of paper, onto which you can write headings.

The headings are:

- Teachers
- Headteachers
- Heads of department / senior teachers
- Pupils
- Other staff
- Others (e.g. members of the community)

Now arrange the cards under the different headings depending on who holds the primary responsibility. In your group, do you agree about where cards are to be placed? Are there certain areas where there is disagreement? Were there any cards that multiple people were accountable for? Did you find it difficult to allocate the cards? What does this tell you about shared accountability?

If there is enough time, you can write other aspects of accountability onto the blank cards and allocate these to the appropriate people as with the printed cards.

Who should be held to account for the following?

Number of staff	Pupil academic performance
Teacher attendance	Classroom environment
Teacher qualifications	School grounds environment
Teachers' moral conduct	Resources and materials
Time for teaching	Furniture
Time on task	Books and Resources
Record keeping	Sanitation
Pupil attendance	Safety
Pupil behaviour	Community meetings



Figure 33. Accountability can be explored through roleplays.

T6-5 S6 Activity



An Incident — Frameworks and Viewpoints (20 mins)

Part 1 (5 mins). Select two volunteers to read the following section. As you listen to the following incident, think about all the people involved, and their role in the situation.

Headteacher: Well, how do you account of your behaviour this morning?

Pupil: It wasn't my fault

Headteacher: It never is. So who is to blame this time?

Pupil: Well, it wouldn't have happened if the teacher could control the class.

Headteacher: So, the teacher is responsible for your behaviour, is she?

Pupil: My mother says she's responsible to us and if she can't control the class she shouldn't be teaching,..... and that you should do something about it

Headteacher: So now it's my fault is it?

Pupil: I didn't say that. If Kofi hadn't been bullying me I wouldn't have reacted like that. I was fed up with it and nobody ever doing anything.

Headteacher: Well it's me that has to answer to the School Management Committee chairperson, and they will hold me accountable for your behaviour and they will expect me to exclude you from school. So you, and your mother, can think about how much you are going to miss out on your learning.

Part 2 (plenary, 5 mins). As a whole group discussion, share your views about who is the most and least accountable for the pupil's exclusion from school. Justify your ranking, and think about distinguishing between blame and responsibility.

In thinking through and discussing the allocation of responsibility it is worthwhile to reflect on the values which have underpinned the group's decision making. To what extent did the discussion reveal:

- A legalistic point of view?
- A bureaucratic point of view?
- A punitive or retributive point of view?
- A moral point of view?

Part 3 (group work, 5 mins). A Circle of Viewpoints. In groups of five or six, now choose one perspective, and work through the prompts on the handout

below, each taking it in turn to tell the others about the incident from the point of view they have adopted.

Part 4 (plenary, 5 mins). When each person has provided their point of view, the group discusses together the new insights that the circle of viewpoints has prompted.

A Circle of Viewpoints

This is an activity which helps to explore diverse perspectives. This may be applied to the critical incident described and/or to other possible scenarios that arise in Ghanaian schools and communities.

With the situation in mind the first stage is to brainstorm a list of different perspectives. These may be people directly involved, as well as others affected or who would have a position or viewpoint.

Then use the prompts suggested below to explore each perspective:

I am thinking of ... (the topic or issue)... from the point of view of ... (the viewpoint you've chosen)

I think ... (describe the topic from the viewpoint of the character you've chosen)

A question I have from this viewpoint is ... (ask a question from this viewpoint)

Wrap up: What new ideas do you have about the issue that you didn't have before?

What new questions do you have?

Part 5 (if time permits): Language, meaning and impact. Ask the teachers to re-read the incident (or have a final act out) looking at the use of language and what these words mean in the context in which they were used. To what extent do they open up possibilities for resolution, or constrain opportunities for deeper understanding and reasoned, thought through, accountability?

T6-5 S7 Activity



Types of Accountability (10 mins)

Briefly remind yourself of the three different types of accountability. You also find these in the GES (2014) *Leadership for Learning: A Manual/Handbook for Headteachers and Circuit Supervisors*, pages 80–83. Briefly discuss you can think about about accountability through three types.

Three types of accountability

Internal Accountability

This is the accountability demanded from within the school or school.

- Teachers are accountable to the headteacher,
- Pupils are accountable to the teachers,
- Pupil leaders are accountable to their peers,
- Teachers and pupils should be able to hold the headteacher to account.

External Accountability

This is the accountability demanded from outside the school or school, to external stakeholders such as the Ministry of Education/GES, parents, and local community.

Professional Accountability

This is the accountability demanded by our professional position.

A teacher's primary role is to promote pupil learning, so it is about teachers' commitment to doing all they can to help pupils learn, placing the highest value on this central duty.

There is also a duty to behave in professionally acceptable ways, adhering to professional codes of conduct etc.

T6-5 S8 Activity



Accountability Sub-Principles (20 mins)

Give out the handout with the detail of principle five – A shared sense of accountability.

Divide the whole group into three, and allocate two sub-principles (a&b, c&d, e&f) to each group.

Small groups then read and talk about their allocated piece (two sub-principles), trying to make sense of them, see what they mean, and think about them in the particular context.

In your new groups, check who had worked on sub-principles a&b, c&d, e&f, then work through the sub-principles in order, with the 'experts' for each pair of sub-principles leading the discussion with everyone else. Keep an eye on the time so that all the sub-principles are covered.

