HEART
HEALTH & EDUCATION ADVICE & RESOURCE TEAM

Helpdesk Report: **School leadership and learning outcomes**

Date: 01.11.13

Query: **School leadership: What is the relationship between school leadership and variation in learning outcomes?**

These helpdesks were designed to enable an extensive search for evidence on various methods for improving learning. There are a series of six similar reports, each is based on an edit of a literature search for their chosen method. After the initial search had been done the search fields were expanded to include further search engines and search methods, for more information please see the search strategy section of the report.

The list of methods searched in the series are: textbooks, teacher training, infrastructure and basic facilities, school leadership, school governance and student performance data.

Enquirer: **DFID**

Content

1. **Screened results from search strategy**
2. **Additional resources**
3. **Search strategy**
4. **Screening method**

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1. Screened results from search strategy

A total of 32 documents were assessed as potentially relevant.

The Head-Teacher's Instructional Role in Academic Achievement in Secondary Schools in Vihiga District, Kenya
Musungu, L.L.; Nasongo, W.J. (2008)
Educational Research and Reviews, 3 (10), 316-23
Abstract Available: http://eric.ed.gov/?id=EJ894004

The head teachers' role is to promote academic performance. It is therefore important that the performance of a school is appraised against the performance of the person who leads it. The purpose of the study was to investigate the instructional role of the head-teacher in academic achievement in Kenya Certificate of Secondary Education (KCSE) examinations in Vihiga district of Western province. The population of the study comprised 84 head-teachers and 1,280 teachers serving in the 84 secondary schools. Saturated sampling technique was used to select a sample from the high and average performing schools, while stratified random sampling technique was used to select a sample from the low performing schools.

The sample comprised 7 high performing schools, 17 average performing schools and 20 low performing schools. All the 44 head-teachers of the selected schools formed part of the sample for the study together with 8 teachers from each school sampled randomly. Data was collected by use of questionnaires, in-depth interviews and document analysis guide. Data was analyzed by the use of descriptive statistics of frequencies and percentages. The findings of the study showed that head-teachers' instructional role included regular checking of teachers' professional records, regular class supervision, and management plan for carrying out curriculum goals. Therefore, since the role of the head-teacher is associated with high student achievement, the study recommends that head-teachers should enhance internal supervision of teachers.

Methods
Primary and Empirical
Non- experimental

Managing Teaching and Learning in South African Schools
Bush, T.; Joubert, R.; Kiggundu, E.; van Rooyen, J. (2010)
International Journal of Educational Development, Volume 30, Issue 2, Pages 162-8
Abstract Available: http://www.sciencedirect.com/science/article/pii/S0738059309000637

This paper examines the significance of leadership and management in enhancing classroom practice and improving learner outcomes in two provinces of South Africa. It is increasingly recognised, internationally and in South Africa, that managing teaching and learning is one of the most important activities for principals and other school leaders. Managing teaching and learning is one of the core modules in South Africa's new national qualification for school principals. Drawing on case studies of eight schools, mostly in disadvantaged contexts, the paper shows that managing teaching and learning are often inadequate, and largely fails to compensate for the social and educational problems facing learners and their communities.

Methods
Secondary
Non systematic review

Assessment of Leadership Training of Head Teachers and Secondary School Performance in Mubende District, Uganda
Benson, K. (2011)
Available at: http://eric.ed.gov/?id=ED531062

The purpose of the study was to establish the relationship between leadership training of head teachers and school performance in secondary schools in Mubende district, Uganda. Descriptive-correlational research design was used. Six schools out of 32 were selected and the sample size of head teachers, teachers and students leaders was 287 out of 302 target population. Both interview and questionnaire were used to gather data. Data was collected on the independent variable -- training, and four dependent variables - teacher management, instructional leadership, school discipline and academic performance, and it was analysed using descriptive statistics, namely, frequencies, percentage, and mean. Findings show that 83.3% of the sampled head teachers were above 40 years of age. 66.7%S were graduates and 33.3% had masters, 67.3 % took leadership and management courses at university. 66.7% of the head teachers attended an induction course and 83.3% had attended at least one leadership short course. 83.3% had participated in 10 and above workshops and seminars. 56% had over 8 years of experience as head teachers. The study showed good performance of head teachers apart from academics. Chi-square and regression analysis were used to determine the relationship of training and performance and the findings show that there is no significant relationship between head teachers' training and secondary school

performance in Mubende, since P = 0.228 greater than 0.05, implying that there are other factors that greatly affect performance. However, the four variables were found significant to performance of schools, because the p - value was less than 0.05 (P=0.000 less than 0.05/0.01 and Head teachers' training shared 33.5 % of its variability to performance of schools, because P value was (0.000), less than the level of significance 0.05. The study concluded that majority of the head teachers were well trained and had substantial experience. Their performance was good apart from academic which requires further research. However, since insufficient training of head teachers reduced school performance, whereas leadership training contributed 33.5% to school performance, the study recommends that. The Ministry of Education and Sports should emphasize and promote practical leadership for school heads. Head Teachers should crave for continuous leaning to be well equipped with leadership knowledge and skills. Teachers should ensure quality teaching to improve academic performance. Researchers should investigate further on the factors responsible for the poor academic performance of secondary schools in Mubende District such as quality of students recruited.

Methods
Primary and Empirical
Non-experimental

Educational leadership and management: theory, policy, and practice
Bush, T. (2007)
South African Journal of Education, 27 (3), 391-406
http://sajournalofeducation.co.za/index.php/saje/article/viewFile/107/29

There is great interest in educational Leadership in the early part of the 21st century because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. There is also increasing recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners. Schools need trained and committed teachers but they, in turn, need the leadership of highly effective principals and support from other senior and middle managers. While the need for effective leaders is widely acknowledged, there is much less certainty about which leadership behaviours are most likely to produce favourable outcomes. I examine the theoretical underpinnings for the field of educational leadership and management, assess different leadership models, and discuss the evidence of their relative effectiveness in developing successful schools.

Methods
Secondary
Non systematic review

Managing Teaching and Learning in South African Schools
Bush, T.; Joubert, R.; Kiggundu, E.; van Rooyen, J. (2010)
International Journal of Educational Development, 30 (2), 162-8
http://www.sciencedirect.com/science/article/pii/S0738059309000637#

This paper examines the significance of leadership and management in enhancing classroom practice and improving learner outcomes in two provinces of South Africa. It is increasingly recognised, internationally and in South Africa, that managing teaching and learning is one of the most important activities for principals and other school leaders. Managing teaching and learning is one of the core modules in South Africa's new national qualification for school principals. Drawing on case studies of eight schools, mostly in disadvantaged contexts, the paper shows that managing teaching and learning are often inadequate, and largely fails to compensate for the social and educational problems facing learners and their communities.

Methods
Primary and empirical
Non experimental

Preparing new principals in South Africa: the ACE: School Leadership Programme
Bush, T.; Kiggundu, E.; Moorosi, P. (2011)
South African Journal of Education, 31 (1), 31-43
http://www.sajournalofeducation.co.za/index.php/saje/article/viewArticle/356

There is increasing recognition that effective leadership and management are vital if schools are to be successful in providing good learning opportunities for students, and emerging evidence that high quality leadership makes a significant difference to school improvement and learning outcomes. However, in many countries, including South Africa, a teaching qualification and teaching experience are the only requirements for school principals. In the 21st century, there is a growing realisation that headship is a specialist occupation that requires specific preparation. In 2007, the former South African Department of Education introduced a new threshold qualification for aspiring school principals as part of its wider strategy to improve educational standards. The course, badged as an Advanced Certificate in Education: School Leadership (ACE), was piloted in six provinces from 2007-2009. This paper reports the main findings from the evaluation of the pilot ACE programme and links them to the South African and international literature on leadership development.

Methods
Primary and empirical
Quasi experimental

Educational Leadership and the Capabilities Approach: Evidence from Ghana
Fertig, M. (2012)
Cambridge Journal of Education, 42 (3), 391-408
http://www.ingentaconnect.com/content/routledg/ccje/2012/00000042/00000003/art00008

School leaders play a central role in affecting the educational development of the young people for whom they have responsibility. This is especially the case where school leaders are operating in challenging low-income environments. This paper argues that a focus on Sen's notions of individual agency and freedom are a necessary but not a sufficient factor in the conversion of capabilities into functionings for these school leaders. This is done through using the Capabilities Approach as a lens through which to carry out a retrospective analysis and evaluation of the activities of a group of primary school headteachers in Ghana involved in a UK Government-funded project focused on education quality. The paper argues that headteachers with the capability of initiating change in the education process in their schools are unlikely to act in this way unless they feel that they have permission to do so. It is also important that headteachers feel that they are working within a context and an environment where acting in ways which aim to improve pupil learning is seen as central to their role. This kind of supportive context for school leaders (and for other educational practitioners) cannot be divorced from a policy environment which sanctions such activities, and, hence, it is argued that such a context is crucial to policy developments which seek to establish and sustain the core capabilities which are at the heart of Nussbaum's essentialist approach. The paper also brings to the foreground the tensions that exist between the notion of individuals being free to make choices about what they have reason to value, on the one hand, and the implications that these choices have for the freedoms of other individuals with whom they are connected to make such choices. Finally, it is argued in the paper that the action research approach used in the Leadership & Management Project in Ghana, allied to a positive policy context, provides both the sensitivity to context and a practice-oriented focus which can

enable school leaders to bring about the conversion of their individual capabilities into functionings.

