

**Enacting Pedagogical Leadership in Early Childhood Education Settings in Ghana. A
Cross Case Study of Three Schools**

by

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ABSTRACT

Generally, there has been scarce research in early childhood education leadership, and pedagogical leadership is no exception. This study investigates the enactment of pedagogical leadership in early childhood education settings in Ghana. The study employed qualitative case study design methodology to explore in-depth the enactment of pedagogical leadership in three public basic early childhood education settings. The paradigmatic commitment that underpinned this qualitative study was constructivism that ascribes to an interpretivist phenomenon.

The study's conceptual framework was deduced from the research on pedagogical leadership in the context of international and local policies and practices in early childhood education. The framework covered four main areas namely conceptualization of pedagogical leadership, enactment of pedagogical leadership, enabling factors of pedagogical leadership, and challenges of pedagogical leadership. Study participants were three headteachers and fifteen teachers from three public early childhood education schools in the Cape Coast Metropolitan area in the Central Region of Ghana, which represent the three main cases of the study. Semi-structured interviews were conducted with the 18 participants. Observation and documents on some aspects of pedagogical leadership were also collected to complement the interview data. Individual and cross-case thematic data analyses were conducted to obtain the findings of the study.

Four major findings were revealed. First, headteachers and teachers conceptualized pedagogical leadership in terms of (a) capacity of using methods of teaching and learning, (b) support for leading teaching and learning, (c) partnerships and engagement of multiple stakeholders and (d) investments in educational leaders, pupils, and teaching and learning materials. Second, participants enacted pedagogical leadership through executing general leadership roles and specific classroom, instructional and teaching leadership roles. Third,

personal, school-based and outside school factors were found to enable headteachers and teachers' enactment of pedagogical leadership. Fourth, pedagogical leadership challenges, evident from the findings, included attitudinal and material and facilities challenges, as well as challenges related to professional development, teaching and learning, financial and human resources.

Conclusions based on the findings indicated the need for empowering headteachers and teachers to have requisite pedagogies or pedagogical knowledge and competencies for leading early childhood settings. Recommendations included creating professional learning opportunities to empower teachers and headteachers to use appropriate and effective methods of teaching and promoting opportunities for sustained partnership and engagement with educational stakeholders.

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LIST OF ABBREVIATIONS

B.Ed.: Bachelor of Education

D.Ed.: Diploma in Education

ECCD: Early Childhood Care and Development

ECE: Early Childhood Education

ECEC: Early Childhood Education and Care

EFA: Education for All

GES: Ghana Education Service

IEPA: Institute of Educational Planning and Administration

INSET: In-Service Education and Training

IRB: Institutional Review Board

JHS: Junior High School

MoE: Ministry of Education

MOWAC: Ministry of Women and Children's Affairs

MPhil: Master of Philosophy in Educational Administration

NGOs: Non-Governmental Organizations

OECD: Organization for Economic Cooperation and Development

PLC: Professional Learning Community

PTA: Parent Teacher Association

SGC: School Governing Council

SHS: Senior High School

SMC: School Management Council

SPAM: School Performance Appraisal Meeting

UNCRC: United Nations Conventions on the Rights of the Child

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations Children's Fund

WAEC: West African Examination Council

CHAPTER ONE: INTRODUCTION

This qualitative study on the enactment of pedagogical leadership in early childhood education is located in the Ghanaian context. Since the introduction of early childhood education policy in 2004, the government of Ghana has demonstrated overt commitment to the care and educational needs of children. There has been considerable investment in infrastructural development in the education sector which has enabled all government basic schools to have early childhood settings or centers. The government has also created an enabling environment for private sector participation and investment in early childhood education that has manifested in the opening of several private early childhood education centers in Ghana. Increased attempts have been made to build the capacity of educational leaders, including headteachers, teachers, education officials and directors of early childhood settings (Bush & Oduro, 2006; Owolabi & Edzii, 2000). The capacity building activities included training opportunities for teachers and headteachers, and provision of administrative manuals to headteachers. However, an area that has attracted minimal focus and research in Ghana is how leaders can lead pedagogically to enhance the care and education experiences of children. Given the important role of leadership, and more specifically pedagogical leadership in fostering quality early childhood programs, there is a need to establish how educational leaders enact such pedagogical practices in early childhood settings.

This chapter provides a background to the study on pedagogical leadership in early childhood education settings in Ghana. Other topics discussed here include the problem statement, purpose of study, conceptual framework, research questions, advancing scientific knowledge, significance of the study, rationale for methodology, nature of the research design, and definition of terms. The chapter concludes with the assumptions, limitations, and delimitations of the study.

1.1 Background

Early childhood education has received attention from governments, international non-governmental organizations, and other education stakeholders in both developed and developing countries such as Ghana. Several interventions, provisions, and policy-focused activities for enhancing early childhood education are being implemented to enable access, inclusive, quality, and equitable education for all children (Ackah-Jnr, 2014; Ackah-Jnr & Udah, 2021; Bartolo, Bjorck-Akesson, Gine & Kyriazopoulou, 2016; Wolf, 2018). In 2004 Ghana introduced an Early Childhood Care and Development (ECCD) policy, also Early Childhood Education (ECE) policy, to serve as a guide for providing care and education services to children from birth to 8 years (Government of Ghana [ECCD Policy], 2004). Subsequently, several research studies (Ackah-Jnr, 2018; Agbenyega, 2018; Wolf, 2018, 2019, 2020; Osei-Poku & Gyekye-Ampofo, 2017; Mwamwenda, 2014) have been conducted in Ghana to help guide the implementation of the policy and to ensure that all children benefit from the early childhood education policy.

As a growing and evolving department of the whole educational enterprise, new concepts, theories, and philosophies almost always emerge. One of such concepts that is gaining currency in recent times is pedagogical leadership. However, the concept of pedagogical leadership defies a single definition. Ord et al. (2013) cited in (Modise, 2019, p. 119) explained that pedagogical leadership is “the way in which the central task of improving teaching and learning takes place in educational settings as leadership focuses on curriculum and pedagogy rather than on management and administration.” Heikka and Waniganayake (2011) argued that pedagogical leadership is not only associated with children’s learning, but also the capacity building of the early childhood professional. In that sense, the crucial role of pedagogical leadership in the success of an early childhood program cannot be overemphasized.

This study therefore will look at how pedagogical leadership is enacted in early childhood settings in Ghana since leadership is considered essential in early childhood education yet less explored (Arthur, Beecher, Death, Dockett, Farmer, 2017; Kivunja, 2015; Muis, Aubrey, Harris, Briggs, 2004; Organization for Economic Co-operation and Development [OECD], 2019; Rodd, 1997).

