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# CONTINUOUS PROFESSIONAL DEVELOPMENT FOR TEACHERS

INSTRUCTIONAL LEADERSHIP: FACILITATOR'S GUIDE

## LEADERSHIP MODULE 2



**NAME:** \_\_\_\_\_

Produced and published under USAID Funded Malawi Teacher Professional Development Support (MTPDS) Program in collaboration with Ministry of Education, Science and Technology (MoEST), Government of Malawi through Malawi Institute of Education.



# Leadership - Module 2

Instructional Leadership: Facilitator's Guide



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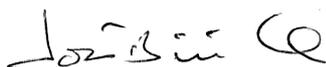
## Foreword

The Ministry of Education, Science and Technology introduced the Primary Curriculum Assessment Reform (PCAR) in all primary schools in Malawi in 2007. PCAR follows an Outcomes and Based Education (OBE) approach and has great potential for improving the quality of education in the country. The OBE approach emphasizes learner-centered or participatory methods and continuous assessment. In this way, it ensures that every learner is given the attention he/she deserves in order to attain the learning outcomes.

However, the implementation and management of the reform in schools has not been without challenges since some of the elements of the reform demand that teachers develop new skills and ways of operating in order to successfully cope with the innovations in OBE. Although teachers and school managers were oriented to PCAR in general and OBE in particular, the orientation was not sufficient due to time and resource constraints. A one-off week-long orientation session to PCAR was not sufficient for teachers to be helped on how to overcome the challenges that they encounter during the implementation of the curriculum. This is partly because new challenges keep cropping-up all the time in the classroom or school. In the face of reform, teachers need support all the time until they attain full mastery of the requisite skills. Continuing Professional Development (CPD) support for teachers is known to be the *sine qua non* in improving the quality of teaching and learning in the classroom. CPD can best be provided in the zone, cluster and within the school itself.

In an effort to support the development of teachers in close collaboration with MoEST, the United States Agency for International Development (USAID), funded the Malawi Teacher Professional Development Support (MTPDS) programme (February 2010 to March, 2013). This program is providing assistance for establishing a system for providing CPD that can be conducted in schools and clusters. USAID funded MTPDS program is working with curriculum specialists from Malawi Institute of Education and other education professionals from various institutions and assisted them to identify the specific needs of school managers and classroom teachers for Standards 1-4, with a special focus on Literacy, Numeracy, Life Skills and Leadership. In order to address the needs, training modules were developed in the four areas by the USAID funded MTPDS program for MIE. These modules will be used to train Primary Education Advisors, Key teachers, head teachers and CPD mentors. The head teachers and CPD mentors will, in turn, use the materials to support teachers' professional development in their schools.

I sincerely hope that the school heads, CPD mentors and teachers will find the modules useful in addressing their needs to ensure that PCAR and OBE are successfully implemented and contribute to an improvement in the quality of teaching and learning as well as learner achievement in our schools.



J.J. Bisika

**SECRETARY FOR EDUCATION, SCIENCE AND TECHNOLOGY**



## **Introduction to Leadership Module 2**

The Leadership Module 2 follows from the first module that introduced school leaders to the structures necessary to institutionalise a school-based CPD programme. While the first module provided the tools necessary for developing a CPD programme in a school, this second module provides school leaders with content on some of the issues that a well-designed CPD programme ought to address. This module addresses three issues, namely, how school managers are best placed to take on instructional leadership roles, continuous assessment in the school, and managing educational change.

Like the first module, the design of this module also encourages sharing of ideas and experiences among school managers on how to manage the CPD programme in schools. The ultimate goal for the module is to give school leaders a strong foundation in skills for managing school-based CPD programmes.

It is important to mention the fact that the selected ideas and activities in this module are meant to act as an eye-opener to school managers, but not to serve as the only ideas or activities to be used when managing CPD programmes. School managers are therefore expected to create more of such ideas and activities as they design programmes for instructional leadership in their schools.

School managers are advised to take note of ideas and activities considered helpful as they go through this module. Such ideas must be recorded in the spaces provided within and at the end of their modules. Keeping a record of ideas gained during training will make this module serve the purpose of helping managers keep track of their professional growth in instructional leadership.