Principle 5 – A Shared Sense of Accountability

Leadership for learning practice involves a shared sense of accountability in which:

1. A systematic approach to self-evaluation is embedded in classroom, school and at community levels
2. There is a focus on evidence and its congruence with the core values of the school
3. A shared approach to internal accountability is a precondition of accountability to external agencies
4. National policies are recast in accordance with the school's core values
5. The school chooses how to tell its own story taking account of political realities
6. There is a continuing focus on sustainability, succession and leaving a legacy.

Further information can be found online at:

- <http://oer.educ.cam.ac.uk/wiki/OER4Schools/LfL>
- <http://www.educ.cam.ac.uk/centres/lfl/about/>
- <https://www.educ.cam.ac.uk/centres/lfl/projects/ghana/>

If you have copies available, please also consult the GES Headteachers' handbook (2010) and the GES Leadership for Learning Manual/Handbook (2014).

T6-5 S9 Plan Follow-Up Activities



Your Activities This Week Follow-Up and Close (10 mins)

Who is accountable and why?

If there is time, have a look at the handout below. Let one teacher read one of the scenarios, and collectively discuss 'who is accountable and why?' to stimulate discussion (remembering the other four LfL principles). If you do not have time, move on to the next activity.

Who is accountable and why?

Consider and/or discuss with colleagues how they would answer the following accountability questions

- (a) Who is accountable?
- (b) What is the nature of the accountability?

in relation to each of these situations:

1. A headteacher asks a teacher to discipline a pupil but the teacher disagrees with the sanction, believing this trusted pupil to be innocent. The headteacher castigates the teacher for failure to follow his instruction.
2. In the absence of the teacher a pupil takes over the class but gives the wrong advice so that many of the pupils become confused and upset.
3. A pupil has been suspended from school and gets into a fight while working in his parent's market stall and is apprehended by the police.
4. A pupil is punished for failure to do his homework, explaining that he has been trusted with looking after his sick mother.
5. Following a professional development session the teacher rearranges her class so that children work in groups. Hearing noise from the class the headteacher insists the teacher reverts to rows facing the blackboard. When pupils' interest deteriorates the teacher reverts to group work but is then disciplined by the head.
6. After a disagreement with the teacher over a right or wrong answer a pupil is told to stand outside but is then hit by a falling tile from the roof.
7. The head instructs a teacher to talk to a parent about her child's behaviour. The instruction is unclear and the teacher misunderstands what she has to do resulting in a complaint from the parent.

In all these scenarios there are issues of judgement, cause and effect and a degree of ambiguity as to where immediate and ultimate accountability lies. Making the right, or best, decision in the circumstances is likely to be helped when there is:

- A focus on learning
- A favourable context for learning
- Dialogue
- Shared leadership

Reflection on the fifth principle 'A Shared Sense of Accountability'

Take a few minutes to write reflections in your learning journals about the fifth principle.

T6-5 S 10 End of Session



Agreeing Follow-Up Activities

Make arrangements for how you will support each other during the upcoming week. Make sure there are no unresolved questions or queries, and then close the session.

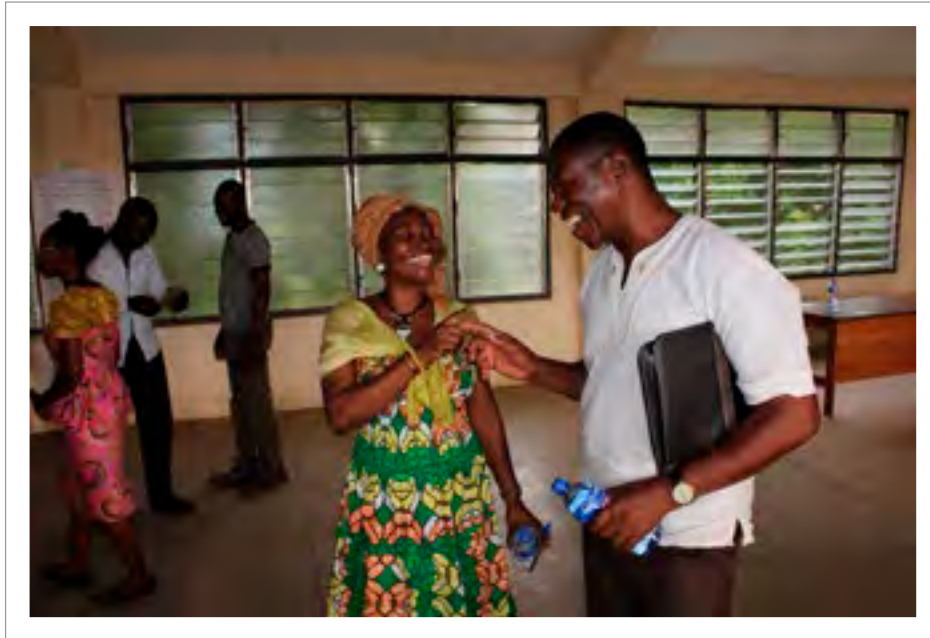


Figure 34. Teachers enjoy the process of becoming leaders.



Figure 35. Working together, we can achieve impressive outcomes.

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