

Leadership for Learning RFP – Frequently Asked Questions

Q1: Can the organizations you work with review or contribute to the design of the training?

A1: We have gone through multiple iterations of the training, refining and improving it each time. Currently, a consortium is reviewing the program to provide feedback for further enhancement. As a final step, the delivery partner will have the opportunity to review and make adjustments to the training content. If the delivery partner already has established relationships with schools, we encourage them to enrich or refine the training based on their understanding of school needs.

Q2: Will control schools eventually receive the training? How do you plan to manage their expectations?

A2: Control schools will not receive the training at the same time as treatment schools. However, we may consider offering it to them after the treatment schools have completed the program. In the meantime, we will be seeking survey and assessment responses from control schools.

Q3: In some parts of Ghana, infrastructure challenges have made it difficult for school leaders and teachers to focus on instructional leadership. Will the program provide any practical support for these challenges?

A3: The program is focused solely on developing instructional leadership skills. It does not include practical support for infrastructure-related challenges.

Q4: Do you have an agreement with the Ghana Ministry of Education regarding the training program?

A4: No, we do not currently have an agreement. We will rely on the delivery partner to obtain permission from the Ministry of Education to conduct the training and research in schools.

Q5: The program requires that schools must not have received instructional leadership training in the last two years. How do you define "instructional leadership training"? In many cases, instructional leadership training is integrated into general school staff training.

A5: We recognize that instructional leadership training can be embedded within broader professional development programs. To clarify our criteria, we would need more details about the specific training programs schools have participated in. Please share further information, and we will provide guidance accordingly.

Q6: Please can you provide the outline of the training content? Even a high-level overview of the content areas or themes covered during the five days of training would be incredibly helpful in giving a clearer understanding of how the program aligns with the support we provide to schools in Ghana.

A6: At this stage, the exact training content is still being finalized as our partner group, the Coalition for School Leadership, is currently refining the existing materials. However, we can share the broad areas covered in the past, which should give you a good indication of what the upcoming program will likely include.

Previously, the training was structured over five days:

- **Day 1:** Focused on the concept of shared leadership, emphasizing the collaborative nature of school leadership and the importance of teamwork.
- **Day 2:** Explored the value and challenges of instructional leadership, with a particular focus on active learning and active learning strategies.
- **Day 3:** Introduced the critical role of lesson observation and feedback, providing practical guidance on conducting observations and giving constructive feedback to teachers in a practical and sensitive way.
- **Day 4:** Examined how instructional leaders can support teachers by facilitating teacher collaboration through peer observations and professional learning communities.
- **Day 5:** Tied everything together and encouraged reflection on the application of the training content in participants' schools.

While the specifics may evolve, we expect the core themes and overall structure to remain similar in the new program.