Facilitators need to carefully prepare before training starts. This needs to be done at least two to three days before training begins to allow for time to reflect on how best to present the work in this module within the allocated time for the activities in each unit. Reading in advance will help facilitators to spot areas that need more time and those which need less time. If more time has to be made available, facilitators can come up with strategies that can help them cover the work in less time but without compromising the output of training. Facilitators may wish to prepare notes and guidelines on flip charts as part of their preparations. Such levels of preparation cannot be achieved the night before the training begins. Hence all facilitators are encouraged to spend more time understanding the content in the module and find room for consultations where necessary at least two to three days in advance of training.

Before getting into the content for this module, it is important to look back at what was introduced to school leaders in Leadership Module 1. That activity will not only refresh participants the purpose for training but also to remind them about paying attention to responsibilities brought in by the second leadership module.

## Table of Contents

Acknowledgements.....	iii
Foreword.....	iv
Introduction to Leadership Module 2.....	vi
Review of use of ideas from Leadership Module 1 .....	2
Introduction .....	2
Learning outcomes.....	2
Activity 1    Sharing experiences on setting up school based CPD activities at school level. ....	2
Activity 2    Planning for future school based CPD activities.....	2
Activity 3    Compiling future plans.....	2
UNIT 1    School managers as instructional leaders.....	3
Introduction .....	3
Learning outcomes.....	3
Activity 1    Meaning of the term instructional leadership.....	3
Activity 2    Instructional leaders in the school.....	4
Activity 3    Qualities of an effective instructional leader .....	5
Activity 4    Responsibilities of an instructional leader .....	5
UNIT 2    Managing continuous assessment in primary schools .....	7
Introduction .....	7
Learning outcomes.....	7
Activity 1    Meaning of the term continuous assessment.....	7
Activity 2    Importance of Continuous Assessment.....	8
Activity 3    Modes of continuous assessment .....	10
Activity 4    Modes of continuous assessment that some teachers find challenging.....	10
Activity 5    Addressing challenges encountered while implementing continuous assessment.....	11
UNIT 3    Managing educational change.....	14
Introduction .....	14
Learning outcomes.....	14
Activity 1    Meaning of the term educational change .....	14
Activity 2    Why educational change is necessary .....	15
Activity 3    Examples of change in the primary education system .....	15
Activity 4    Overcoming barriers to educational change.....	16
Activity 5    Identifying ways of managing change .....	17
References.....	19

## **Review of use of ideas from Leadership Module 1 (Estimated time - 1 hour)**

### **Introduction**

Leadership module 1 brought up responsibilities that all school leaders ought to undertake. In the fore is the task to set up school based CPD activities. The objective for setting up school based CPD activities is to improve teachers' capacity in ensuring that effective instruction and learning are taking place. Such objectives can only be realized through indicators displayed by both classroom teachers and learners in their day to day practices. Before going through the new set of content for Leadership Module 2, it is very important to have the leaders share their experiences on how knowledge gained from module 1 impacted their work as school leaders.

### **Learning outcomes**

By the end of this activity, participants should,

- present what they have done in their schools in respect to setting up school based CPD activities.
- describe successes and challenges encountered to fellow school leaders.
- discuss some strategies used for dealing with some challenges.
- provide future plans for extending CPD activities initiated from module 1.

### **Activity 1 Sharing experiences on setting up school based CPD activities at school level.**

1. Let participants, individually present what they have done after attending Leadership Module 1 and also report their successes and challenges
2. In groups let participants,
  - a. identify the most common successes and challenges reported.
  - b. share experiences on how they dealt with some of the common challenges reported by individual school leaders.
3. Consolidate their responses.

### **Activity 2 Planning for future school based CPD activities.**

1. Ask individual participants to present:
  - a. their current goals in CPD,
  - b. when they would like to accomplish their goals,
  - c. their implementation plans and
  - d. how they will know if the goals have been achieved.
2. In groups, let participants
  - a. analyse each other's goals and implementation plans.
  - b. critique up each other's plans for implementing CPD goals
  - c. report to the whole group improvements to be made on each other's implementation plans.

### **Activity 3 Compiling future plans**

Ask individuals to:

- a. make improvements on their CPD goals and implementation plans based on discussions.
- b. submit their work to the PEA bearing improved goals and implementation plan(s) of CPD activities, how they will measure outcomes and when to report to the PEA.