1.2 Problem Statement

Generally, there has been scarce research in early childhood education leadership (Rodd, 1996, 1997; Bloom, 1997, 2000; Muijs et al., 2004; Bush, 2012). However, several authors have stressed the importance of conceptualizing leadership in the early childhood education setting (Arthur et al., 2017; Becker & Becker, 2009; Belsky, 1988; Ebbeck & Yim, 2009; Follari, 2007; McCrea, 2015; Sims, 2009; Wood & Attfield, 2005; Kivunja, 2015) because it has the potential to impact the total development of children (Kivunja, 2015). Hence, there is a growing and continuing emphasis and consensus on the need to provide quality leadership for early childhood education program delivery and practice in the 21st century (Bartolo et al., 2016; Male & Palaiologou, 2013; Kagan & Hallmark, 2001).

While demands for quality leadership for early childhood education is being trumpeted, global interest in pedagogical leadership has arisen through the need to develop skills in leading organisational change in early childhood settings (Andrews, 2009). Considering the relatively young early childhood education program in Ghana and the traditional philosophy of early childhood education that seems to be prevalent in the Ghanaian setting, as well as the generally accepted stance that pedagogical leadership is context based, one begins to wonder how pedagogical leadership is perceived and enacted in the Ghanaian setting. Thus, the study will

explore how pedagogical leadership is enacted by early childhood education leaders (centre directors, administrators, headteachers, teachers) in early childhood education school settings in Ghana.

1.3 Purpose of the Study

The main purpose of the study is to explore how pedagogical leadership is enacted in early childhood education settings in Ghana. The study will also examine how leaders in early childhood education conceptualize pedagogical leadership, identify factors that enhance the enactment of pedagogical leadership, and to determine the challenges that leaders face in the implementation of pedagogical leadership in early childhood education settings. The focus will be to capture the pedagogical leadership views, practices, and experiences of headteachers/ administrators and teachers in three public early childhood education school settings.

1.4 Conceptual Framework

The conceptual framework for this study is mainly based on pedagogical leadership literature and research in the context of international and local policies and practices in early childhood education. Pedagogical leadership is defined and explained in diverse ways or differently in educational settings and contexts. It has also been defined both in a narrow and broad sense. In terms of educational contexts and settings, pedagogical leadership is defined in Finland as “traditionally associated with a person who has been selected to lead as a director” (Heikka & Wanaganiyke, 2011, p. 508) and it refers “to responsibilities that are not considered management tasks” (Karila, 2001, p. 31). Elsewhere in Australia educational leaders and early childhood

practitioners are yet to reach consensus on the definition of pedagogical leadership and how it can be incorporated in the national early childhood curriculum document (Heikka & Wanaganiyke, 2011).

In a narrow sense Coughlin and Baird (2013) defined pedagogical leadership “as leading or guiding the study of the teaching and learning process” (p. 1). Ord et al. (2013 cited in Modise, 2019) explained that pedagogical leadership is “the way in which the central task of improving teaching and learning takes place in educational settings as leadership focuses on curriculum and pedagogy rather than on management and administration” (p. 119). Sergiovanni (1998) on his part considers pedagogical leadership as an investment in both teachers and students. Broadly, Heikka and Waniganayake (2011) wrote that “pedagogical leadership is connected with not only children’s learning, but also the capacity building of the early childhood profession, and values and beliefs about education held by the wider society or community” (p. 511). They believe that pedagogical leadership is the distributed responsibility of all educational stakeholders including educational leaders, principals, school administrators, teachers, children, families, and the community the school is serving (Heikka & Wanaganiyke, 2011). Thus, pedagogical leadership extends beyond the factors that only enhance classroom discourse of teaching and learning to include other socio-cultural factors of the school community (Heikka & Wanaganiyke, 2011). It also includes providing avenues for staff professional development and learning, ensuring healthy relationships with and among staff, encouraging peer learning, promoting the implementation of curriculum, and preparing conducive work environment (Cheung, Keung, Kwan, Cheung, 2018; Eskelinen & Hujala, 2015; Whalen, Horsley, Parkinson, Pacchiano, 2016). Extending this understanding of pedagogical leadership is the conceptualization that pedagogical leadership is a praxis (Male & Palaiologou (2013). They explained that the term connotes the “actions and the

processes of constructing or deconstructing knowledge according to the context of the learning groups and individuals (ecology of the community) and recognizing the set of social axes” (p. 228). And that the concept embraces and recognizes the interactions that go on between teachers, classrooms, ecology of the community, and the set of social axes. Thus, the concept extends beyond the classroom to include a threefold development involving interactions in the ecology of the community, activities with all participants, and the construction of knowledge (Male & Palaiologou, 2013).

From the literature on pedagogical leadership and leadership in early childhood education, the conceptual framework developed for this study is focused on the conceptualization of the term pedagogical leadership, factors enhancing pedagogical leadership, challenges of pedagogical leaders, and the enactment of pedagogical leadership in early childhood education settings. Figure 5 presents an overview of the conceptual framework.

1.5 Research Questions

The research questions for this study have been carefully framed based on the review of literature on leadership in early childhood education and specifically pedagogical leadership. The following research questions were formulated to guide the study:

1. How do educational leaders of early childhood education in Ghana understand pedagogical leadership?
2. How is pedagogical leadership enacted in early childhood education settings in Ghana?
3. What factors enhance the enactment of pedagogical leadership in early childhood education in Ghana?

4. What challenges do leaders in early childhood education settings face in enacting pedagogical leadership?

1.6 Scientific Significance

As alluded by several authors and researchers (Rodd, 1996, 1997; Bloom, 1997, 2000; Muijs et al., 2004; Bush, 2012), research in early childhood education leadership is scant. And even pedagogical leadership is less explored globally except few studies conducted in Finland and Norway (Fonse & Soukainen, 2019; Bøe & Hognestad, 2017; Heikka & Waniganayake, 2011). This study will therefore contribute to the literature on early childhood education leadership particularly pedagogical leadership in the 21st century. It will help researchers to understand and derive the meaning of pedagogical leadership from a different cultural context in Africa, specifically in Ghana. Thus, this study contributes to this gap by exploring how educational leaders in early childhood education enact pedagogical leadership in early childhood education centers. The conceptual framework that would guide the study is derived from a careful examination of literature on pedagogical leadership and is focused on the conceptualization of the term pedagogical leadership, factors enhancing pedagogical leadership, challenges of pedagogical leaders, and the enactment of pedagogical leadership in early childhood education settings.

1.7 Practical Significance

Essentially the study will be useful to guide stakeholders in early childhood education both locally and internationally on pedagogical leadership practices. Locally, it is expected that the study will specifically be of immense use to the Ministry of Education, policy experts, policy developers, educational administrators, principals, teachers, parents, private practitioners, and

other stakeholders who are connected to early childhood education in Ghana. On the other hand, the study would add to the literature on pedagogical leadership and help researchers gain understanding of how pedagogical leadership is conceptualized in different settings, factors that enhance pedagogical leadership, and challenges those leaders in early childhood education face in enacting pedagogical leadership.