Opportunity to Learn: A High Impact Strategy for Improving Educational Outcomes in Developing Countries. Working Paper
Gillies, J.; Quijada, J.J. (2008)
Academy for Educational Development. 1825 Connecticut Avenue NW, Washington, DC 20009-5721.
http://www.equip123.net/docs/e2-OTL_WP.pdf

This paper reports that the basic opportunity to learn does not exist in many countries, and that a concerted management focus to assure that schools provide basic elements of an opportunity to learn (OTL) could potentially yield big improvements in learning. The paper assesses: (1) what basic factors create the opportunity to learn; and (2) to what extent is the lack of these basic elements a problem in developing countries? Elements of a foundational opportunity to learn are identified as: (1) The school is open and located near the student; (2) Minimum instructional time of 850-1000 hours annually; (3) Teacher absenteeism and tardiness; (4) Student absenteeism and tardiness; (5) Appropriate class size and student-teacher ratios; (6) Learning materials are available to every student and regularly used; (7) Time-on-Task; and (8) Learning to read. General strategies suggested for addressing OTL include incorporating OTL issues and awareness in activities and assistance programs such as teacher and principal training; incorporating OTL measures in management and information systems at the school level; and raising awareness by tracking an OTL Index.

Methods
Secondary
Non systematic review

Building Bridges for Resource Acquisition: Network Relationships among Headteachers in Ugandan Private Secondary Schools
Hite, J.M.; Hite, S.J.; Jacob, J.W.; Rew, J.W.; Mugimu, C.B.; Nsubuga, Y.K.(2006)
International Journal of Educational Development, 26 (5), 495-512
http://www.sciencedirect.com/science/article/pii/S0738059305001501

Schools in developing contexts, such as Sub-Saharan Africa, are often resource poor and seek to access resources from their external environments in order to improve school performance. Critical conduits for resource access are found among the school's external network of relationships between school administrators. Using both network and qualitative methods in the field, this research explores and describes the external social relationships among secondary school headteachers in Mukono District, Uganda. The findings identify implications of network structure for resource acquisition as to improving school performance.

Methods
Primary and empirical
Non experimental

Managing to learn: instructional leadership in South African secondary schools
Hoadley, U.; Christie, P.; Ward, C.L. (2009)
Journal: School Leadership and Management, 29 (4), 373-89
http://www.hsrcpress.ac.za/product.php?productid=2244

Internationally and locally, there is growing emphasis on the importance of effective school management and leadership in contributing to good student achievement outcomes.

'Instructional leadership' has become a key concept in the research literature, reflecting an attempt to better understand the relationship between school leadership, curriculum and instructional matters, and student achievement. *Managing to learn* is the first study of its kind in South Africa, considering these issues in a sample of 200 schools in two provinces. The research reported in this monograph provides an extensive review of the literature around the management of curriculum and instruction, a framework and methodology for the research, and the empirical findings from the study. Through a series of regression analyses, the study presents those management factors identified across a wide range of schools as most crucial to improved performance of students. It brings greater clarity to the somewhat undifferentiated view of school management currently, and a sharper focus on its importance in relation to how students learn.

Methods
Primary and empirical
Non experimental

How Leaders Can Enrich the School Environment
Honaker, C.J. (2004)
Kappa Delta Pi Record, 40 (3), 116-8
http://eric.ed.gov/?id=EJ773821

Principals are the leaders of their schools, they are responsible for both student and professional learning. With thought, organization, and communication, welcoming and assisting beginning teachers as they enter their new profession can be done efficiently and effectively. An administrator who not only understands the difficult induction year, but also plans and adjusts for a supportive one, has an opportunity to establish a successful teacher for a lifelong career. This plan, in turn, will positively affect the lives of many students. Many areas can be enriched with administrative support. This article explores strategies that will attract beginning teachers, develop new professionals faster, positively impact retention, boost student achievement, and develop a collaborative environment.

Methods
Cannot get access to full article so cannot establish methods or country focus.

Impact of Principal Leadership on Catholic High School Students' Academic Achievement in Edo State, Nigeria
Imhangbe, O.S. (2012)
ETD Collection for Fordham University. Paper AAI3494325.
http://fordham.bepress.com/dissertations/AAI3494325/

Over the years, students of Catholic High/Senior secondary schools in Edo state, Nigeria have maintained a significantly higher level of academic achievement than their counterparts in public schools in the state. This development has not only been a cause of serious concern for parents of students who attend public High/Senior secondary schools and the government that runs them but also a critical issue of interest for Catholic leaders as they strive to maintain and improve upon the high level of students' academic achievement in their schools. This study attempted to explain if and how principal leadership within the specific context of Edo state, Nigeria and the religious culture of the principals is a significant factor in this development. In so doing, the researcher studied the principal leadership of four high performing Catholic high/senior secondary schools in Edo state, Nigeria. From these schools, the researcher sampled sixteen research subjects consisting of four principals and twelve teachers who participated in the study. To elicit data for the study participants were engaged in in-depth interviews sessions. Also, some relevant school documents were retrieved and analyzed and direct observation exercise in the schools was conducted. In the critical

analysis of the collected data, the study found that: (1) that the principal leadership of the four schools of study constituted significant and critical factor to students learning and their academic achievement, (2) that the preferred leadership style of the principals in majority of the schools studied was the democratic or the shared leadership style, (3) that the impact of the local and religious culture on the principal leadership of the schools of study was varied and not neatly determined, (4) that the sustenance of teachers' classroom effectiveness, the level and availability of professional development and the quality and sustenance of the healthy culture believed to inspire better learning and higher academic achievement levels in the schools were closely linked with the principals' leadership and their leadership style.

Methods
Primary and empirical
Non experimental

The impact of school management trainings and principals' attitude on students' learning outcomes
Khan, M.F.; Ahmad, S.; Ali, I.; Fayyaz ur, R. (2011)
African Journal of Business Management, 5 (7), 2668-78
http://www.academicjournals.org/ajbm/abstracts/abstracts/abstracts2011/4Apr/Khan%20et%20al.htm

School management trainings play an important role towards school effectiveness. The contemporary education systems place a high value on school management trainings for attaining improved learning outcomes. The purpose of this study is in two folds: firstly, to assess the effects of management trainings on student learning outcomes and secondly, to ascertain the extent to which principals' attitudes mediate the relationship of school management trainings and student learning outcomes. The pertinent data was collected from 170 principals, 340 teachers as well as 850 students. The findings of the study reveal that school management trainings equip principals with desired school management skills which enable them to manage respective schools effectively. The study also statistically found significant effects of such trainings on principals' attitude. Trained principals showed conscious commitment towards motivation and satisfaction of their teachers as well as students. Trained principals mobilize their resources for improving school environment, providing attractive study settings, ensuring adequate community involvement, and developing their teaching faculty professionally. The conclusion of the study points out towards the overall improvement in students' learning outcomes.