## UNIT 1      **School managers as instructional leaders**

### **Introduction**

Good school managers are instructional leaders. Instructional leaders need to have a vision for their schools, expertise in school processes and supervision skills. However, many managers in primary schools apparently display ignorance of a number of important issues that affect the quality of instruction. They do not seem to know how to assess the entire school and how to determine learners' performance expectations at various grade levels. In addition, they may not notice the problems that teachers face as they implement the curriculum. They also sometimes fail to appreciate the potential of their teachers. In other words, there are many opportunities for school managers to play their role as instructional leaders by observing teaching and learning in the classrooms which would enable them to provide the necessary support to teachers.

### **Learning outcomes**

By the end of this unit, participants should:

- explain the meaning of the term 'instructional leadership'
- identify instructional leaders in the school
- explain why senior school staff should be instructional leaders
- describe the qualities of an effective instructional leader
- describe their responsibilities as instructional leaders

**Estimated time**(1 hour 30 minutes)

### **Suggested resources:**

- markers
- chart paper
- stick on paper/masking tape

### **Activity 1      Meaning of the term instructional leadership** (15 minutes)

1. Let participants:
  - a. brainstorm various terms associated with leadership.
  - b. identify and discuss terms that are closely related with 'leadership'.
2. In groups, let them discuss the meaning of the term 'instructional leadership'.
3. In plenary, let groups report their findings.
4. Consolidate the responses.

#### **Terms associated with leadership**

The following are some of the terms that are associated with leadership: headship, management, vision, guidance, delegation, supervision, direction, control, administration and gate-keeping.

#### **Instructional leadership**

Instructional leadership refers to the processes and actions that the school manager takes to promote student learning. These include setting school-wide goals, providing resources needed for teaching and learning, mentoring, supervising and evaluating teachers. Instructional leaders also coordinate continuing professional development activities for teachers and create a collegial working environment.

**Activity 2 Instructional leaders in the school** (20 minutes)

1. Individually, let participants identify instructional leaders in their schools.
2. In groups, let them discuss how the identified staffs are instructional leaders.
3. In plenary, let them report their responses.
4. Consolidate the responses.

<b>Instructional leaders in the school</b>	
The table below indicates instructional leaders and reasons why they are called instructional leaders:	
<b>Instructional leaders</b>	<b>Reasons why they are called instructional leaders</b>
Head teacher	<ul style="list-style-type: none"> <li>• identifies CPD needs of teachers through classroom observation and interaction with them.</li> <li>• Builds a school climate conducive to learning.</li> <li>• Takes the lead to define and achieve a mission of the school</li> <li>• offers advice to improve the quality of instruction</li> <li>• assesses needs and strengths of the school and community</li> <li>• acts as a role model for teachers</li> <li>• coordinates school development planning and implementation</li> <li>• supervises teachers</li> <li>• provides resources for teaching and learning</li> <li>• appropriately allocates teachers to classes</li> </ul>
Deputy head teacher	<ul style="list-style-type: none"> <li>• leads the academic sections</li> <li>• checks schemes and records of work, and lesson plans</li> <li>• distributes resources to section heads</li> <li>• acts as head in the absence of the head teacher</li> </ul>
Section head	<ul style="list-style-type: none"> <li>• provides leadership to the section, including solving problems</li> <li>• may observe lessons and identify CPD needs within the section</li> <li>• distributes resources to class teachers</li> <li>• chairs sectional meetings</li> </ul>
CPD Mentor	<ul style="list-style-type: none"> <li>• Compiles teachers' CPD needs in the school.</li> <li>• Coordinates CPD activities in the school.</li> <li>• Provides professional support to other teachers.</li> </ul>
Subject leader	<ul style="list-style-type: none"> <li>• Provides professional support to other teachers in a specific subject or learning area.</li> <li>• Acts as a role model for other teachers.</li> </ul>
Classroom teacher	<ul style="list-style-type: none"> <li>• Takes the lead in identifying and using innovative teaching and learning approaches.</li> <li>• Initiates creative use of teaching and learning resources</li> <li>• Keen at identifying and promoting learners' individual abilities.</li> <li>• Strives to interpret the curriculum accurately.</li> <li>• Initiates the creation of study circles.</li> <li>• Updates his or her professional and academic knowledge.</li> </ul>

**Activity 3**      **Qualities of an effective instructional leader** (20 minutes)

1. In groups, let participants:
  - a. discuss qualities of an effective instructional leader.
  - b. write their responses on a chart paper and display it on the wall.
  - c. conduct a gallery walk and record observations.
2. In a plenary, let them discuss their observations.
3. Consolidate the responses.