1.8 Rationale for Methodology

The study will adopt a qualitative method to explore how pedagogical leadership is enacted by educational leaders (centre directors, administrators, headteachers, teachers) in early childhood education settings in Ghana. Bloomberg and Volpe (2016) wrote that qualitative research “is suited to promoting a deep understanding of a social setting or activity as viewed from the perspective of the research participants” (p. 38). They add that the method is suited for studies that stress on exploration, discovery, and description. Hence the method will help provide insights into the research questions that are framed to guide the study.

1.9 Nature of The Research Design

Case study design will be adopted to carry out an in-depth study of how pedagogical leadership is enacted in early childhood education centers in Ghana. According to Russ-Eft and Preskill (2009) “case studies typically employ qualitative methods such as individual and focus group interviews, observation, and archival records, though they frequently include quantitative data from surveys or tests” (p. 204). Some Researchers have found case study as an appropriate design for conducting leadership and professional development studies in early childhood education (Colmer, Waniganayake, & Field, 2014; Press, Sumsion, & Wong, 2010;

Waniganayake, Harrison, Cheeseman, Burgess, De Gioia, & Press, 2008). Also, Merriam (1998 cited in Bloomberg & Volpe, 2019, p. 170) stressed that “qualitative case study is an ideal design for understanding and interpreting educational phenomena.”

Purposeful sampling technique will be used to select three public early childhood education schools or centers within the Cape Coast Metropolis. These three schools will serve as the case sites for the study. The sampling strategy for the selection of the cases is considered appropriate for case study design (Patton, 1990; Silverman, 2011, 2013). Headteachers/principals/administrators and teachers within the early childhood level (Kindergarten [KG] 1 to Primary three) will be purposely included as participants of the study. One headteacher will be selected from each school. Four teachers with a minimum of diploma in education and have five years of teaching experience will also be selected from each school. Thus, the total number of study participants will be 15. In the Ghanaian public basic education school setting, headteachers or principals double as administrators of the school and consequently the terms will be used interchangeably.

Instruments that will be used for data collection will include interview protocols, observation, and documents (country-wide and school-based) on pedagogical leadership and early childhood education in Ghana. All the participants will be interviewed based on the research questions. The interview is expected to last for about 50 minutes per participant. The researcher will do observation of general school activities both indoors and outdoors. Specifically, school administrative documents will also be examined to ascertain leadership practices of administrators and headteachers, as well as national policy documents supporting pedagogical leadership.

1.10 Assumptions

Two primary assumptions are made with respect to the study participants and the early childhood education centers in Ghana.

- 1) Participants of the study will be candid and fair in their responses to interview questions.

Looking at the research significance, goals and benefits of the study, it is expected that participants would be truthful in their responses to the interview questions. They may consider how the findings of the study might impact their practice and policy. Again, the participants would not fear to make in-depth disclosure of information because they believe that their identities are anonymized. Moreover, considering their personal experience, position, and credibility of their school, they would have the willingness and motivation to contribute in-depth knowledge and insights to the study.

- 2) Early childhood education centers in Ghana have similar characteristics.

Public Basic schools in Ghana, including early childhood education centres, share similar characteristics in terms of administrative management, infrastructure, teaching staff, class size, and teacher pupil ratio. The government of Ghana through metropolitan/district/local assemblies provides infrastructure and funding for the day to day running of schools. Teachers go through similar preservice training and are given similar professional development opportunities. These training opportunities expose teachers to engage in best practices and identify opportunities for further improvement to enhance the care and education of young children. Schools are under the same supervisory body, Ghana Education Service (GES) which gives opportunities for researchers to engage both teaching and administrative staff in research as a further opportunity to learn about their practice and current issues in education. These schools are therefore motivated to engage in research whose outcomes can support and improve the practice of teachers and headteachers.

1.11 Limitations

The study on how educational leaders in early childhood education enact pedagogical leadership in three public school settings in Ghana would have some limitations regarding researcher subjectivity in terms of school choice, researcher bias in terms of study location and participant reactivity because of the researcher taking the role of interviewer. All public Basic schools in Ghana now have early childhood centers and as a result the selection of the three schools for this study would be strictly a subjective decision of the researcher. The researcher would consider factors such as proximity of the school setting, academic qualifications/certification in early childhood education of staff, and a minimum of five years teaching/administrative experience in early childhood settings as considerations for the selection of the schools. However plausible these criteria might be it would not be the same for all researchers. Again, researcher bias in terms of the study location, Ghana, could be a limitation of the study. The lack of literature on educational leadership, particularly pedagogical leadership in the Ghanaian setting, means literature for the study would largely be drawn from foreign or international context or settings and could be regarded as a limitation. Moreover, the role of the researcher in the data collection exercise (serving as an interviewer), might result in participant reactivity. Thus, participants might give responses in a way that would be helpful to the researcher which might not give a good description of the phenomenon under study. Notwithstanding the researcher would make a conscious effort to encourage participants to be candid in their responses. Lastly, the sampled schools and participants may not be large to enable the researcher to capture a holistic view of the topic under study or generalize the findings, although this is not the aim of the study.

1.12 Definition of Terms

Leadership: The process of influencing and equipping members in a group to work towards a common goal for an organization or a system (Northouse, 2015).

Pedagogy: The amalgamation of instructional techniques and strategies which enable learning to take place and provide opportunities for children's acquisition of knowledge, skills, attitudes, and dispositions within a particular social and material context (Siraj-Blatchford, Sylvia, Muttock, Gildea & Bell, 2012).

Early Childhood Education: It entails formal care and education services for young children aged 0 to 8 years that contribute to their growth, development, and learning.

1.13 Chapter Summary

This introductory chapter to the study has highlighted important topics such as the background to the study, problem statements which led to the purpose of the study, conceptual framework, significance of the study, and research questions. It also introduced the rationale for choosing qualitative methodology and specifically case study as the design for this study. Case study design according to research has been found to be appropriate for studying educational phenomena such as pedagogical leadership. Pedagogical leadership is less explored in early childhood education leadership and the concept defined differently in different contexts and settings. It is envisaged that the assumptions and limitations identified will be addressed to enhance the credibility of the study findings on how pedagogical leadership is enacted in early childhood settings in Ghana.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

Interest in quality early childhood education for young children has heightened nationally and globally in the 21st century of advanced scientific and technologically driven innovations and applications. Early childhood education has received attention from governments, international non-governmental organizations, and other education stakeholders in both developed and developing countries such as Ghana. Several interventions, provisions, and policy-focused activities for enhancing early childhood education are being implemented to enable access, inclusion, quality, and equitable education for all children (Ackah-Jnr, 2014; Ackah-Jnr & Uduah, 2021; Bartolo, Bjorck-Akesson, Gine & Kyriazopoulou, 2016; OECD, 2019; Wolf, 2018).