Methods
Primary and empirical
Non experimental

Influences of leadership practices in Pakistan: tensions and dilemmas
Khan, N.A.; Day, C. (2008)

This paper reports the interim findings of the ongoing PhD research work carried out in Pakistan. It aims to study the reforms in education particularly in leading and managing schools of Lahore, Pakistan. The National Educational Policy 1998-2010 aims at raising achievement and bringing educational reforms in both public and private sector schools. The international literature on educational leadership and school improvement suggests that the head teachers (school leaders) have a key role in bringing about reforms at school level and that their practices are influenced by external policy, their own values and educational background. (Day et.al 2008, 2008 a). The literature on leadership suggests that the concept of leadership is very complex and it has different meanings in different contexts and cultures (Yukl 2005, Hofstede 1984, Burns 1978, Avery 2004). In a small-scale study conducted in

Lahore, interviews and overt observations were carried out in eight schools of Lahore. It is a combination of these which revealed a number of tensions and dilemmas. Headteachers appeared to be familiar about the rhetoric of leadership practices and school reforms, but seem to be influenced in different ways by their cultural background, religious values and beliefs, social milieu and the relative maturity of the own concepts and knowledge about school improvement as well as political influences, financial constraints, un-motivated staff, and pressure from local education departments. Private sector school headteachers also seemed to be under tremendous pressure from the parents and society for academic achievement in addition to the factors associated with public sector schools. The policy of creating local district education departments in addition to provincial education department appeared to have created more bureaucracy which held back the implementation of the Pakistan's government policy of "devolution of powers to grass-root levels"

Methods
Primary and empirical
Non experimental

Necessary but Not Sufficient: Challenges to (Implicit) Theories of Educational Change--Reform in Nepal's Primary Education System
Khaniya, T.; Williams, J.H. (2004)
International Journal of Educational Development, 24 (3), 315-28
http://www.sciencedirect.com/science/article/pii/S0738059304000069

Educational quality reforms are undertaken in hopes that students in a higher quality education system will acquire more of the curriculum. However, the authors argue, there is no necessary connection between investments in educational quality and improved learning outcomes. A national assessment of grade 3 students in Nepal found few differences in learning competencies before and after a multi-year reform project involving improvements in classrooms, curriculum, textbook distribution, teacher training packages, administration and supervision system, school management, and community involvement in school management. The article explores the implications for educational reform initiatives and theories of educational change.

Methods
Primary and empirical
Non experimental

Key Dimensions of Effective Leadership for Change: A Focus on Township and Rural Schools in South Africa
Ngcobo, T.; Tikly, L.P. (2010)
Educational Management Administration & Leadership, 38 (2), 202-28
http://libra.msra.cn/Publication/5725361/key-dimensions-of-effective-leadership-for-change-a-focus-on-township-and-rural-schools-in-south

The article identifies key dimensions of effective leadership for change in historically disadvantaged, township and rural schools in South Africa. It is based on original case study research in 13 schools in Kwa-Zulu Natal. Although the sample included mainly township and rural primary and secondary schools it also included a smaller sample of historically advantaged formerly White, Indian and 'Coloured' schools. All schools were selected on the basis of high academic achievement and success in implementing change. Effective leadership styles were found to be contingent on context. Rather than providing a fixed set of characteristics the dimensions provide a framework against which the nature of effective leadership in the sample schools is analysed and compared. It is argued that although many aspects of effective leadership are similar to those reported in the wider international

literature, they assume a specific form and emphasis related to contexts of disadvantage in South Africa.

Methods
Primary and empirical
Non experimental

Total Quality Management in Secondary Schools in Kenya: Extent of Practice
Ngware, M.W.; Wamukuru, D.K.; Odebero, S.O. (2006)
Quality Assurance in Education: An International Perspective, 14 (4), 339-62
http://www.emeraldinsight.com/journals.htm?articleid=1576259

Purpose: To investigate the extent to which secondary schools practiced aspects of total quality management (TQM). Design/methodology/approach: A cross-sectional research design was used in this study. A sample of 300 teachers in a residential session during a school holiday provided their perceptions on the practice of TQM in their schools. Data were collected using a questionnaire. Findings: Board of Governors and chairpersons in secondary schools are not providing the necessary leadership that would promote TQM practices necessary for schools' continuous improvement. However, some head teachers are providing the required leadership with a considerable number of school managements empowering their employees. The majority of schools are not committed to strategic quality planning, though they do promote human resource development initiatives. Research limitations/implications: The study relied on an accessible sample of practising teachers drawn from M.Ed and PGDE students on a one-month residential session in a public University. There is likelihood that schools from all the regions of the country were not represented. Practical implications: School management is expected to provide leadership that promotes TQM practices in order to achieve set objectives. Empowered employees participate in decision-making and are capable of increasing the quality of learning. Strategic quality planning is important for the provision of quality services while human resource development is necessary in schools to motivate and realise the maximum potential from employees. Originality/value: The study provides research information on the Kenyan education system and quantifies the extent to which it is being practiced.

Methods
Primary and empirical
Non experimental

Making a Difference in Ghana's Classrooms: Educators and Communities as Partners
O'Grady, B. (2000)
http://www.glp.net/c/document_library/get_file?p_l_id=473710&folderId=12858&name=DLFE-853.pdf

This report describes how partnerships between educators and the community are helping improve education in Ghana. Though the basic education program, Improving Learning through Partnerships (ILP), Ghana is strengthening its educational foundation by using master teachers to help improve basic skills instruction and by involving parents and other community members in the educational process. ILP acknowledges that learning achievement depends upon many players within and outside of the educational system. In introductory workshops, ILP staff help partners recognize their common goals. Participants (educators, local government officials, PTA and school management committee members, and traditional leaders) draft school improvement plans that are shared with the broader community for their contribution. This report discusses challenges to ILP efforts, describes effective schools, and examines elements that have impacted learning in Ghana, highlighting ILP's strengths and effective strategies. It looks at appreciative inquiry as a methodology and philosophy for effective teaching, examines the role and importance of visits from master

teachers, and explains reinforcement and follow-up activities used between visits from master teachers. Finally, the report discusses community empowerment, examining community-school improvement plans and changes in school infrastructure.

Methods
Primary and empirical
Non experimental

Implications for Secondary School Principals
Okoroma, S.N.; Robert-Okah, I. (2007)
Educational Research Quarterly, 30 (3), 4-22

The school system is a green pasture for inexhaustible investigations for the purpose of enhancing academic achievement. The reason is that factors and variables within the confines of educational activities appear also to be inexhaustible. One such factor that attracted an investigation is "administrative stress" as it affects secondary school principals. This paper presents the results of a research conducted on the subject. Five hypotheses were proposed. The results revealed that inadequate funding; inadequate school facilities, work overload and poor conditions of service generated administrative stress for principals. The major implication of these results is that educational institutions should be adequately funded as other management variables will thereby be taken care of.

Methods
Cannot get access to full article so cannot establish methods or country focus.

In-Service Training Needs in an African Context: A Study of Headteacher and Teacher Perspectives in the Gucha District of Kenya
Onderi, H.; Croll, P. (2008)
Journal of In-service Education, 34 (3), 361-73
http://eric.ed.gov/?id=EJ811511

Improving the quality of teaching is an educational priority in Kenya, as in many developing countries. The present paper considers various aspects on in-service education, including views on the effectiveness of in-service, teacher and headteacher priorities in determining in-service needs and the constraints on providing in-service courses. These issues are examined though an empirical study of 30 secondary headteachers and 109 teachers in a district of Kenya. The results show a strong felt need for in-service provision together with a firm belief in the efficacy of in-service in raising pupil achievement. Headteachers had a stronger belief in the need for in-service for their teachers than did the teachers themselves. The priorities of both headteachers and teachers were dominated by the external pressures of the schools, in particular the pressures for curriculum innovation and examination success. The resource constraints on supporting attendance at in-service courses were the major problems facing headteachers. The results reflect the difficulties that responding to an externally driven in-service agenda creates in a context of scarce resources.

Methods
Primary and empirical
Non experimental

School improvement and the role of district education officials in South Africa
Plowright, D.; Plowright, A.S. (2011)
http://www.bera.ac.uk/bera2011/pdf/BERA2011_0640.pdf

This paper is based on small-scale, pilot research aimed at identifying key issues experienced by district level officials in South Africa in their efforts to support school leaders and teachers in raising standards of pupil achievement. The research was funded by a Small Research Grant from the British Academy. Its purpose was to facilitate initial project planning and development of a more extensive project to be undertaken in the future. Managing the improvement of education is currently a prominent issue in South Africa. Large class sizes, high pupil-teacher ratios, poor quality facilities and lack of book and classroom provision characterise schooling for the poorest, black sectors of the population. In addition, district education officials work with limited resources and facilities and are expected to manage a high level of monitoring and support for primary and secondary schools in their areas. The research reported here attempts to discover officials' views and opinions about the demands and challenges of their role and how they mediate government policy in their efforts to contribute to school improvement and raise standards of pupil achievement. Data collection was based on semi-structured interviews of four education administrators and one headteacher in two provinces in South Africa. Data analysis is based on grounded theory using thematic analysis. The focus of the interviews enabled participants to talk through and reflect on their current roles in education in South Africa. The findings indicate that district officials work within highly centralised, administrative procedures that are overly bureaucratic and, it can be argued, tend to be alienating and coercive rather than enabling. The research reported here, therefore, raises questions about how much support education officials are able to provide whilst working in such a restrictive administrative environment. Finally, suggestions are included for further research into the role of the district official in the South African education system.

