

Leadership and Governance:



**Effect on Teacher standards
and Pupil outcomes**



Direction ...

As economic, societal and technological advances increase the pace of change in the workplace,



today's young people in **NIGERIA** need to be more able to adapt than any other generation.

Professional Standards

- The **teaching standards** set a clear baseline of expectations for the professional practice and conduct of **teachers**, and define the minimum level of practice expected of **teachers in order to consistently improve student outcomes**



Why are standards important?



- The practice of aligning learning to **standards** helps to ensure that a higher level of learning is attained, guides **teachers** in the process of assessment and helps keep them on track.
- **Standards** based instruction helps guide the planning, implementation, and assessment of student learning.

Anambra School Girls Win Gold in World Technovation Challenge in USA

**Five Anambra girls from Regina
Pacies Secondary School Onitsha
who represented Nigeria and
Africa at the World Technovation
Challenge in the Silicon Valley in
San Francisco, USA last night
have won the Gold Medal in the
contest.**

August 2018





Brampton Manor Academy 6th Form Centre as a record 41 students secure places to study highly competitive courses at Oxford and Cambridge universities from October 2019.

Some major challenges to teacher professionalisation include:

- a lack of sufficient guidelines for teacher improvement and development (Teachers' Standards)
- lack of adequate knowledge of subject matter, inadequate pedagogical skills,
- Lack of adequate pre-service and in-service training
- lack of professional motivation, lack of incentives to attract top talents, and low entry requirements.

Nigeria's Annual Education Conference (NAEC) 2016

**Punch
Newspaper,
Published
August 16,
2019**

“

**If I give you some
of the write-ups of
the graduates;
some were told to
write ABCD, they
could not. They
could not say what
a bank statement
is. They don't
know. If I show
you their papers,
you will feel sad.**

**NYSC DIRECTOR-
GENERAL, BRIG. GEN.
SHUAIBU IBRAHIM**



***Analysis of students’
performance in the
West African Senior
School Certificate
Examination
(WASSCE)***

Published -
July 17, 2018

YEAR	% - 5 Credit incl. Eng. & Maths
2009	25.99
2010	24.94
2011	40.55
2012	38.81
2013	36.57
2014	31.28
2015	38.68
2016	52.97
2017	59.22
2018	49.98

Reasons for poor performance:

- teacher quality
- curriculum delivery
- dearth of facilities in schools
- examination malpractice.

*WAEC's Head of National Office (HNO), Mr. Olu Adenipekun, 2018



Top 20 Secondary Schools Revealed By WAEC

Filed in [School News](#) by [Editorial Staff](#) on October 23, 2018

1) Atlantic Hall, Lagos

2) Kings' College, Lagos

3) Loyola Jesuit College, Abuja

4) Grange Schools, Ikeja, Lagos State

5) Christ The King College, Onitsha

6) Vivian Fowler Memorial College, Ikeja in Lagos

7) Day Waterman College, Ikoyi, Lagos

8) Lekki British International School

9) Lumen Christi International High School, Uromi, Edo [State](#)

10) Corona Secondary School, Agbara, Ogun State

11) Olashore International High School, Oshun State

12). St Gregory's College, Ikoyi, Lagos

13) Avicenna School, Lagos

14) BRITISH INTERNATIONAL SCHOOL, Oniru Private Estate, Victoria Island, Lagos State

15) GREENSPRINGS SCHOOL, Lagos

16) The Capital Science Academy, Abuja

17) Nigerian-Turkish International Academy, Abuja

18) Louisville Girl's High School, Ijebu-Itele, Ogun State.

19) Premiere Academy, Lugbe, Abuja

20).St Francis Catholic Secondary School, Oshodi, Lagos State, Nigeria

School A



School B



Which has a better learning environment?