There is consensus in research that early childhood is a critical and foundational stage for the growth, development, and functioning of children (Ackah-Jnr, 2014; Ackah-Jnr & Uduah, 2021; Bartolo et al., 2016; Bredekamp, 2011). Further research literature shows that children's early learning and socialization contribute to their current and future wellbeing and success and enable them to transition to other higher levels of education (Ackah-Jnr, 2014; Ackah-Jnr & Uduah, 2021). Bartolo et al. (2016; p.20) articulated that early childhood education

provides a window of opportunity for prevention of potential delays and difficulties *early childhood is a critical time to ensure access to learning for all children* and especially for children at social and economic risk, children that are vulnerable to development risks and children that experience a disability (emphasis added).

Arguably, the need for investing or resourcing adequately early childhood education programs and practice is based on strong empirical and scientific arguments and rationale, including human rights, brain development, social equity and economic benefits (Ackah-Jnr, 2014; Bartolo et al., 2016; Bredekamp, 2011). Early childhood education in Ghana, like elsewhere,

cannot be successful or provided without effective leadership. Leading early childhood education has also attracted increased attention because the direction and quality of leadership provided by teachers and principals and other educators is identified to be correlated with children's learning attainment and success in early childhood and school settings as well as program quality and effectiveness.

This literature review chapter focuses on research related to how pedagogical leadership is enacted in early childhood education settings internationally and in Ghana. It will cover the definition of leadership, and conceptualisation of pedagogical leadership, factors influencing the enactment of pedagogical leadership, and challenges that leaders face in implementing pedagogical leadership in early childhood education settings. The concept, rationale, and importance of early childhood education, and the early childhood education context and history in Ghana will also be explored. The chapter begins with an overview of leadership in early childhood education.

2.1 Leadership in Early Childhood Education

Generally, there has been scarce research in early childhood education leadership (Bloom, 1997, 2000; Muijs et al., 2004; Rodd, 1996, 1997). However, several authors have stressed the importance of conceptualizing leadership in the early childhood education setting (Arthur et al., 2017; Becker & Becker, 2009; Ebbeck & Yim, 2009; Follari, 2007; Kivunja, 2015; McCrea, 2015; Sims, 2009; Wood & Attfield, 2005). This is because leadership in early childhood context has the potential to impact children's total development which includes their cognitive, psychomotor, and affective domains (Kivunja, 2015).

Hujala and Eskelinan (2013) explained that leadership in early childhood education directly involves the center leader, administration, and personnel of a school setting and indirectly parents and peoples who are connected with the implementation of early education practices. Leadership in early childhood education involves such functions as team stakeholder, policy designer, and pedagogy creator and right's advocate (McCrea, 2015). As a team stakeholder the leader of an early childhood setting plays the role of both a leader and a follower in the realization of the center's goal. The leader develops or crafts the vision (Caldwell, 2006) and equips the staff or team with the necessary resources (Brundrett & Crawford, 2008) to work towards the realization of the vision in the interest of the school. Leadership in early childhood education settings therefore requires the leader to exhibit characteristics such as positive interdependence, individual accountability, equal participation, group processing and simultaneous interaction (Johnson & Johnson, 1994; Kagan, 1994). Additionally, they are to possess Critical thinking and problem solving, communication, collaboration, creativity and innovation (Kivunja, 2015a). The leader of an early childhood center or setting must work strenuously to ensure that all his staff develop these characteristics to ensure active participation in all the activities of the center. To encourage teamwork among staff at early childhood education centers, for example, Kivunja (2015) admonished that "the leader needs to ensure that the people exercise critical thinking all the time to maximize the rationality of their decision-making and problem solving. They should work collaboratively and in a manner that supports each other" (p. 1714). Again, the role of a leader as policy designer at the early childhood education setting involves developing vision for the center and "requires the leader to be able to creatively influence children and staff in ECE to engage positively in the learning, teaching, educating and growing up that take place during ECE" (Kivunja, 2015, p. 1714). Also, as a pedagogy creator, the early childhood education center leader

functions as a curriculum leader ensuring that pedagogical practices regarding teaching, learning, and assessment are developmentally appropriate (Kivunja, 2015). Moreover, as a rights' advocate, a leader of an ECE center must lead the campaign to promote his center, fight for the improvement of good working conditions for staff working in his or her organization and others working in other ECE institutions nationally (Kivunja, 2015).

Nupponen (2005) meta-analysis on international leadership research revealed six roles and responsibilities of an early childhood education leader. She said the center leader has a responsibility to create a professional environment in childcare centers, build and maintain strong interpersonal relationships, provide leadership and management that shapes the organization, influence and provide quality of ECEC, ensure that outcomes are related to quality of care and education, and guide staff and monitor center activities. And that these roles are crucial in promoting high quality ECEC (Nupponen, 2006). Also, Rodd (1997) investigated 79 early childhood professionals in the UK on their perceptions of their roles and responsibilities. The results of the study revealed that the most common roles and responsibilities performed by early childhood professionals at their center are:

- managing and supervising staff (34.2%);
- contact with parents and other professional bodies (22.4%);
- support and development of existing staff and mentoring of new staff (15.8%);
- managing the budget and organizing financial resources (10.6%);
- coordinating role (10.8%).

The study also reported other duties of early childhood center professionals as planning to meet the needs of both children and staff, supervision, evaluation and monitoring of center activities, team leading, and general administration (Rodd, 1997).

On their part, Kagan and Bowman (1997), talked about five forms of leadership relevant to early childhood education. They are community leadership, pedagogical leadership, administrative leadership, advocacy leadership, and conceptual leadership. Kagan and Hallmark (2001 cited in Muijs et al., 2004, p. 162) emphasize that these forms of leadership “require contrasting styles of leadership, and therefore in many cases different types of leaders, as well as more training in the areas.” Community leadership involves the establishment of an effective school community relationship so that families get the needed education on the teaching and learning resources of the school. Leaders work with all stakeholders including the public and private sector in the community to support the education of children. Pedagogical leadership ensures that they interpret research theory to teachers, parents, and other stakeholders to guide their practices to ensure that the best educational experiences are provided for children. Administrative leadership involves a myriad of functions that include the vision and mission of the center, personnel, budgeting, resource management, and connecting with parents and stakeholders. Again, advocacy leadership entails projecting the activities of the center. It involves bringing onboard important stakeholders from both the private and government sector organizations to share in the vision of the school and facilitate its achievement in the interest of the children. Also, conceptual leadership ensures the framing and execution of broad vision for early childhood education. Such a vision must not be seen to be limited to an organization or a program but extended to bring about social change (Kagan & Hallmark, 2001). The need for competence and effective leadership in early childhood education is therefore critical to ensure that early childhood organizations or schools succeed

(Harris, Day, Hopkins, Hadfield, Hargreaves, & Chapman, 2013; Muijs et al., 2004; Van Velzen, Miles, Elholm, Hameyer, & Robin, 1985;).

