Impossible pedagogies?
Quality teaching and learning in SSA at a time of expansion

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Outline


2. Pedagogy - what is and isn’t possible

3. The EdQual approach.
‘I don’t know who I shall help and who I shall leave. Even if you fly like an angel you cannot reach all of them.’

Year 1 teacher
Tanzania 2002
Learner-centred

• Constructivist - learners active in constructing knowledge.

• Inclusive - all children’s learning needs met

• Inputs, environment, planned to meet needs of children

• Relative
Bernstein’s competence mode

- democracy of acquisition
- assessment celebrates creativity
- ‘invisible’ pedagogies
  - apparent pupil control
  - personalised
- expensive
Competency or outcomes-based:

- Curriculum defines (transferable) skills to be achieved.
- Prepares flexible workforce for post-fordist economies
- Claims to be inclusive & democratic
In the past we used to teacher first and then ask the children questions. But now, you first discuss with the children, you put them in groups [and ask them], “What do you think?” The children begin to give answers before you have told them anything.
Value basis of EdQual approach

- A quality education should empower individuals and groups to realise their human rights and their rights as citizens of a particular nation;
- A quality education should extend the capabilities of individuals and groups (Sen, 1999);
- Any understanding of education quality in SSA needs to be grounded in the realities and perspectives of African-based policy makers, researchers, practitioners, learners and communities.
Research approach

• understanding the role of education systems in perpetuating and overcoming inequalities

• grounded in an analysis of local realities and the perspectives of learners, practitioners and communities;

• processes of teaching and learning and how these impact on the outcomes for different groups of learners;

• understanding the change process;

• seek to empower policy makers, educators, learners and other key role players;

• self reflexive concerning our role as education researchers interested in Africa
EdQual projects

Implementing Curriculum Change
- South Africa, Rwanda, Pakistan

Use of ICTs
- Rwanda
- South Africa

Language & Literacy
- Tanzania
- Ghana

Leadership & Management
- Ghana
- Tanzania, Pakistan

School Effectiveness & Education Quality
- Bristol
- SACMEQ countries

Classroom-teachers

School
Classroom realities as starting point

– Research as professional development for better implementing curriculum:
  • New/revised curricula in South Africa, Rwanda & Pakistan;
  • Language transitions in Tanzania and Ghana

– Research as professional development for making better uses of existing resources:
  • Use of ICTs in Rwanda
Our projects:

• Raise teachers’ and researchers’ awareness of equity, esp. ly gender equity.

• Model participative learning through action research process and researcher-practitioner relationship.

• Develop new strategies through action research whilst learning from/about processes

• Do not introduce radical new practices from ‘outside’
Implementing curriculum change project

- **South Africa**
  outcomes-based curriculum revised.

- **Rwanda**
  new outcomes-based curriculum expected imminently.

- **Pakistan**
Collaborative Action Research (CAR) Process

- Nested process of CAR.
- University academics & teachers both researchers and participants.
- Field based cycles of action & critique.
- Co-teaching, teaching, analysis & reflection, documentary (video & other).
- Systematic documentation
Barwell et al. (2007) Implementing curriculum change project literature reviews