Comments from teachers – Some challenges faced by private schools

- **Parental influence in schools.**
Especially from influential parents.
- **Over use of staff even after working hours.**
- **Teachers not given the opportunity to further their studies.**
- **Profit maximization: the sole aim of most school proprietors is to maximize profit at any cost.**



Comments from teachers – Some challenges faced by government schools

- **Science Laboratories not adequately furnished, in some cases the schools do not have science laboratories**
- **Incompetent teachers.**
- **Influence from political god fathers in decision making and squandering of funds allocated to the schools.**



Comments from teachers – Some challenges faced by government schools



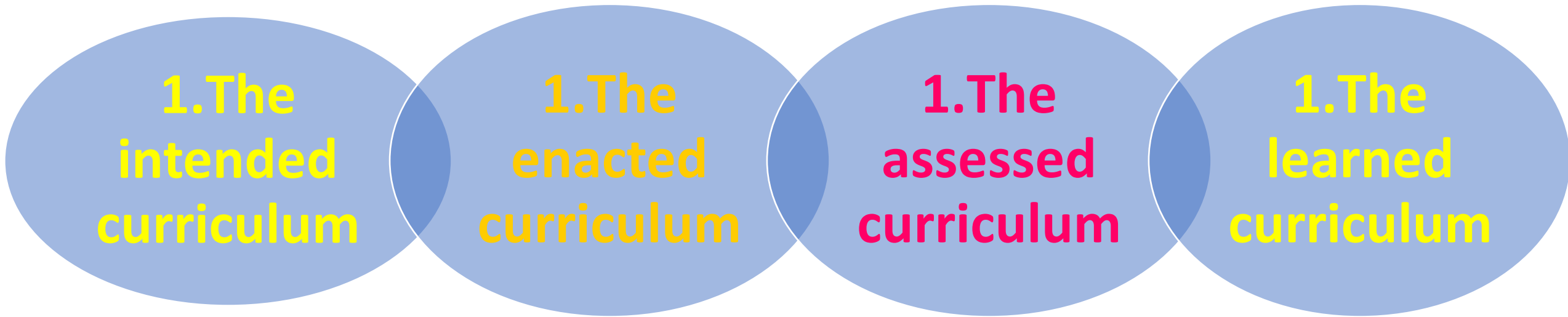
- **Economic factor:** most children in such schools are house maids. This affects their punctuality and also concentration in class.
- **Over population:** The number of students in a class is outrageous, making it impossible for a teacher to teach successfully.

Linking curriculum and leadership :-

TEACHERS play a crucial role in improving the quality of the teaching and learning process. Good teachers are vital to raising student achievement.

The Curriculum and Teacher/School Agency

There are four different curricular dimensions, as summarised by Sherrington (2017):



This process applies to any curriculum worldwide, regardless of the structure.

What is set out as a curriculum (Point 1), has to be delivered in the classroom (Point 2).

Students are tested to evaluate their understanding (Point 3) and what is left as a residue for the longer term (Point 4) is really the outcome of formal education

Key questions:-

- How can teachers increase their influence and efficacy in this process?
- How can governors and school leaders support and motivate teachers in this process? (Incentives, Quality of Pre-service and In-service training, Quality of intake into the profession, etc).
- How can the school's assessment regime and examination process contribute to a realistic and much improved outcome?

Questions to consider by leaders:

- In our school, what do we do already?
- What else could we do?
- What should we stop doing?
- Why are these changes important?
- What impact will they have on learning and student outcomes?
- How will we know?



“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

Alvin Toffler, author of Future Shock

Professional Learning Leaders
In High-Performing Systems:
Who are they and what do they do?

From: www.ncee.org/beyondpd



**Deputy
Principal**



**Help lead school
based curriculum
planning &
implementation**



**Promote
professional
development
culture**



**Support school
head in
assessment
planning and
coordination**

Hong Kong: Curriculum Leaders

**Lead in improving
teaching and learning**





**Head of
Department**



**Help champion,
plan and facilitate
professional
learning**



**Balance teacher
needs and school
priorities for teacher
development**

Singapore: School Staff Developers



**Leading learning
needs analysis in
school**



**Guide teachers
on effective
practice**

Senior



Teacher



**Help lead inquiry
approach and
collaborative working
groups**



**Support teachers in
identifying student
learning issues and setting
inquiry research questions**

British Columbia: Coordinators of inquiry



**Coordinate and
organise teacher
development**



**Demonstrate
lessons**

Teachers matter more to student achievement than any other aspect of schooling.

Effective teachers are best identified by their performance, not by their background or experience.