Accordingly, Bloom (2000) asserted that competence is “context-specific” (p. 13) and can be explicated in three main dimensions namely knowledge, skill, and attitude. She explained that the knowledge dimension includes group dynamics, theories related to organizations, child development and pedagogical strategies. The skill dimension embraces areas such as technical, human, and conceptual skills for performing functions including budgeting, staff development, and dealing with staff challenges. Again, the attitude dimension involves the leader’s ability to respect the beliefs, values, and deal with the emotional responses of staff to achieve optimum performance. Therefore Muijs et al. (2004) summarized that competency “lies as much in specific early childhood factors as in broader management and leadership knowledge and skills” (p. 163). In a study involving 100 early childhood professional, Muijs et al. (2004), identified several characteristics expected of an effective leader in early childhood. Some of the characteristics include patience, warm and kind, goal-oriented, assertiveness, vision, confidence, responsiveness to parents, and good working relationship with staff. These characteristics help educational leaders to deal with challenges associated with their work at the school settings. Research shows that educational leaders in early childhood education encounter several challenges in enacting their leadership roles including pedagogical leadership roles in the school settings (Alameen et al., 2015; Fourie & Fourie, 2016; Leithwood et al., 2004; Waniganayake & Hujala, 2001).

Lack of professional development and training have been identified as a challenge for leaders in early childhood education settings (Freeman & Brown, 2000; Muijs et al. 2004). Several studies conducted in the US and UK have identified that early childhood education leaders generally lack training on leadership and management (Bloom, 1997; Caruso, 1991) and others are

not comfortable with professional development programs to support their roles (Rodd, 1997). Again, in a study which was conducted in Australia on 201 early childhood directors, Muijs et al. (2004) reported that 44% had taken management subjects as part of their diploma and degree courses, 49% had received INSET training on leadership, 20% felt they were ill prepared for their positions. Additionally, Hayden, (1997) found that the directors were least prepared to deal with their administrative related tasks but were better prepared to teach and deal with staff issues. However other studies in Australia have found that continual professional development and training are crucial to quality delivery of early childhood education (OECD, 2006) and that early childhood education directors have a fundamental duty for organizing an appropriate professional development program for staff (Waniganayake et al., 2008). Therefore, leadership in early childhood education is directly linked with professional development and learning (Colmer et al., 2014; Siraj-Blatchford & Manni, 2007). Fonsen and Ukkonen-Mikkola (2019) added that such continuous professional training and learning should also be organized for teachers in early childhood education. Such training must focus on contemporary research knowledge related to teacher's pedagogy or pedagogical strategies adopted by the center. This may enhance the effectiveness of pedagogical leaders to lead. In addition to professional development and training, other factors such as leadership preparation and credentials, workplace support for leaders, and the political, economic, cultural and social contexts within which leaders operate are identified as essential factors responsible for enhancing leadership effectiveness and capacity to lead (OECD, 2019).

2.2 Distributive Leadership Practice in Early Childhood Education Settings

From the literature on early childhood education leadership, a critical look at the roles and functions of school leaders reveals that leadership practices in most early childhood settings do not follow the traditional definition and understanding of leadership which connotes leader follower relationship. Rather, leadership practices in early childhood education have been identified to be mainly distributive (Colmer et al., 2014; Heikka & Waniganayake, 2011; Siraj-Blatchford & Manni, 2007) and that leadership is seen as a “property of the collective rather than the individual” (Bolden, Petrov, & Gosling, 2009, p. 259) involving multiple people such as principals, administrators, teachers, and parents at the early childhood education setting. Gronn (2000) adds that distributive leadership is a “concertive action”. On their part, Ebbeck and Waniganayake (2004 cited in Heikka and Waniganayake 2011) explained that “distributed leadership is based on valuing knowledge or expertise as reflected in leadership roles in diverse spheres of activity including curriculum, advocacy, personnel and community development” (p. 499). On his part, Spillane (2004) asserted that “from a distributed perspective, leadership practice takes shape in the interactions of people and their situation, rather than the actions of an individual leader” (p. 3). In the early childhood settings school principals, administrators, teachers, and other stakeholders from the community play different but integrated roles to ensure that children get the best teaching and learning experience for their total development. Principals may play curriculum leadership roles; teachers may also exhibit instructional leadership roles in the classroom while parents and community members may provide the necessary financial assistance to enhance the growth of an early childhood center. Studies on distributed leadership in different educational settings show that educational administrators and staff play distinctive but interdependent roles to improve the quality of teaching and learning at their center (Wenner & Campbell, 2017).

Considering the advantages of distributed leadership, Colmer et al. (2014) pointed to the works of several researchers. They alluded that distributed leadership enhances teachers' sense of being valued (Clarkin-Phillips, 2011; Thornton, Wansbrough, Clarkin-Philips, Aitken & Tamati, 2009), promotes maintenance of professional learning activities (Jordan, 2008), encourages leadership growth (Clarkin-Phillips, 2007) and has the potential of building educational leaders and practitioners' pedagogical leadership skills (Heikka & Waniganayake, 2011). In line with this study, the various leaders who work in different leadership capacities in early childhood education settings will be engaged to explain how they enact pedagogical leadership which is considered a collaborative effort (Boe & Hognestad, 2017).

2.3 Pedagogical Leadership in Early Childhood Education

2.3.1 Concept Pedagogical Leadership

The concept pedagogical leadership is mostly associated with the leadership roles of classroom teachers, principals, and administrators in the early childhood education settings (Male & Palaiologou, 2015, 2019; OECD, 2019; Sergiovanni, 1996). A good understanding of the terms leadership and pedagogy foster the overall understanding of the notion of pedagogical leadership. Researchers have made several attempts to put together the two terms 'pedagogy' and 'leadership' (Heikka & Waniganayake, 2011). Coughlin and Baird (2013) put the two terms together and refer to it as pedagogical leadership. However, Male and Palaiologou (2015) argued "the term pedagogy is an ambiguous one when it is attached to the concept of leadership and requires further explanation beyond the seeming current determinism that pedagogical leadership is only about supporting teaching and learning" (p. 215). Consequently, it is critical to explain the terms leadership and pedagogy in the context of this study.

2.3.2 Leadership Explained

The term leadership defies a single definition in the literature. Several scholars have defined and explained leadership in ways that seem to align with their background or context. Hence there is a flurry of definitions and a lack of consensus among scholars. Northouse (2013) acknowledged the divergent definitions of leadership and wrote that “There are many ways to finish this sentence, ‘Leadership is...’” (p. 2). As a result, the definition of the term leadership is open and not sufficiently defined to cover all experiences and contexts where leadership is seen to be recognized. Bennis (1959) argued:

Always, it seems the concept of leadership eludes us or turns up in another form to taunt us again with its slipperiness and complexity. So, we have invented an endless proliferation of terms to deal with it...and still the concept is not sufficiently defined. (p. 259)

Notwithstanding some definitions of leadership are worthy of consideration to give a fair understanding of the concept of leadership and the connection of leadership to pedagogy which is the key concept of this study.