Methods
Primary and empirical
Non experimental

Relationship among School Size, School Culture and Students' Achievement at Secondary Level in Pakistan
Naseer Ahmad Salfi and Muhammad Saeed (2007)
International Journal of Educational Management, 21(7), 606-20
http://www.emeraldinsight.com/journals.htm?articleid=1628147&show=html

This paper seeks to determine the relationship among school size, school culture and students' achievement at secondary level in Pakistan. Design/methodology/approach: The study was descriptive (survey type). It was conducted on a sample of 90 secondary school head teachers and 540 primary, elementary and high school teachers working in the government boys secondary schools of Punjab province. Data was collected through three sources: first, statistics on education from Education Management Information System (EMIS) Punjab; second, annual results of grade 9 and 10 students of Boards of Intermediate and Secondary Education (BISEs) Punjab; and third, a questionnaire which contained 39 items at five-point rating scale and ten items in yes/no form. The validity and reliability of the questionnaire were ensured through experts' opinions and pilot testing in early 2006; the overall reliability was established at 0.967. Findings: There was a significant correlation between school size and school culture, and school size and students' achievement. Small schools revealed positive school culture and performed better than medium and large schools. Originality/value: The policy makers, administrators and managers, and teachers at secondary level may improve school culture by bringing schools to a reasonable size, which may improve the students' achievement in Pakistan. The findings may be useful for other countries of almost similar socio-economic status to improve the quality of teaching-learning at secondary level.

Methods
Primary and empirical

Non experimental

Instructional Leadership: An Essential Ingredient for Improving Student Learning
Ruebling, C.E.; Stow, S.B.; Kayona, F.A.; Clarke, N.A. (2004)
The Educational Forum, 68(3), 243-53
http://files.eric.ed.gov/fulltext/EJ724871.pdf

Student achievement of the curriculum is the school's reason for being. This research, however, suggests that the behaviour of school leaders is not effective in accomplishing four critical outcomes of curriculum development: (1) the creation of well-written documents that use a common framework; (2) curriculum that is aligned with state and national standards; (3) an understanding and teaching of the curriculum by teachers; and (4) all students successfully learning the curriculum. Leaders must orchestrate multiple changes that provide opportunities for teachers to work in teams, focus resources effectively on implementing the curriculum, and establish accountability for results.

Methods
Primary and empirical
Non experimental

Factor-Based Student Rating in Academic Performance in Southern Province of Rwanda
Rulinda, E.; Role, E.; Makewa, L.N. (2013)
Mevlana International Journal of Education (MIJE), 3(1), 82-92
http://mije.mevlana.edu.tr/archieve/issue_3_1/7.mije_12_15_volume_3_issue_1_page_82_92_PDF.pdf

This study examined students' perception on academic performance using five-factor ratings namely, principal's instructional leadership, school climate, school facilities, teachers' effectiveness and family support. Data for this study were collected from selected Parent's Private Seventh-Day Adventist Secondary Schools (PPSDASS) in Southern Province of Rwanda. Questionnaires were used to collect data from 240 students. The study was descriptive in nature. The findings indicate that the principals did not seem to involve students in the matters of decision making. However, students were satisfied with the kind of climate schools provided and the support they were getting from their families. Student involvement in decision making may be a new ground for intervention in future studies.

Methods
Primary and empirical
Non experimental

South African Schools that Promote Literacy Learning with Students from Low-Income Communities
Sailors, M.; Hoffman, J.V.; Matthee, B. (2007)
Reading Research Quarterly, 42(3), 364-87
http://onlinelibrary.wiley.com/doi/10.1598/RRQ.42.3.2/abstract

This interpretive study explored the qualities of six high-performing schools that served low-income South African students. The theoretical framework and methodology derived from research on effective schools conducted, for the most part, in the United States. Data consisted of interviews and classroom observations over the course of two collection phases, focusing on experiences and beliefs held at individual schools. Within a case-study framework, the authors used a constant-comparison approach and cross-case analysis to

identify five broad themes associated with these high-performing schools. These schools were safe, orderly, and positive learning environments, were guided by strong leaders and staffed by excellent teachers who had a shared sense of "competence, pride, and purpose" that included high levels of school and community involvement. Not all was perfect in these schools; they struggled with issues of class size, highly qualified replacement teachers, the future of the graduates of their schools, and writing instruction. In spite of these struggles, these schools demonstrated determination, resiliency, and purpose.

Methods
Primary and empirical
Non experimental

From Finland to Kyrgyzstan: A Changing Landscape
Schleicher, A.K. (2009)
School Administrator, 66(3), 26-7
http://www.aasa.org/schooladministratorarticle.aspx?id=3134

In the most recent Programme for International Student Assessment of science learning, the equivalent of six school years separate the achievement of 15-year-olds in Finland, the best-performing country, from their counterparts in Kyrgyzstan, a former Soviet republic. Still more than a school year lies between the neighbouring countries Canada, whose students perform well above the average of the principal industrialized countries, and the United States, with below-average performance. The fact only a modest part of these differences is accounted for by national wealth or investments in education has fuelled the debate as to what is behind the high and equitable learning outcomes and rapid improvements observed in some countries. One area receiving increasing attention is how countries are redefining school leadership roles to drive improvements in learning outcomes and to responsibly manage increased school autonomy and accountability. PISA shows that a substantial proportion of students in countries belonging to the Organisation for Economic Co-operation and Development now attend schools in which school leaders have high degrees of autonomy in different areas of decision making. This article reports on OECD's comparative study in 22 countries in 2008, guided by research on leadership roles that are most conducive to improved teaching and learning, which shows that countries differ vastly in the achievement of their students as well as in the degree to which learning opportunities are equitably distributed. The study suggests that leaders' collaboration with other schools and with the local environment can improve problem solving through intensified interaction, communication and collective learning. It also can develop leadership capacity, stability and succession plans by increasing opportunities for local leadership in the school and at the local level.

Methods
Secondary
Non systematic review

Professional Learning Communities, Principals, and Collegial Conversations
Spanneut, G. (2010)
Kappa Delta Pi Record, 46(3), 100-3
http://www.kdp.org/publications/pdf/record/spring10/Record_Sp10_Spanneut.pdf

Nearly 30 years ago, Ron Edmonds identified the instructional leadership of principals as one of the characteristics of effective schools. The connections between what principals do as instructional leaders and the successes of their schools continue to be well recognised. Principals who comprehend the significance of these linkages, however, realize they cannot provide all the leadership necessary for their schools to work toward maximizing instructional

potentials and outcomes. Professional learning communities (PLCs) have been recognized and used as viable means for consciously placing curricula, teaching, learning, and achievement at the centre of schools. When PLCs are focused on those elements "there is an air of professionalism among all the teachers as they participate on effective learning teams and share basic norms and values relative to students." Principals have opportunities to play key roles in establishing the conditions within which PLCs can flourish. They can do this by creating the time for such dialogue to occur; they can enhance its effectiveness by purposefully developing and then supporting teachers' use of collegial conversations within PLCs.

Methods
Secondary
Non systematic review

Building the Community School: How School Principals Can Lead in Addressing Educational and Social Challenges in South Africa
Witten, A.M. (2010)
Dissertation
http://udini.proquest.com/view/building-the-community-school-how-goid:857923354/

A strong body of research in South Africa focuses on the in-school aspects of school improvement and the role that school principals play in establishing organizational structures to support teaching and learning, develop teacher capacity, and build a school culture conducive to academic performance. However, researchers have paid little attention to how the broader social, economic, and political environments of schools affect their core functions, and how school leaders address the challenges that emanate from these contexts, including poverty, crime, housing affordability, and ill-health. All can negatively influence student development and learning. In this study, I focus on what school leaders can do to identify, establish, and use community networks to support the social and cognitive development of children and young people. I used case studies to examine the work of three urban township schools and the principals' leadership roles in addressing HIV/AIDS and other social and educational challenges. I found that the principals adopted an integrated approach to school improvement that supports both the core processes of teaching and learning, "and" deals with some of the external social challenges that affect the student's well being and development. The support programs brought benefits to the schools and their surrounding communities that range from improved student health to employment opportunities for parents and other community members. These findings support the thesis that many South African schools will not be able to effectively address the many socio-economic challenges to schooling unless they operate within a broader network of community partnerships that support students' social and cognitive development. This study contributes to a deeper conceptual understanding of the "community school" in South Africa. It also provides an expanded understanding and definition of school leadership that has implications for preparing, training, and supporting current and aspiring school leaders.

