



Mastercard Foundation: School Leadership Programming

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Mastercard Foundation: YOUNG AFRICA WORKS

- The Foundation's guiding 10-year strategy
- Connecting 30 million youth across Africa to dignified and fulfilling work by 2030
 - Programming:
 - Job creation and financial inclusion
 - Education and Skills



Why focus on School Leadership

- Research has shown that school leadership accounts for up to 25 percent of variation in students' learning achievement, second only to classroom teaching
- Limited instructional leadership reflects outdated perceptions about the roles of a school leader, which focuses more on administration and oversight rather than educational leadership
- Strong coaching and mentorship and strong planning and management capacity at multiple levels has a positive impact on teacher quality
- There are gaps in induction training or other specialized training, qualification or support to make sure that school leaders are set up to succeed



Mastercard Foundation: LEADERS IN TEACHING (LIT)

- A multi-country initiative focusing on strengthening the quality of teaching and learning
- A portfolio of programs providing holistic support to teachers
- Programming on Four Pillars:
 - **Recruitment:** Bringing bright, passionate young people into the teaching profession
 - **Training:** Strengthening the quality of pre and in service teacher training
 - **Leadership:** Strengthening the quality of school leadership
 - **Motivation:** Improving teacher motivation and elevating the status of the teaching profession

LIT Leadership Programming



- Working through partnerships with implementing partners like VVOB and AIMS across the continent
- In the Rwanda program, provides a package of CPD support to school leaders at different levels:
 - Post-graduate certificate and diploma level training mentorship and coaching
 - Setting up professional networks and communities of practice
 - In-school targeted training for school leaders
- In response to school closures due to the COVID 19 pandemic, all CPD activities through VVOB have been adapted for online and audio access and integration of emergency preparedness
- Now adapting LIT in Ghana and other Foundation priority countries, which will include:
 - In-service and pre-service blended learning programs for school leaders
 - Support for school improvement planning
 - Linking training to qualification frameworks and continuous professional development requirements.

Lessons Learned



- Ongoing coaching and mentoring from district education authorities can support instructional leadership. Effective district support can contribute to strengthening instructional leadership, facilitating collaboration, and enabling schools to make better use of data to improve learning outcomes and address inequalities
- Teachers are Leaders- but leadership development should not necessarily promote experienced and effective teachers out of the classroom. One of the key recommendations from the Foundation's recent **Secondary Education in Africa report**, is the need to develop stronger promotion and leadership pathways for high-performing teachers that allow them to provide instructional leadership and mentor junior colleagues
- Leadership development needs to be structured so that study workloads do not detract from instructional or overall strategic leadership roles.

Thank you!

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