After a careful study of the concept, Northouse (2015) wrote that leadership is a process, involves influence, occurs in groups, and is directed at a common goal. He explained leadership as a process when leaders and followers reciprocally affect each other in a group and as influence when they only affect their followers toward the leader’s line of action. Again, Northouse explained that groups of people coming together are the contextual basis for leadership to occur as commonly seen in organizations. Also, he is of the view that leaders’ primary focus is to ensure that the group that they are leading are able to achieve a common goal. Similarly, from the perspective OECD (2019) leadership “involves influencing change or action to achieve a shared

purpose or goal for an organization or a system” (p. 6). For example, in the early childhood settings, the functions of leadership are both “administrative” and “pedagogical”. In the light of this study, both OECD and Northouse understanding of leadership are critical to examine contextual factors that support the enactment of pedagogical leadership in early childhood education.

2.3.3 Pedagogy Explained

Like the concept of leadership, the concept of pedagogy has been explained differently by scholars. It is simply and mostly associated with teaching and learning (Male & Palaiologou, 2015). For example, researchers (Carlsen, 1991; Cuban, 1984, 1994; Doyle, 1984, 1990; Kounin, 1977) saw it as the teacher’s role in the classroom during the teaching and learning discourse. Pedagogy is thus seen in this context to be classroom centered relating to the ways teaching subjects and contents are taught to learners (Male & Palaiologou, 2015). It is thus defined by Siraj-Blatchford, Sylvia, Muttock, Gilden and Bell (2002) as “that set of instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes and dispositions within a particular social and material context” (p. 28). Other researchers also conceptualize the concept of pedagogy in a social context beyond the classroom setting (Kyriakou et al., 2009). For example, Moss (2006) defined pedagogy as a ‘relational and holistic approach to working with people’ (p. 32). Yates (2009 cited in Male & Palaiologou, 2015) contended that ‘pedagogy suggests there is something bigger and more complex to be considered than the terms like ‘teaching and learning’ or ‘effectiveness’’ (p. 19). Male and Palaiologou therefore noted that ‘there is also a vast body of literature that adopts a critical stance towards the dichotomized explanations of pedagogy as teaching and learning and

attempts to examine pedagogy in a wider socio-economic, political, and cultural context' (p. 217). Thus, pedagogy is a broad concept which goes beyond the educational settings and includes the wider socio-economic, political, philosophical, psychological and educational dialogue (Male & Palaiologou, 2012, 2015). It may therefore be defined more broadly to include beliefs, places, and a variety of structural and cultural factors (Male & Palaiologou, 2015; Marton & Booth, 1997). In this study both the simple and complex definitions of pedagogy will be useful to ascertain the pedagogical leadership of educational leaders in early childhood education.

2.3.4 Pedagogical Leadership

Pedagogical leadership appears to be a recently emerged concept in early childhood education. It has attracted the attention of several researchers in educational leadership. Researchers (Fonsen, 2013; Fonsen & Soukainen, 2019; Fonsen & Ukkonen-Mikkola, 2019; Heikka & Waniganayake, 2011; Male & Palaiologou, 2015, 2019; Modise, 2019; Sergiovanni, 1998) have explained and contextualized the concept in similar but diverse ways.

Ord et al. (2013 cited in Modise, 2019) explained that pedagogical leadership is "the way in which the central task of improving teaching and learning takes place in educational settings as leadership focuses on curriculum and pedagogy rather than on management and administration" (p. 119). This perspective of pedagogical leadership focuses the attention of leaders to consider factors that go into teaching and learning of students in the classroom. Sergiovanni (1998) on his part considered pedagogical leadership as an investment in both teachers and students. He explains that "pedagogical leadership invests in capacity building by developing social and academic capital for students, and intellectual and professional capital for teachers" (p. 37). He brings to fore human capital development and a sense of community relationship among the two key stakeholders of

education in the school setting. He believes that pedagogical leadership translates our schools into “inquiring communities” where teachers work together to improve student teaching and learning as members of a community of practice. Thus, Sergiovanni (1996 cited in Male & Palaiologou, 2015, p. 215) related “pedagogical leadership to the teachers’ pedagogical work with learners”. It should not be construed at this point that pedagogical leadership is only exercised by teachers to impact children’s learning. School administrators, particularly principals, also practice pedagogical leadership. Heikka and Waniganayake (2011) summarizing their study on pedagogical leadership from a distributed perspective within the context of early childhood education, wrote that “pedagogical leadership is connected with not only children’s learning, but also the capacity building of the early childhood profession, and values and beliefs about education held by the wider society or community” (p. 511). This view is supported by Fonsen (2013) in a study which investigated the implementation of pedagogical leadership by childcare center directors in Finland. The study was based on the contextual leadership theory propounded by Nivala (1998). The study results indicated that pedagogical leadership is conceptualized as a contextual and cultural phenomenon. Sergiovanni (1996 cited in Heikka & Waniganayake, 2011) noted that “principals practice leadership as a form of pedagogy by facilitating this process [leadership], and by ensuring that the interests of children are served well” (p. 507). MacNeill, Cavanagh and Silcox (2005) identified eleven elements of pedagogical leadership that are critical to early childhood education. They include

1. discharge of moral obligation concerning societal expectations of schooling,
2. presence of a shared vision and sense of mission about student learning,
3. commitment to mission realization by staff and students,
4. application of expert knowledge about student learning and development

5. improvement of pedagogic practice
6. the engagement and empowerment of staff
7. presence of multiple leadership within the staff,
8. emphasis on pedagogic rather than administrative functions by leaders
9. creation and sharing of knowledge throughout the school
10. development of relationships and sense of community, and
11. application of a re-culturing approach towards school improvement (p. 8).

Consequently, pedagogical leadership is seen as one of the key functions of leadership to facilitate teaching and learning in the early childhood education settings (OECD, 2019). It embraces leadership factors and actions that promote professional development, healthy relationships, peer learning, curriculum implementation, and conducive school environment (Cheung, Keung, Kwan, & Cheung, 2019; Eskelinen & Hujala, 2005; Whalen, Horsley, Parkinsen, & Pacchiano, 2016).

This study adopted a broad definition of pedagogical leadership based on the perspectives of Fonsen (2013), Heikka and Hujala (2013), Male and Palaiologou (2015), and Sergiovanni (1996) to explore how pedagogical leadership is enacted in early childhood education settings in Ghana.