**Qualities of an effective instructional leader**

An effective instructional leader should have:

- Vision building skills
- Awareness of classroom processes
- Knowledge of assessment procedures
- Expertise in curriculum development
- Knowledge of strengths and weaknesses of members of staff
- Awareness of effective teaching and learning strategies
- Expertise in supervision
- Expertise in facilitation skills, problem solving, conflict resolution skills and negotiation
- Empathetic skills
- Willingness to take risks
- Interpersonal skills
- Planning skills
- Co-ordination skills
- Analytical skills
- Skills to mobilise resources
- Time management skills
- Networking skills
- Skills in nurturing co-operation between the school and the community
- Ability to create a conducive learning environment
- Creativity and resourcefulness\*

**Note: \* What Is Resourcefulness?**

Resourcefulness is the ability to find a way to achieve your goal or to make one. This is especially true when the goal is difficult to achieve and when little or no direction is given. Resourcefulness is the ability to think creatively, to generate ideas, and to identify alternatives. Resourcefulness is also imagination, the ability to visualize how something could be achieved when there is nothing there but the vision.

To be resourceful takes self-discipline and an iron will. First, self-discipline enables the belief that there is a way to achieve the outcome. Second, it takes an iron will to ignore the naysayers, the devil's advocates, and those who simply lack resourcefulness themselves and so have no interest in your success.

(<http://thesalesblog.com/2010/01/resourcefulness-the-ability-to-find-a-way/>)

**Activity 4**      **Responsibilities of an instructional leader** (20 minutes)

Bearing in mind participants' roles (as head teachers, deputy head teachers, section head, etc),

1. Let them:
  - a. individually write their responsibilities as an instructional leader on cards.
  - b. be in groups and share their responses.

2. In a plenary, let them share their list of responsibilities as instructional leaders.
3. Consolidate the responses.

**Roles of an effective instructional leader**

Roles of an effective instructional leader include the following:

- building a shared vision towards improved learner achievement in the school;
- involving the community in supporting academic activities in the school;
- promoting discipline in the school to ensure smooth teaching and learning;
- motivating and empowering teachers and learners to focus on teaching and learning respectively;
- promoting inclusive education to ensure that all children benefit equally;
- encouraging teachers to learn from peers and learners;
- inspiring trust and respect at all levels;
- creating collegial relationship to promote the sharing of good practices;
- coordinating school-based CPD activities;
- providing the resources needed for effective teaching and learning;
- encouraging gender sensitivity in both the classroom and the school as a whole;
- observing teaching and encouraging high performance;
- providing opportunities for teachers to share information and work together to plan curriculum and instruction;
- focusing much time on staff development;
- challenging staff members to examine traditional assumptions about teaching;
- tracking learners' achievement levels and other indicators of learning to help teachers focus attention where it is most needed
- modelling good practice.

**Conclusion (3 minutes)**

The main business of a school is instruction. The main outcome of instruction as desired by society is high learner achievement. Therefore, school managers need to focus on and promote effective teaching and learning. They need to understand their roles as instructional leaders and give both teachers and learners the support necessary to make teaching and learning effective.

**Self reflection (5 minutes)**

1. Having gone through this unit, let participants reflect on how their leadership practices mirror the description of instructional leadership.
2. If they feel that their leadership practices do not fit into this description, ask them to write down steps they will follow to become instructional leaders.

**Suggested INSET at cluster (2 minutes)**

Ask participants to identify the issues described in this unit that they would like to discuss further with other teachers at the cluster level?

