



Effective classroom and school leadership practices for improved learning outcomes

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The World Development Report 2018, 'Learning to Realize Education's Promise' identifies unskilled and unmotivated teachers, unprepared learners, school inputs and school management as the four factors that hinder learning. In 2021, Dignitas, through its Early Years' Program, equipped 172 School and Teacher Leaders with the skills, competencies and mindsets to deliver a quality of learning and care intended to allow every learner the opportunity to thrive and succeed.

Dignitas provided training and coaching support in Classroom Culture, Learner Engagement, and Instructional Leadership. Observed as program gains (November 2021), was that 80+% of teachers planned for their lessons, an increase from 42% at baseline, and 90+% of the lessons were learner-centered. 31% of school leaders consistently reviewed lesson plans to ensure quality and alignment with learning outcomes. 92% of the school leaders modelled, supported and followed up with teachers on the development of learning resources, 50% increase from baseline. 88% of school leaders consistently collected and reviewed student learning and behavioural data to identify trends and provide individualized feedback to teachers, an increase from 30% in baseline.

Further, anecdotal evidence showed a change in the attitude of teachers such as; an appreciation of data and its use in decision making and a growing appreciation for creating an enabling child friendly learning environment. Dignitas' program data demonstrates the need for improved equipping of, and support for early years' educators. There is a need to engage a wide range of policymakers to see the gaps in instructional leadership addressed in policy, and in practice.