2.4 Factors Influencing Pedagogical Leadership in Early Childhood Education

Many studies identify pedagogical leadership as a necessary ingredient for teaching and learning in early childhood education (Fonsen, 2013; Heikka & Hujala, 2013; Heikka, Pitkaniemi, Kettukangas, & Hyttinen, 2019; Male & Palaiologou, 2015). Pedagogical leadership enables the implementation of effective early childhood programs (Fonsen, 2013; Heikka et al., 2019; Male & Palaiologou, 2015). However, there are many different dimensions influencing the success of

pedagogical leadership in early childhood education, which includes the dimensions of context, organizational culture, directors' responsibility, and management of substance (Fonsén, 2013). Different forms of leadership responsibilities in early childhood education contexts have been identified as effective in improving early childhood education. In a study of leadership in early childhood education in Finland about the essence pedagogical leadership, Heikka and Hujala (2013) identified that early childhood education leaderships are responsible for the quality of early childhood programs in terms of creating goals for early childhood education, creating support structures for collaboration and the provision of sufficient resources. They classified these as the primary responsibilities, while the secondary leadership responsibilities include the management of human resources, advocacy responsibilities for early childhood education with their municipalities and daily management responsibilities (Heikka et al., 2019; Heikka & Hujala, 2013). To enhance the effectiveness of teachers' pedagogical leadership in early childhood education, varied important antecedent factors and conditions have been identified in literature. The factors include pedagogical skills, content knowledge, training and professional development, curriculum materials, supportive school climate, and parental involvement. These factors are briefly discussed in subsequent paragraphs.

The teaching and learning of various content areas in early childhood education cannot occur in a vacuum. Early childhood education teachers require a range of pedagogical skills or strategies in order to enable effective teaching and learning in early childhood settings (Anghileri, 2006; Bjorklund & Barendregt, 2016). Scaffolding and classroom interactions are some of the effective pedagogical skills teachers need to acquire for teaching and learning especially in early mathematics education (Anghileri, 2006). Specifically, Anghileri (2006) added that flexible and dynamic scaffolding is necessary skills teachers need to cope with the current and emerging

practices of students learning in social groups. Teachers' pedagogical awareness and use of mathematical language are another important strategy for teaching mathematics in early childhood settings. Studying teachers' pedagogical mathematics awareness in early childhood education, Björklund and Barendregt (2016) asserted that this has the potential of increasing young children's mathematical vocabulary in addition to their ability to solve cognitive problems. They found several other factors that enhance the teaching of mathematics in early childhood education, but communication as a pedagogical skill assumes a greater pedagogical approach in early childhood education. The qualities of pedagogical leadership which teacher preparation institutions and leadership should emphasize in early childhood mathematics education include; teachers paying attention to mathematical contents that are visible in their classroom contexts; teachers using personal experiences of mathematical use in their daily lives to teach; teachers acting to support children is the third pedagogical awareness quality; teachers observing children mathematical behaviour; teachers supporting and encouraging children to explore mathematics in different contexts; and teachers problematizing math content with children in a deliberate way (Björklund & Barendregt, 2016).

Teacher content knowledge is another important factor in terms of enhancing teachers' pedagogical leadership for teaching in early childhood education (Chai, Koh & Tsai, 2010; Hill, Rowan & Ball, 2005; Lee, 2010). To examine the effects of teachers' content knowledge for teaching on student achievement, Hill et al. (2005) used a linear mixed-model methodology in which first and third graders' mathematical achievement gains over a year were nested within teachers and schools. Findings indicate that teachers' mathematical knowledge was significantly related to student achievement gains in both first and third grades, and the findings support policy initiatives designed to improve students' mathematics achievement by improving teachers'

mathematical knowledge. In another study, Lee (2010) investigated kindergarten teachers' pedagogical content knowledge of mathematics in six subcategory areas, including number sense, pattern, ordering, shapes, spatial sense, and comparison. The findings show that kindergarten teachers' demographic characteristics, such as acquired degree, and number of years teaching at the kindergarten level, affected their pedagogical content knowledge of mathematics. This means when teachers are knowledgeable of the content of the early childhood curriculum, especially numeracy, can provide appropriate learning experiences for young children (Lee, 2010).

Teacher training and professional development has been highlighted in research as key to enhancing teachers' pedagogical leadership for early childhood education (Ackah-Jnr, 2014; Ackah-Jnr & Udah, 2021; Agbenyega, 2008; Winton & McCollum, 2008; Wolf, 2018). General teacher preparation but more specifically early childhood teacher preparation is considered as another factor which significantly affects teaching and learning at the early childhood level (Ackah-Jnr & Udah, 2021; Riddle, 2018; Winton & McCollum, 2008; Wolf, 2018). Research has demonstrated that both pre-service teacher preparation and professional development are the main vehicles for shaping teachers' pedagogical leadership for early childhood education (Ackah-Jnr, 2014; Winton & McCollum, 2018). Effective professional development helps teachers acquire core knowledge, skills and dispositions or beliefs, and values. While quality teacher training and professional development is significant (Ackah-Jnr, 2014; Ackah-Jnr & Udah, 2021; Winton & McCollum, 2018), most research reports that teachers lack adequate preparation and experience for teaching early childhood education.

In Ghana, teacher education programs and courses, including training and preparation for early childhood education are inadequate (Ackah-Jnr, 2014; Ackah-Jnr & Udah, 2021; Agbenyega, 2008; Wolf, 2018). This means teachers may not be well prepared and competent to lead early

childhood teaching and learning. For example, early childhood programs at the tertiary levels in Ghana including Universities and Colleges of Education and other accredited training institutions are usually offered as a package with no flexibility that enables pre-service teachers to select more content courses in Mathematics, Science or English among others. Teachers do not have adequate professional development opportunities that adequately enhance their content knowledge and pedagogical competencies for teaching in early childhood settings. It is not surprising that many teachers are unable to teach numeracy in early childhood education.

In an Australia-wide project, Rohl and Greaves (2005) gathered beginning teachers' and experienced teachers' views on how well preservice teacher education courses had prepared them to teach literacy and numeracy. It was found that a good percentage of teachers did not feel adequately prepared to teach students with diverse learning needs. A highly regarded model for preservice teacher training was a placement in a clinical setting where individual assessments and programs were written and implemented. This means effective teacher preparation and professional development can support the teaching and learning in early childhood education.

Curriculum materials are another important contextual factor that influence teachers' pedagogical leadership in early childhood education (Lloyd & Janine, 2011). Their availability and appropriateness are critical to supporting how teachers lead pedagogically; hence where curriculum materials are not available, they affect children's learning and how teachers teach numeracy in early childhood education (Lloyd & Janine, 2011). In Ghana, like elsewhere, associated with the issues of early childhood education policies and programs is the issue of lack of curriculum materials, for example, textbooks for pupils and teachers guide. The NALAP policy and program initiated by the government of Ghana stipulated that the medium of instruction for the first three years of school, including early childhood education, should be the child's mother

tongue or first language. Unfortunately, this program had its own challenges. There were no textbooks or teachers' guides developed for both teachers and children to use. Also due to the multiplicity of Ghanaian languages and the nature of teacher postings in Ghana most teachers could not speak the mother tongue of their pupils. Whilst some teachers who could speak the mother tongue of their pupils were relying on code-switching, others could not, due to the language barrier. This means that the curriculum materials and their use can impact pedagogical leadership.