## UNIT 2      **Managing continuous assessment in primary schools**

### **Introduction**

Continuous assessment is one of the core processes of Outcome Based Education. Effective teachers are conversant with different modes of continuous assessment. However, many teachers in primary schools face a lot of challenges in implementing continuous assessment under Outcomes Based Education (OBE). Their predominant outcry has been that assessment procedures are too demanding, time consuming, resource hungry, stressful and difficult to implement with large classes. Although these challenges are real, there are various ways to overcome them. This unit aims to equip school managers with necessary knowledge, skills and attitudes for assisting teachers to carry out continuous assessment with ease.

### **Learning outcomes**

By the end of this unit, participants should be able to:

- explain the meaning of the term ‘continuous assessment’
- explain why continuous assessment is important
- identify modes of continuous assessment.
- identify modes of continuous assessment that teachers find difficult to implement.
- explain why certain modes of continuous assessment are difficult to implement.
- demonstrate how to handle the modes of continuous assessment that teachers find difficult to implement.

**Suggested time:** 2 hours

### **Suggested resources**

- teachers’ guides
- learners’ books
- markers
- masking tape
- chart paper
- PCAR Journeys 1-12

### **Activity 1      Meaning of the term continuous assessment**

1. Let participants brainstorm various activities that they think are part of continuous assessment.
2. In groups, let them use the activities in step 1 to create a statement that explains the meaning of the term continuous assessment.
3. In plenary, let them report their responses.
4. Consolidate the responses.

#### **Meaning of the term Continuous Assessment**

Continuous assessment is the ongoing process of using various modes of data collection to check whether learners are learning, how they are learning and what needs to be strengthened or improved. Teachers’ ultimate goal for conducting continuous assessment is to design their teaching such that it responds to specific learners’ needs and to provide them with timely and comprehensive feedback. Furthermore, it enables teachers to give appropriate guidance to learners, parents and education managers.

## Activity 2      Importance of Continuous Assessment

1. Individually, let participants write down the importance of continuous assessment.
2. In pairs, let them discuss their responses.
3. Let two pairs join to form a group and discuss their responses.
4. In plenary, let them report their responses.
5. Consolidate the responses.

### **Importance of continuous assessment**

Continuous assessment:

1. helps teachers identify areas of learners' weaknesses early enough for remediation.
2. gives accurate and reliable data since it is collected over a long period of time using different tools.
3. captures a full range of learners' performance since it can be conducted in every lesson, or every week or on each topic of study.
4. guides the teacher in modifying instruction to improve teaching and learning.
5. provides curriculum developers with information for use when reviewing and developing curriculum.
6. offers teachers evidence for discussing achievement standards for learners' work with colleagues, parents and learners.
7. permits timely assessment of practical skills which provides more accurate scores than relying on end of the year assessment.



### **Activity 3**      **Modes of continuous assessment**

1. Let participants brainstorm various modes of continuous assessment.
2. In groups, let them discuss what each mode of continuous assessment involves (refer to PCAR Journeys 1-12).
3. In plenary, let them report their responses.
4. Consolidate the responses.

#### **Modes of continuous assessment**

The following are some of the modes of continuous assessment:

- Checklist
- Rubric
- Portfolio
- Projects
- Case studies
- Assignments
- Interviews
- Tests
- Role plays
- Aural/oral questions
- Observations
- Self report assessment
- Peer assessment
- Practical exercises
- Demonstrations
- Profile

Note: Refer to PCAR Journeys 1-12.

### **Activity 4**      **Modes of continuous assessment that some teachers find challenging**

1. Individually, let participants write down modes of continuous assessment they find difficult to use.
2. In groups, let them:

- a. share their responses.
  - b. discuss why they find the stated modes of continuous assessment difficult.
3. In a plenary, let them present their responses.
  4. Consolidate the responses.

**Why continuous assessment is considered challenging**

There are many reasons why teachers find certain modes of continuous assessment challenging to implement. These include:

- Negative attitudes towards continuous assessment,
- Large classes,
- Understaffing,
- Lack of resources,
- Inadequate training,
- Laziness of some teachers,
- It is perceived to be time consuming.
- Inadequate knowledge and skills.
- Frequent absenteeism of learners
- Lack of support from school managers;
- Lack of collaboration among teachers;
- Inability to compute grades

**Note:** Use a table as indicated below to guide discussions:

Mode of Continuous Assessment	Why it is challenging
<ul style="list-style-type: none"> <li>• Checklist</li> <li>•</li> </ul>	Difficult to use with large classes

**Activity 5 Addressing challenges encountered while implementing continuous assessment**

1. Individually, let the participants:
  - a. select the most challenging mode of continuous assessment.
  - b. list the most challenging aspects of that mode of continuous assessment.
2. In groups, let them:
  - a. share their ideas.