Methods
Primary and empirical
Non experimental

Exploring School Effects across Southern and Eastern African School Systems and in Tanzania
Yu, G.; Thomas, S.M. (2008)
Assessment in Education: Principles, Policy & Practice, 15(3), 283-305
http://www.tandfonline.com/doi/abs/10.1080/09695940802417525

The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) II data are analysed, using multilevel modelling techniques, to explore the key issues underlying the development of school effectiveness models. Differences between schools in Grade 6 pupils' reading and mathematics achievements are examined and the percentage of variance in pupil outcomes attributable to school and country levels is estimated before and after adjusting for various factors. A wide range of explanatory factors has been investigated, such as pupil gender, age, socio-economic status, homework, absence, grade repetition, school location, resources, leadership and community involvement. Only a minority of these factors was found to be statistically significantly related to pupil achievements. Tanzanian educational stakeholder views on the implications of the SACMEQ II analysis findings are also reported. In conclusion the findings suggest that a contextualised approach incorporating stakeholders' views is needed to build understanding of school effectiveness in low-income countries.

Methods
Primary and empirical
Non experimental

Educational Reform in Ghana: The Leadership Challenge
Zame, M.Y.; Hope, W.C.; Respress, T. (2008)
International Journal of Educational Management, 22(2), 115-28
http://www.emeraldinsight.com/journals.htm?articleid=1711262&show=pdf

Purpose: Leadership is a key commodity in twenty-first century organizations. This is especially true for school organizations. This paper aims to respond to six questions about head teachers and leadership of basic schools. Design/methodology/approach: Head teachers responded to survey items about proficiencies required for effective leadership and those demonstrated in practice. The Greater Accra region of Ghana was the setting and head teachers constituted the sample. A survey with a unique identifier was distributed to head teachers at their schools. Analysis was conducted using SPSS and output was translated into frequencies and percentages. Findings: A premise of the research was that heads of basic schools lacked leadership proficiencies because of the absence of school leadership preparation programs. Heads of basic schools lack professional preparation in leadership, and practice management and administrative behaviours rather than leadership. Practical implications: Ghana has implemented several reforms with the intent of developing a quality education system; however, there has not been a focus on leadership. The literature is clear about the vital role head teachers have in effective schools and student achievement. This research calls attention to the leadership needs of head teachers in the Ghana education system. Originality/value: This research reveals that Ghana faces a leadership challenge related to head teachers' professional development. The results are an alert to policy makers to institute educational reform that addresses head teachers' leadership in basic schools.

Methods
Primary and empirical
Non experimental

Potentially relevant but not DFID focus countries:
School Leadership in the Caribbean: Perceptions, Practices, Paradigms
Miller, P. (2013)
Symposium Books. P.O. Box 204, Didcot, Oxford, OX11 9ZQ, UK.
http://www.symposium-books.co.uk

Successful school leadership is an issue currently being debated up and down Caribbean territories. Key issues in the ongoing debate include: students' outcomes and participation in

the regional Caribbean Secondary Examinations (CSEC); teacher recruitment and retention; teacher training and continuing professional development (upgrading); and parental involvement. These issues point to leadership at various levels, whether in its exercise or in its influence, and are examined within and across national and regional education systems. Particular attention is given to debates around improving outcomes for students, teacher development and the role of the principal in leading school improvement. A source of debate about practice of school leadership in the Caribbean surrounds the issue of gender. Where are men in teaching? Where are men in leadership positions and positions of responsibility? Unlike in some countries where, for example, men tend to hold more leadership positions than women, especially at the secondary phase of education, in the Caribbean this is not the case: there are more female teachers at every level and more female teachers occupy leadership positions at every level. Within this book, gendered leadership as practised and enacted in the Caribbean is examined from religious, social, historical and political positions, pointing to a clear political dichotomy. There is no unitary definition of what can count as school leadership in the Caribbean, despite clear similarities of practices and approaches. What this volume argues, however, is that within the Caribbean region there are many similarities of experience for the practice and exercise of school leadership which draw on a common framework of teacher training, a common language and a common socio-political history that existed well before the formation of CARICOM through British colonisation. This book does not dwell on the period of British colonisation but discusses the extent to which this period in Caribbean history has influenced the practice of school leadership today, most notably in areas such as curricular and teacher training models. Education in emergency situations, such teaching and learning in severe weather conditions such as hurricanes, is also spotlighted. As a whole, the themes in this edited volume proffer an evidence-based approach to contemporary issues in school leadership in the Caribbean and extend the current literature in the field. Following a foreword by Peter Earley, this book contains these papers: (1) School Leadership in the Caribbean: approaches and development (Paul Miller); (2) School Leadership for Sustainable Education: reflections on Montserrat (Gertrude Shotte); (3) School Leadership and Inclusive Education in Trinidad and Tobago: dilemmas and opportunities for practice (Launcelot Brown and Jennifer Lavia); (4) From Management to Leadership: the case for reforming the practice of secondary education in Guyana (Raj Beepat); (5) High-Performing Jamaican Principals: understanding their passion, commitment and abilities (Disraeli M. Hutton); (6) Teachers as Leaders: building the middle leadership base in Jamaican schools (Dian McCallum); (7) Leadership and Staff Development: a tool kit for Caribbean principals (Charmaine Bissessar); (8) Every Click Matters: leadership and followership in ICT education in Jamaica (Paulette Watson); (9) Together We Can: sharing the burden of leadership (Livingston Smith); and (10) The Political Dichotomy of School Leadership in the Caribbean: a multi-lens look (Paul Miller).

School Improvement Plans and Student Learning in Jamaica
Marlaine Lockheed,Abigail Harris,Tamara Jayasundera

International Journal of Educational Development, 2010, vol.30, pp. 54-66.
http://www.3ieimpact.org/en/evidence/impact-evaluations/details/277/

The study aims to assess the impact of a school improvement programme on the availability of inputs in the school and on language, arts and mathematic performance of students enrolled in primary education. In the past three decades, improving school quality has become a primary interest for the Jamaican government. In 1999 the government of Jamaica initiated a school-based model of intervention in which 72 of the poorest-performing government schools were selected to participate in a school improvement programme. Each school designed its own improvement plan, in which different interventions including provision of reading and mathematics materials, school computers or innovative mathematics and literacy programmes were available.

Because programme allocation was not random, the authors used propensity score matching (PSM) to create valid counterfactuals and to estimate the impact of the programme on the availability of inputs and on student learning outcomes. The programme's impacts were estimated against three different control groups. In the first comparison, some programme schools were matched with the same nonprogramme schools (PSM with replacement). In the second comparison, each programme school was matched with a unique comparison school (PSM without replacement). Finally, in the third group, some matched schools were replaced with a school, from the original list of qualified schools, whose PSM score was the same as that of the school being replaced (PSM with replacement and substitution). For 24 observations, the authors could not find a counterfactual in the first group whereas the matches in the second and third groups seemed to be satisfactory. The study matched schools on teacher quality, teacher experience, the poverty level of the school community and size of the school. To match schools, the authors used data from 1999 administrative records for all government schools. In addition, the study used data from a post-programme survey carried out in 2005 to estimate the programme's impacts.

Methods
Primary
Non experimental

Impact Evaluation of Closing the El Salvador Community Managed Schools Program (EDUCO)
Ana Florez, Audrey Moore
http://www.3ieimpact.org/en/evidence/impact-evaluations/details/734/

After the Salvadoran Civil War in 1992, El Salvador created a new model of school-based management (SBM) to serve primary school students in the most remote rural areas. The Community Managed Schools Program (EDUCO) aimed to decentralize management of public education by increasing parental involvement. To address accountability, the EDUCO program hired teachers and principals on annual contracts. At the end of each year, the school council made up of parents evaluated teacher performance to determine if contracts would be renewed. EDUCO's impact on expanding primary education in more than 2,000 schools in rural areas a (third of El Salvador's schools) received international recognition. Moreover, the program was considered a strong SBM reform that changed school dynamics; reduced repetition, failure and dropout rates; and improved learning outcomes (Jimenez and Sawada, 1999, 2003; Sawada and Ragatz, 2005).

However, in 2011, after two decades of investment in EDUCO, the Salvadoran government reviewed the program's labor relationship between teachers and communities and decided to close the program. This impact evaluation will examine the early consequences of the decision to close the EDUCO program, and its impact on school autonomy, teacher accountability and student performance. The evaluators will use an interrupted time-series design with a comparison group (ITS-CG) in a sample of at least 102 schools.

The findings from this evaluation will inform the policy debate around rural education, school autonomy and teacher accountability ahead of the 2014 presidential elections. It will provide a comprehensive examination of the reactions of teachers' unions, the government and parents to EDUCO's closure. The findings will be useful for other governments such as Guatemala and Honduras where the EDUCO model has been used.

Methods
Primary
Non experimental

The following resources were identified through other helpdesk reports and Google scholar.