Governance

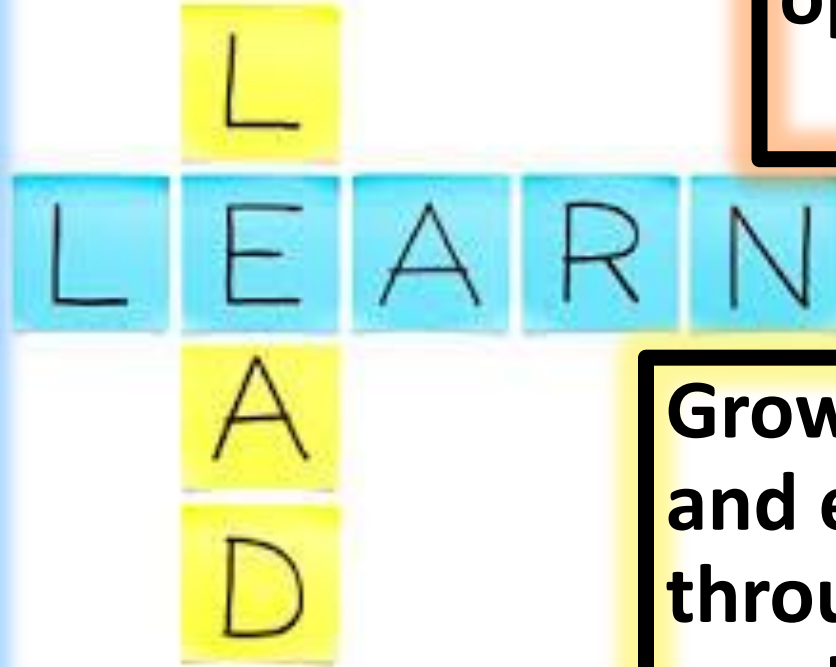
The purpose of governance in any setting is to provide strategic direction to an organisation, by:

- Setting the vision.**
- Making decisions about strategy and policy.**
- Overseeing and monitoring organisational performance.**
- Ensuring organisational accountability.**
- Good governance is essential to the success of any organisation.**

The role of a governor is largely a thinking and questioning role, not a doing role.

School Leadership

Enables the school leadership team to focus on teaching, learning and pupil progress, while working collaboratively with an experienced system leader.



School leaders benefit from enhanced professional learning opportunities.

Growing 'future leaders' and experienced teachers through modelling, coaching, involving in higher level strategic planning and shared leadership.

All schools should be able to:

- Provide students with an outstanding education for life that combines academic and non-academic achievements, where they all reach their full potential.
- Create an environment where students are able to access the help and support they really need in order for them to become fully engaged learners.
- Education should not just be seen as passing exams – it's a culture that should stretch beyond the classrooms, libraries, laboratories and playing fields, into other aspects of life that will greatly enhance the experiences of the students.

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- If your school was a type of soil, and the students were seeds, where would you plant your seeds and why?





Priorities:

Priority 1: *Student achievement – attainment and progress*

Priority 2: *The quality of teaching and learning*

Priority 3: *Leadership and Management – Building capacity*

Priority 4: *Student support*

HEADLINES OF KEY PRIORITIES

1	Leadership and Management Effectiveness
2	Quality of teaching, learning and assessment - Teacher Effectiveness
3	Quality of teaching, learning and assessment - Student Outcomes
4	Personal development, behaviour & welfare
5	Securing accountability
6	Developing Partnerships
7	Resources
8	Governance

Comments on leadership of a top Nigerian private school...

‘Leadership and management are good, with outstanding features. The Principal is an inspiring and effective leader, the key component in the success of the school. With the Governing Council, he provides clear educational direction, reflected in the quality of education, the care taken of pupils, and the fulfilment of the school’s ethos. There is nevertheless some redundancy between the mission statement, the aims and the core values, with new initiatives such as the ‘6P’s – each is excellent, but there is an opportunity for sharper focus’

Comments on governance of a top Nigerian private school...

‘There is a very positive relationship between the Principal, senior staff and the Governing Council. The Council oversees most of the key elements of school life very effectively. They are excellent stewards of the financial and facility-related components, but their impact on the quality of learning and teaching is less secure, as nearly all the information they receive about the school is through the Principal. Nevertheless, they are successful in securing, supporting and developing sound quality staff and ensuring their suitability to work with children.’