- b. discuss ways of addressing the challenges for each mode of assessment.
3. In plenary, let them present their group responses.
4. Consolidate the responses.

### **Conclusion**

Continuous assessment is an important tool for improving learner achievement. It is an integral part of teaching and learning. Some modes of continuous assessment in the OBE curriculum may be challenging to some teachers due to a number of reasons. School managers need to be knowledgeable about all modes of continuous assessment, their perceived challenges and possible solutions in order to support teachers effectively.

### **Self reflection**

1. Having gone through this unit, let participants reflect on how they will assist teachers in implementing continuous assessment at their schools.
2. Ask them to write down steps that they will follow to assist the teachers better in implementing continuous assessment.

### **Suggested INSET at Zone level**

Ask participants to take note of aspects of continuous assessment that they would like to discuss further with other school managers at the zone level?



## UNIT 3      **Managing educational change**

### **Introduction**

The Primary school system has witnessed a number of changes over the past few years. These include changes in the curriculum, teaching and assessment practices, educational policies and gender issues. Many educational stakeholders, including teachers, find it difficult to deal with change. School managers, therefore, have an important role to ensure that change in the school system is implemented smoothly and effectively.

### **Learning outcomes**

By the end of this unit, participants should be able to:

- define the term ‘educational change’
- identify examples of change in the primary school system
- describe changes that teachers find difficult to implement
- explain why educational change is necessary in improving the quality of education
- identify barriers to change
- describe how school managers can help teachers and other stakeholders to overcome barriers to change
- generate ways of managing change effectively in the school

**Estimated time**      (2 hours 30 minutes)

### **Suggested resources**

- educational policy documents
- the Constitution of the Republic of Malawi
- posters on educational change
- syllabuses, Teachers’ Guides, Learners’ Books
- research reports
- flip chart
- cards
- markers

### **Activity 1      Meaning of the term educational change**

1. Individually, let participants write down their understanding of the term ‘educational change.’
2. In groups, let them share their responses and come up with one definition.
3. In plenary, let them present their responses.
4. Consolidate the responses.

#### **Meaning of educational change**

Educational change is a process which involves adjustment of programmes, events, policies or practices with the intention of improving the quality of teaching and learning.

### **Activity 2      Why educational change is necessary**

1. In groups, let participants discuss why educational change is necessary.
2. In plenary, let them report their responses.
3. Consolidate the responses.

#### **The necessity of educational change**

Educational change is necessitated by some of the following:

- Change of demands in the job market
- Change in the nature of knowledge
- Rapid changes in technology
- Changes in societal values
- Changes in politics
- Changes in economy
- Need for increased access and equity
- Increased population
- Climate change
- Change in nutrition and health needs

### **Activity 3      Examples of change in the primary education system**

1. In groups, let participants:
  - a. identify examples of recent changes in the primary school system.
  - b. discuss what each of the changes involves.
  - c. identify changes that teachers and stakeholders find difficult to implement.
  - d. suggest reasons why teachers and other stakeholders find it difficult to implement the changes.
2. In plenary, let them present their responses.
3. Consolidate the responses.

#### **Examples of change in primary education system**

The following are some of the changes that have taken place in the primary education system in Malawi:

- Free primary education (FPE)
- Complementary basic education (CBE)
- Introduction of outcomes based education (OBE)
- Introduction of continuous assessment in PCAR
- School health and nutrition programme
- Life Skills Education
- Learner-centered methodologies
- Child-friendly schools
- Introduction of Initial Primary Teacher Education Reform (IPTER; 1+1)
- Inclusive education
- Water, sanitation and hygiene education (WASHE)
- Re-admission of teen mothers in schools
- Forbidding of corporal punishment
- Gender sensitivity and prevention of gender-based violence