School-Based Management and Educational Outcomes: Lessons from a Randomized Field Experiment
Moussa P. Blimpoy, David K. Evansz, November 2011
World Bank
http://siteresources.worldbank.org/EDUCATION/Resources/Blimpo-Evans_WSD-2012-01-12.pdf

Education systems in developing countries are often centrally managed in a top down structure. In environments where schools have different needs and where localised information plays an important role, empowerment of the local community may be attractive; however, gains from local information may be offset by low level of administrative capacity. This research evaluates the effectiveness of a comprehensive school-based management and capacity building program called Whole School Development (WSD). The WSD program provided a grant and a comprehensive school management-training program to principals, teachers, and representatives of the community. In order to parse out the effect of the grant, a second intervention consisted of the grant only with no training (Grant-only). A third group, which also serves as control group, received neither. We randomly assigned 273 Gambian primary schools to each of the three groups. Three to four years into the program, we find that the WSD intervention led to a 21% reduction in student absenteeism and a 23% reduction in teacher absenteeism, with no impact on learning outcomes measured by a comprehensive test. We found that, the effect of the WSD program on learning outcomes is strongly mediated by the baseline local capacity measured by adult literacy. This result suggests that, in villages with high literacy, the WSD program may yield gains on students' learning outcomes. However, in villages where literacy is low, it could potentially have a negative effect. We present additional results to explore other determinants of the success of this type of interventions in low-income countries. We found no effect of the Grant-only intervention relative to the control on test score or on participation.

Methods
Primary and empirical
Experimental

Decentralized Decision-Making in Schools. The theory and evidence on school-based management.
Barrera, F., Fasih, T., & Patrinos, H. with Santibáñez, L. (2009)
Washington DC: The World Bank.
http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079934475/547667-1145313948551/Decentralized_decision_making_schools.pdf

In both the developed and developing worlds, government attempts to improve education have been mostly about providing more classrooms, more teachers, and more textbooks to schools. There is growing evidence, however, that more inputs are not enough to make schools work better. One important reason why education systems are failing to provide children with a solid education is the weak accountability relationships among policy makers, education providers, and the citizens and students whom they serve. It is not surprising then that the transfer of some decision-making power to schools has become a popular reform over the past decade.

School-based management (SBM) puts power in the hands of the frontline providers and parents to improve their schools. Its basic premise is that people who have the most to gain

or lose—students and their parents—and those who know what actually goes on in the classroom and school—teachers and school principals—should have both greater authority and greater accountability than they do now with respect to school performance.

However, while there is evidence that SBM can improve the quality of teaching and learning in schools, our evidence base is limited. Decentralized Decision-Making in Schools adds to that knowledge base by distilling the lessons from countries with different SBM arrangements, reviews the findings from analytical studies, and presents the policy choices that emerge from those lessons and findings. During the past two decades, educational differences between richer and poorer countries, as measured by enrolment rates and average years of schooling, have narrowed—but the global gap in student achievement levels remains very wide. Where successful, SBM offers the potential to close that learning gap.

The key argument in favour of decentralisation is that it fosters demand at the local level and ensures that the kind of education that schools provide reflects local priorities and values. By giving voice and power to local stakeholders, decentralisation can increase client satisfaction and improve educational outcomes. School autonomy and accountability may help solve some of the fundamental problems in education. If schools are given some autonomy over the use of their inputs, then they may be held accountable for using those inputs in an efficient manner. Decentralising power to the school level also may improve service delivery to the poor by giving poor families a say in how local schools operate, and by giving schools an incentive to ensure that they deliver effective services to the poor and penalising those who fail to do so.

SBM transfers authority from the central government to the school level, devolving responsibility for and decision-making authority over school operations to local agents—any combination of principals, teachers, parents, sometimes students, and other school community members. SBM-type reforms have been introduced in a range of economies, including Australia, Cambodia, Canada, El Salvador, Hong Kong, China, Israel, Kenya, Mexico, and the United States, over the last 30 years. SBM reforms in OECD countries share some common characteristics: increased school autonomy, greater responsiveness to local needs, and the overall objective of improving students' academic performance. Most countries whose students perform well in international student achievement tests give local authorities and schools substantial autonomy to decide the content of their curriculum and the allocation and management of their resources. An increasing number of developing countries are introducing SBM reforms aimed at empowering principals and teachers or at strengthening their professional motivation, thereby enhancing their sense of school ownership. Many of these reforms also have strengthened parental involvement, sometimes by means of school councils.

Methods
Secondary
Non systematic review

School autonomy and accountability: Are they related to student performance?
OECD (2011).
PISA In Focus, No. 9, OECD Publishing.
http://www.oecd-ilibrary.org/docserver/download/5k9h362kcx9w.pdf?expires=1357744830&id=id&accname=guest&checksum=5268187667D0C11AE375606110AD9DFD

This paper states that in countries where schools account for their results by posting achievement data publicly, schools that enjoy greater autonomy in resource allocation tend to show better student performance than those with less autonomy. In countries where there are

no such accountability arrangements, schools with greater autonomy in resource allocation tend to perform worse.

School autonomy in allocating resources tends to be associated with good performance in those education systems where most schools post achievement data publicly. This suggests that it is a combination of several autonomy and accountability policies, not just a single, isolated policy, which is related to better student outcomes.

Methods
Secondary
Non systematic review

The New Accountability
Fuhrman, S.H. (1999)
CPRE Policy Brief.
http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED429336&ERICExtSearch_SearchType_0=no&accno=ED429336

This policy brief reviews developments in standards-based reform and explores new ways for holding schools and districts accountable for discharging their missions. It draws on several Consortium for Policy Research in Education (CPRE) studies of accountability, many of which are still in progress. The report examines characteristics of new accountability systems and focuses on the following: performance, schools as the unit of improvement, continuous improvement strategies, inspections, more accountability categories, public reporting, and consequences attached to performance levels. It discusses issues in designing and implementing new accountability systems, asking such questions as "How is performance measured?" and "What is satisfactory progress?" The brief also describes ways in which to use fair measures in holding schools accountable, such as judging students' satisfactory progress rather than their absolute performance. It offers details on issues such as perverse incentives, complex indices of progress, what to do with students who fall in the middle of the distribution, states' capacity to remedy problems, stability and credibility of programs, public understanding, and student incentives. The report looks at ways in which new accountability systems work, and asserts that when such systems are well designed, they can result in improved student achievement and more highly motivated teachers.

Methods
Secondary
Non systematic review

At the Crossroads Choices for Secondary Education in Sub-Saharan Africa
Verspoor, A. (2008)
The World Bank
Larger study- relevant pages 230-236
http://siteresources.worldbank.org/INTAFRREGTOPEDUCATION/Resources/444659-1210786813450/Secondary_Education_At_the_Crossroads.pdf

School leaders are central to the quality of schooling. Sadly, many school leaders see their role primarily as administrators. They may operate in relative isolation and may eschew perhaps their most important role: that of educational leader in the school. The need to improve school leadership has been widely acknowledged, yet few head teachers have adequate preparation for their jobs. A 1990 study concluded that only 3 of 31 African countries had comprehensive training programs in educational planning, administration, and management. Moreover, the frequent use of seniority and ideology as the basis for promotion

results in principals being a rather conservative group, with little motivation to innovate or support new school or classroom practices (Carron and de Grauwe 1997).

Methods
Secondary
Non systematic review

School resources and educational outcomes in developing countries: A review of the literature from 1990 – 2010
Glewwe, Hanushek, Humpage and Ravina (October 2011).
National Bureau of Economic Research, Cambridge MA
http://hanushek.stanford.edu/sites/default/files/publications/Glewwe%2BHanushek%2BHumpage%2BRavina%202011%20NBER%20w17554.pdf
(This paper is also included in the textbooks and infrastructure reports)

Developing countries spend hundreds of billions of dollars each year on schools, educational materials and teachers, but relatively little is known about how effective these expenditures are at increasing students' years of completed schooling and, more importantly, the skills that they learn while in school. This paper examines studies published between 1990 and 2010, in both the education literature and the economics literature, to investigate which specific school and teacher characteristics, if any, appear to have strong positive impacts on learning and time in school. Starting with over 9,000 studies, 79 are selected as being of sufficient quality. Then an even higher bar is set in terms of econometric methods used, leaving 43 "high quality" studies. Finally, results are also shown separately for 13 randomized trials. The estimated impacts on time in school and learning of most school and teacher characteristics are statistically insignificant, especially when the evidence is limited to the "high quality" studies. The few variables that do have significant effects – e.g. availability of desks, teacher knowledge of the subjects they teach, and teacher absence – are not particularly surprising and thus provide little guidance for future policies and programs.

