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

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Outline

1. Context: Some comments on rapid expansion in Tanzania.

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

Classroom-teachers

Implementing Curriculum Change

South Africa,
Rwanda,
Pakistan

Use of ICTs

Rwanda
South Africa

Language & Literacy

Tanzania
Ghana

school

Leadership & Management

Ghana
Tanzania, Pakistan

School Effectiveness & Education Quality

Bristol
SACMEQ countries

EdQual

A Research Programme Consortium on
Implementing Education Quality in Low Income Countries

EdQual projects

University of BRISTOL

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

  new curriculum in 2007. Benchmarks. Process skills.

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

www.edqual.org

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