- Integration of subjects into learning areas
  - Introduction of School-Based CPD
  - Introduction of phonetic approach in the teaching of Chichewa in lower grades.
- Note: Some stakeholders find some of the above listed changes difficult to implement.
- Why some stakeholders find it difficult to implement change**  
 The following are some of the reasons that make it difficult for some stakeholders to implement change:
- Conflict with cultural and religious norms
  - Lack of appreciation of the change
  - Poor communication about the change
  - Inadequate participation in the change process
  - Lack of skills to handle the change
  - Lack of access to professional readings
  - Lack of motivation
  - Failure to understand the change, its causes and justification.
  - Lack of commitment

**Activity 4      Overcoming barriers to educational change**

1. Individually, let participants write one barrier to educational change.
2. In groups, let them:
  - a. share their responses
  - b. discuss ways of overcoming the barriers to educational change.
  - c. write their responses on a chart paper and display on the wall.
3. Let them conduct a gallery walk and take note of responses from the other groups.
4. In plenary, let them discuss the observations from the gallery walk.
5. Consolidate the responses.

<b>Barriers to educational change and how to overcome them</b>	
The following are some of the barriers to educational change and ways to overcome them:	
<b>Barrier</b>	<b>How to overcome it</b>
Purpose for the change not made clear	The school managers should strive to understand the change and help individual teachers and other stakeholders to clearly see the benefit of the change to themselves and the learners.
The implementers and other significant participants are not involved in the planning	A wide range of community stakeholders must be actively involved in the planning including parents, learners, teachers and other stakeholders.
Lack of vision or under-communicating the vision	School managers need to develop a shared vision for their schools, based on the change introduced by MoEST for them to get committed to its achievement.
Failure to inspire implementers	School managers need to create enthusiasm, devotion, pride and commitment towards change among teachers.
Fear of failure	This may result from lack of knowledge about new strategies, skills or tools to implement the change. Therefore, school managers should be observant and listen to challenges expressed by teachers and other stakeholders, and give them the necessary support.

Excessive work pressure	Change brings additional demands on teachers' time. The school managers should always identify highest levels of work demands brought by the change and find ways of supporting teachers in dealing with excessive workloads.
The cost is too high compared to the reward	It is important for school managers to recognise that teachers and other stakeholders need motivation for them to perform without demanding monetary rewards. Intrinsic motivation is the most ideal.
Lack of a strong guiding team	In order to lead the change, the school managers need to identify teachers and other stakeholders who are positive towards the change and strengthen their passion for the change.
Lack of support structure	In the face of change, teachers need continuous support. Some teachers do not feel comfortable to regularly contact the headteacher for professional help. Therefore, there should be other competent teachers, who are conversant with the change, to guide the rest of the teachers in the school. These could include section heads or subject leaders or CPD mentors. The head should establish the structure and communicate to teachers accordingly.
Lack of commitment	Both policy makers and implementers need to be committed to ensuring success in the change.
Lack of skills for implementing change	Whenever the change is introduced there is need to develop the appropriate skills for the implementers.

#### Activity 5 Identifying ways of managing change

1. In pairs, let participants discuss ways of managing change in their schools.
2. Let two pairs join and
  - a. discuss their responses
  - b. come up with one list of ways of managing change.
3. In plenary, let them present their responses for discussion
4. Consolidate the responses.

#### Ways of managing change

School managers should:

- develop a shared vision of where the school is and where the school wants to be,
- involve staff at all levels in the planning and implementation of change,
- assist school staff and other stakeholders to understand why change is necessary,
- motivate the staff to embrace the change;
- provide enabling conditions for teachers to implement the change,
- allocate enough time to the training of teachers in the school in order to get them accustomed to using new resources, tools and approaches,
- facilitate a shared understanding of the nature of change by the whole school,
- involve and gain support of people within the school system at all times,

#### Conclusion

Change can be chaotic if it is not properly implemented. For change to yield the desired results, school managers should assist teachers and other stakeholders throughout the implementation process. This involves proper planning and management.

**Self reflection (5 minutes)**

Having gone through this unit, let participants think about the strategies that they will use to effectively implement change in their schools.

**Suggested INSET at Zone level**

Having explored and tried strategies for implementing change, let participants suggest areas that they would like to have further assistance from others at Zone level.

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