Two principal characteristics were examined in several different studies: years of experience and level of education, and their impacts appear to be different. In particular, years of experience had a positive impact in five of the six estimates, and of the five positive estimates two were statistically significant (the sole negative estimate was not significant). Giving each study equal weight does not change this finding. In contrast, of the six estimates of the impact of the principal's level of education, two were significantly negative, one was significantly positive, and the other three were not statistically significant (and the same general result holds if each study is given equal weight). Thus principal experience appears to lead to increased student learning, but there is no clear evidence that the same is true of principal education.

Methods
Secondary
Systematic review

Do Students Care about School Quality? Determinants of Dropout Behavior in Developing Countries.
Eric A. Hanushek, Victor Lavy.
Journal of Human Capital, 2(1), 2008, pp. 69-105.
http://head.buffalo.edu/documents/hanushek.pdf

The focus is on how school quality affects student decisions in developing countries to drop out of school, a topic of increasing importance as efforts to increase schooling levels are expanded. Almost all developing countries are rightfully concerned about the problem of low

school completion rates, both because of lost investment opportunities for society and because of general inefficiency in the provision of public schooling.

School quality and grade completion by students are shown to be directly linked. Unique panel data on primary school–age children in Egypt permit estimation of behavioural models of school leaving that incorporate output-based measures of school quality. With the student's own ability and achievement held constant, a student is much less likely to remain in school if attending a low-quality school rather than a high-quality school. This individually rational behaviour suggests that common arguments about a trade-off between quality and access to schools may misstate the real issue and lead to public investment in too little quality.

Methods
Secondary
Non systematic review

Does School Autonomy Make Sense Everywhere?
Eric A. Hanushek, Susanne Link, Ludger Woessmann.
Panel Estimates from PISA *Journal of Development Economics,* No. 296, January 2012
http://www.scribd.com/doc/178647348/Does-School-Autonomy-Make-Sense-Everywhere-Panel-Estimates-from-PISA

Decentralization of decision-making is among the most intriguing recent school reforms, in part because countries went in opposite directions over the past decade and because prior evidence is inconclusive. The authors suggest that autonomy may be conducive to student achievement in well developed systems but detrimental in low-performing systems. They construct a panel dataset from the four waves of international PISA tests spanning 2000-2009, comprising over one million students in 42 countries. Their results suggest that autonomy affects student achievement negatively in developing and low-performing countries, but positively in developed and high-performing countries.

Methods
Secondary
Non systematic review

How leadership influences student learning
Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson and Kyla Wahlstrom (2004)
Learning from Leadership Project
http://www.sisd.net/cms/lib/TX01001452/Centricity/Domain/33/ReviewofResearch-LearningFromLeadership.pdf

This review has summarized a broad range of empirical research and related literature. Our purpose was to summarize the starting points for a major new effort to better understand the links between leadership and student learning. There seems little doubt that both district and school leadership provides a critical bridge between most educational reform initiatives and their consequences for students. Of all the factors that contribute to what students learn at school, present evidence led us to the conclusion that leadership is second in strength only to classroom instruction. Furthermore, effective leadership has the greatest impact in those circumstances (e.g., schools "in trouble") in which it is most needed. This evidence supports the present widespread interest in improving leadership as a key to the successful implementation of large-scale reforms.

Methods
Secondary
Non systematic review

Educational leadership and management: theory, policy, and practice
Tony Bush (2007)
South African Journal of Education, 27(3)391–406
http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=11&ved=0CEQ
QFjAAOAo&url=http%3A%2F%2Fwww.ajol.info%2Findex.php%2Fsaje%2Farticle%2Fdownlo
ad%2F25107%2F4321&ei=H5pzUsf1LsO70QWEgYGADA&usg=AFQjCNGxPdYxD_Vi6LLSj
L5GnVtY73DEqA

There is great interest in educational leadership in the early part of the 21st century because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. There is also increasing recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners. Schools need trained and committed teachers but they, in turn, need the leadership of highly effective principals and support from other senior and middle managers. While the need for effective leaders is widely acknowledge d, there is much less certainty about which leadership behaviours are most likely to produce favourable outcomes. I examine the theoretic al underpinnings for the field of educational leadership and management, assess different leadership models, and discuss the evidence of their relative effectiveness in developing successful schools.

Methods
Secondary
Non systematic review

Managing teaching and learning: ACE School Management and Leadership
Department of Education (2008)
http://www.oerafrica.org/teachered/Resources/SearchResults/tabid/934/mctl/details/id/37077/
Default.aspx

This module is about the management of teaching and learning. We begin by exploring the school as a learning organization and promoting a culture of learning and teaching, which is dedicated to constant renewal and improvement. We will also tackle the issue of context, and will look at the ways in which the physical environment of the school impacts on the quality of learning. This leads us into an exploration of the challenges of effectively planning, implementing, monitoring and evaluating a curriculum that needs constantly to change and reinvent itself in line with the changing needs of a changing society. In particular, we focus on what is required to improve teaching and learning in order to produce enhanced learner outcomes. This paves the way for the identification and development of the skills and processes needed to lead and manage effective teaching and learning.

Methods
Secondary
Non systematic review

Preparing new principals in South Africa: the ACE: School Leadership Programme
Tony Bush, Edith Kiggundu and Pontso Moorosi (2011)
South African Journal of Education, 31:31-43
http://www.ajol.info/index.php/saje/article/viewFile/63489/51332.

There is increasing recognition that effective leadership and management are vital if schools are to be successful in providing good learning opportunities for students, and emerging evidence that high quality leadership makes a significant difference to school improvement

and learning outcomes. However, in many countries, including South Africa, a teaching qualification and teaching experience are the only requirements for school principals. In the 21st century, there is a growing realisation that headship is a specialist occupation that requires specific preparation. In 2007, the former South African Department of Education introduced a new threshold qualification for aspiring school principals as part of its wider strategy to improve educational standards. The course, badged as an Advanced Certificate in Education: School Leadership (ACE), was piloted in six provinces from 2007–2009.

Methods
Secondary
Non systematic review

Managing teaching and learning: A module of the Advanced Certificate: Education (School Management and Leadership)
Department of Education 2008
http://www.education.gov.za/LinkClick.aspx?fileticket=b%2B7YM%2FKsDDc%3D&tabid=425&mid=1136

In the core ACE module on *Understanding school leadership and management in the South African context*, you explored principles and values that inform educational transformation in South Africa. In the other core modules you explore various aspects of this transformation process, focussing on issues such as leading and managing people, working with policy, and managing organisational, physical and financial resources. This module focuses on the core business of transforming schools, that of teaching and learning. The purpose of this module is to enable you to acquire relevant knowledge and skills as well as to develop appropriate attitudes and values in order to manage teaching and learning effectively.

Methods
Secondary
Non systematic review

An Assessment of Learning Leadership Development from African Cultures: Implication for School Management and School Improvement Reform
J.B. Fadokun
http://ijm.cgpublisher.com/product/pub.28/prod.984

Leaderships is not an absolute, but is defined by full cultural paradigm within which it is exercised. Such corner of the globe offers its own perspectives on societal organizations and the leadership and each of these perspectives demands different values. Leadership development from an African cultural perspective is often conspiracy by its absence in most discourses and initiatives. The paper reports a descriptive study on the perspectives of school managers in their leadership development. The study revealed the influence of indigenous leadership styles on the leadership capacity of the principals. It stressed that the leadership development in Africa must be rooted in the influential cultural heritage of the African. It also linked the leadership development to the current decentralization reforms of enhancing leadership development at the school level through the school based management.

Methods
Theoretical and conceptual

Improving Learning in Primary Schools of Developing Countries: A Meta-Analysis of Randomized Experiments

Patrick J. McEwan, August 2013
Wellesley College
http://academics.wellesley.edu/Economics/mcewan/PDF/meta.pdf
(This paper is also included in the governance, textbooks, improved learning and teacher training reports)

I identified and coded 76 randomized experiments conducted in developing-country primary schools from the mid-1970s to 2013. The experiments evaluated the impact of 110 school-based treatments on language and mathematics test scores, as compared with "business as-usual" in the same settings. The treatments included instructional interventions, health interventions, and incentive-based interventions. On average, monetary grants and deworming had effects that were close to zero and statistically insignificant. Nutritional treatments, treatments that provided information to parents or students, and treatments that improved school management and supervision had small mean effect sizes (0.04-0.06) that were not always robust to controls for study moderators. The largest mean effect sizes included treatments with instructional materials (0.08); computers or instructional technology (0.15); teacher training (0.12); smaller classes, smaller learning groups within classes, or ability grouping (0.12); student and teacher performance incentives (0.10); and contract or volunteer teachers (0.10). Metaregressions that controlled for treatment heterogeneity and other moderators suggested that the effects of materials and contract teachers, in particular, were partly accounted for by composite treatments that also included teacher training and class size reduction. A caveat is that interventions like deworming and school lunches often affected enrollment and attainment independently of learning, implying that student time is not always used productively in schools. There is insufficient data to gauge the relative cost-effectiveness of categories of interventions.

Finally, the diversity of treatments cautions against simple conclusions about the effects of "school-based management." Duflo et al. (2012) suggest that well-trained parent committees, when tasked specifically with managing teachers, can improve the effectiveness of both civil-service and contract teachers in smaller classes. However, ambitious experiments in Gambia, Indonesia, and Magagascar showed few effects of school-based management and supervision reforms (Blimpo & Evans, 2011; Glewwe & Maïga, 2011; Pradhan et al., 2011), 32 except for attempts to creates linkages between school committees and local governments (Pradhan et al., 2011).

Methods
Secondary
Systematic review

DFID Project:
Implementing Quality Education in Low Income Countries (EdQual)
http://r4d.dfid.gov.uk/Project/50125/

Objectives: To generate new knowledge to assist governments in low income countries and international aid agencies to implement basic education initiatives that will improve the quality of education in ways that will benefit the poorest people in the world and will promote gender equality.

Including headteacher training: With their indepth knowledge of pupils' social contexts and needs, primary school headteachers are perhaps the single most important resource for improving education quality for disadvantaged. Yet, baseline survey in Ghana found they are held back by a view of themselves as bureaucratic implementers rather than innovators. EdQual used action research to develop generate knowledge on how leadership training can change attitudes, setting in motion a series of school based projects devised and implemented by headteachers, which mobilised parents, communities and teachers to provide school meals, make sure children were ready to learn when they arrived at school

and challenged gendered norms in schools. Through multiplier funding, the University of Cape Coast has developed this into leadership training that is currently being rolled out to 250 headteachers.

EdQual research focus area: Leadership and Management
http://www.edqual.org/research/leadershipmanagement/?searchterm=school leadership
Several potential papers on this page. Including:

Leadership and Management of Change for Quality Improvement: Baseline Study in Selected Districts of Tanzania Mainland
Hillary A. Dachi, Ndibalema R. Alphonce, George Kahangwa, Raymond Boniface, Mislay Moshi, January 2010
EdQual Working Paper, Leadership No.3
http://r4d.dfid.gov.uk/PDF/Outputs/ImpQuality_RPC/edqualworkingpaperleadership3.pdf

The Government of the United Republic of Tanzania, from the Mid 1990s embarked on the Education Sector Development Programme (ESDP) and adopted the Sector Wide Approach (SWApp) to introduce and implement education reforms in all sub-sectors of the education system.The Outcomes of the ESDP include the Primary Education Development Plan (2002-2006) (PEDP I) and the Primary Education Development Programme (2007-2011)(PEDPII). The overarching objective of PEDP I and PEDP II is to improve quality and achieve national and international targets and goals of equitable access to quality education.

The PEDP I and PEDP II are skewed in favour of quantitative determinants of educational achievement which are relatively easier to assess and compute such as classrooms, text books and teachers as well as capitation and capital development grants. Data of enrolment expansion, Primary School Leaving Examination and transition to secondary education are visible, indicative targets of education progress. Yet, there are scanty data and information on qualitative determinants of learning achievements and schooling outcomes, particularly the role of Leadership and Management in the whole equation of education quality improvement.

Through a meta-analysis of existing initiatives and an intensive survey of literature, EdQual's Leadership and Management (L&M) Research Project identified that gap. It was therefore expedient to undertake a baseline study to determine what Public Primary Schools' Head Teachers consider to be the role of school leadership and management in the improvement of quality, reflecting on the holistic nature of the concepts of quality and quality improvement.

The Baseline study was carried out in three regions of Mainland Tanzania [Mwanza, Tanga and Pwani(Coast)] involving six Administrative Districts and thirty four Public Primary Schools. The study was both descriptive and exploratory, designed to collect quantitative and qualitative data through questionnaires. The study design was informed by the Head Teachers' workshop that was conducted in February 2007 to identify and prioritize primary schools' leadership and management needs.

Methods
Secondary
Systematic review

Primary school leadership for education quality in Tanzania
EdQual Tanzania Policy Brief
September 2010
http://www.edqual.org/publications/policy-briefs/pb4.pdf

EdQual's Leadership and Management of Change project set out to identify effective school leadership practices for improving the quality of education for the most disadvantaged

learners. It did this through facilitating primary school headteachers in both Tanzania and Ghana to conduct an action research project in their school. This involved identifying a specific issue in their school, collecting and analysing data to understand it better, creatively planning and implementing actions to tackle this issue, which often involved mobilising teachers, parents and/or community leaders, and then evaluated the impact. The project also conducted a survey on headteacher views on leadership in relation to the quality of teaching and learning, gender, poverty reduction and decentralisation and conducted case studies of effective practice (Ngcobo and Tikly, 2010).

Methods
Secondary
Non systematic review

Potentially relevant but not DFID focus countries:
Principals' role and public primary schools' effectiveness in four Latin American cities.
Elementary School Journal 109 (1) (09): 36-60
Anderson, Joan B. 2008
http://www.jstor.org/discover/10.1086/592366?uid=3739256&uid=2&uid=4&sid=21102869168563

This article examines the effectiveness of observable and quantifiable traits in and approaches of school principals in enhancing student achievement. Data were gathered on 2,048 fourth-grade students in 96 public primary schools in Leon, Mexico; Belo Horizonte, Brazil; Buenos Aires, Argentina; and Santiago, Chile. The UNESCO/ORELAC (United Nations Education and Social Council/Regional Education Office for Latin America and the Caribbean) language and math examinations were administered to each student in the sample, and school-level data were collected from principals, teachers, and the parents/community. Variables included the principal's education, experience, priorities, leadership style, and relationships with teachers. I estimated equations using hierarchical linear modeling. Results indicated that both community environment and instructional roles for principals were associated with increased student achievement. Important variables related to higher student language and math scores included the principal being at a school more years, emphasizing student evaluation, creating a better work environment for teachers, and spending more time promoting community events with an academic orientation. Variables negatively related to student achievement included a lack of parent participation, high teacher turnover, and principals focusing on student discipline.

Potentially relevant but not available online:
Towards an optimistic future: schools as learning organisations: effects on teacher leadership and student outcomes
Silins H, Mulford B (2000)
Paper presented at the annual AARE-NZARE Conference, Sydney

3. Search strategy

Databases and websites searched:
- Education Resources Information Centre (ERIC)
- British Education Index (BEI)
- Web of Knowledge – limited to Social Sciences Citation Index only
- R4D DfID Research For Development
- Gov.uk: Publications section and DFID evaluation reports
- 3ie Systematic Review Database

- 3ie Database of Impact Evaluations
- The Campbell Library
- EPPI Centre
- Google Scholar

Search strategy concepts

The search strategy was tailored to the functionality of the different databases searched. In searching the academic databases, ERIC, BEI and Web of Science, search strings were developed for the search concepts, school leadership, DFID priority countries and Learning Achievement and these were combined. Both keyword and subject heading searches were carried out. Please see Annex C for the full search strategy for these databases. Other databases had more limited search functionality and were searched within topic/ sector areas e.g. Education or using fewer keywords.

The full search strategies for ERIC, BEI and Web of Science are included in Annex B. Please see the following table for summaries of the search strategies and results.

Database and Dates covered	Date searched	Concept search strategy	Hits	Notes	LMIC hits
British Education Index (BEI) 1975 - present	09/10/13	As ERIC but No primary or secondary school limit included	6		
Education Resources Information Centre (ERIC) 1966-present	7-10-13	School Leadership and DfID countries and Learning Achievement. Limited to Primary & Secondary Education, yrs 2000-2013	64		~400
Science Citation Index & Social Sciences Citation Index WOS 1900 - present	10-10-13	Slight modifications as compared to ERIC search	40		199

4. Screening method

Studies were assessed against the following inclusion criteria:

- Geography: DFID priority countries. A list of priority countries is provided in Annex A. Both Tier 1 and Tier 2 countries were included
- Language: Limited to English language only
- Relevance: Studies which address the thematic research
- Study design: Primary empirical studies (quantitative or qualitative) and secondary analysis (systematic reviews or rigorous literature reviews) which meet the relevance criterion were included. Case studies, theoretical, conceptual and policy papers were excluded.
- Publication date:

Studies were screened on the basis of the abstract. Where studies were potentially relevant but their adherence to the inclusion criteria could not be fully ascertained from the abstract (for example, evaluation methodology was not stated), they were included in the list, so they can undergo further screening from the full text at a later date.

Study design was described using the DFID How To Note: Assessing the Strength of Evidence:
https://www.gov.uk/government/publications/how-to-note-assessing-the-strength-of-evidence

Authors

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