Supportive school climate is considered a leading factor in explaining student learning and achievement in general (Maxwell, Reynolds, Lee, Subasic, & Bromhead, 2017; Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013) and pedagogical leadership in early childhood education. The school climate forms one of the 'precise' organizational factors and psychological mechanisms behind the processes for effective teaching and learning. Defined as the social characteristics of a school in terms of relationships among students and staff/teachers, learning and teaching emphasis, values, and norms, and shared approaches and practices (Petrie, 2014; Thapa et al., 2013), school climate influences how teachers lead or enact numeracy education. As Maxwell et al. (2017) argues, the school climate predicts students' emotional and behavioral outcomes, and adaptation to the school environment or classroom; hence these influences how well they can learn math concepts at the school. For example, Thapa et al. (2013) found that the school climate explains a significant amount of the between-school variance in mean school achievement and that a positive school climate is associated with high students' academic achievement. Thus, an enduring school climate enhances student participation in school activities such as numeracy, which is also found to be robust across different grades (Maxwell et al., 2017). For example, strong teacher-student relationship, a sub factor of school climate, is identified to

have a powerful influence on student achievement as it serves as a strong protective factor for school adjustment.

Parent involvement is another significant support in the education of children (Epstein, 2018; Wolf, 2020; Wolf et al., 2019; Yaro, 2015) and more specifically influence pedagogical leadership, for example, numeracy teaching and learning in early childhood education (Fan & Williams, 2010; Jay, Rose, & Simmons, 2018; Yaro, 2015; Zippert & Rittle-Johnson, 2020). Effective parental involvement ensures additional resources are mobilized from the home and community to enhance children's education. Parent involvement serves as a bridge between the home and school, and this manifests in many different forms in practice.

Ideally parent involvement that supports children's education or numeracy teaching and learning consists of home, school and community activities and conditions. Significantly, Yaro (2015) argued that parent involvement in numeracy education mirrors Epstein's (2018) six typologies of involvement and associated activities: 1) *type 1*: parenting, 2) *type 2*: communicating between teachers and families, 3) *type 3*: families volunteering in schools, 4) *type 4*: families supporting children's learning at home, 5) *type 5*: families participating in decision making and, 6) *type 6*: collaborating among families, school, and the community. Yaro's (2015) study examined how parents in a rural community were involved in children's math learning. Results showed that parent mentorship and engagement in local business transactions served as learning and evaluation contexts that fostered children's math competence and that parents consider their involvement in children's math as an instigator of children's future success. In a more recent study involving parents of preschoolers, Zippert and Rittle-Johnson (2020) identified that although parents do support a broad range of early math skills at home, parents tend to prioritize supporting early numeracy. Jay et al. (2018) also reported that learning with and from older children served as a

source of support that parents drew on to help their young children with homework. Other popular examples of involvement described by parents involved cooking and money. Parents described how children helped with cooking at home, and so were involved in weighing, measuring and mixing ingredients, timing how long cakes took to bake, estimating portion sizes, and so on. Parents also indicated that they fostered their children's management of pocket money, and that children accompanied parents on shopping trips where they might estimate the bill or help to find the best value items, which served as avenues for learning numeracy concepts (Jay et al., 2018). The activities that these parents engaged their children in are like those identified by (Yaro, 2015).

From the review, it is envisaged that enactment of pedagogical leadership is dependent on several in-school and community factors, including teacher content knowledge, professional development, engagement with parents and community, curriculum material availability and school climate.

2.5 Concept of Early Childhood Education

Early childhood is defined as the period from birth to age 8 years during which children receive a variety of care and education services (Bredekamp, 2011; Essa, 2014). Usually, early childhood education involves a provision, service or practice that aims to address social equity and equality and minimize early disadvantages (Heckman, 2006; OECD, 2015). Early childhood education from the perspective of children's development is considered as a developmental period that extends from birth to eight years (Campbell, 1990; Grotewell & Burton, 2008). The school or class definition of early childhood education embraces children from infancy to elementary grade level three (Campbell, 1990; Mena, 2008). In the Ghanaian context, early childhood education

refers to the first two phases of education in Ghana. They are the phase 1 or the foundational level (Kindergarten 1 & 2) for children between 4-5 years and phase 2 or the lower primary level made up of Basic 1 and Basic 2 for children from 6 to 8 years (MOE, 2018). From these definitions, it can be explained that early childhood education is the education purposely meant to lay socio-academic foundations for children for their continuing functioning in life.

2.6 Importance and Rationale of Early Childhood Education

There is consensus in research that early childhood is a critical and foundational stage for the growth, development, and functioning of children (Ackah-Jnr, 2014; Ackah-Jnr & Uduah, 2021; Bartolo et al., 2016; Bredekamp, 2011). Further research literature shows that children's early learning and socialisation contribute to their current and future wellbeing and success and enable them to transition to other higher levels of education (Ackah-Jnr, 2014; Ackah-Jnr & Uduah, 2021; Webb, 2003). Oppenheim and Koren-Karie (2002) revealed that children who go through early childhood education are least likely to be involved in crime and most likely to complete their high school education and continue with their college education. Writing on the role of early childhood education, UNESCO (n.d) argued:

It is more than preparation for schooling... it aims at the holistic development of children's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing...has the possibility to nurture caring, capable and responsible future citizens.

[\(<https://en.unesco.org/themes/early-childhood-care-and-education>\)](https://en.unesco.org/themes/early-childhood-care-and-education)

It is therefore seen as one of the best investments of promoting human resource development, gender equality and social cohesion, and to reduce the costs of later remedial programs (Bredekamp, 2011; Essa, 2014; Heckman, 2006; OECD, 2015; UNESCO, n.d.). It has been found

in research that early childhood education is critical for brain development, which results from early experiences provided by the environment (McCain, Mustard, & Shanker, 2007; Shonkoff & Phillips, 2000). As a result, several interventions, provisions, and policy-focused activities for enhancing early childhood education are being implemented to ensure children have access to quality and equitable education (Ackah-Jnr, 2014; Ackah-Jnr & Uduah, 2021; Bartolo, Bjorck-Akesson, Gine, & Kyriazopoulou, 2016; Wolf, 2020). Widely, early childhood or early years is deemed a critical and fundamental stage for the growth, development, and functioning of children (Ackah-Jnr & Uduah, 2021; Bartolo et al., 2016; Bredekamp, 2011). Effective early childhood education can provide all children with experiential growth and development opportunities even if they have needs, disabilities or disadvantages (Ackah-Jnr & Uduah, 2021). For Bartolo et al. (2016, p. 20), early childhood education essentially:

Provides a window of opportunity for prevention of potential delays and difficulties ...a critical time to ensure access to learning for all children and especially for children at social and economic risk...

Due to socio-contextual differences, however, especially in developing countries, not all children participate in quality early childhood education, so for many children particularly those with disability or disadvantage, the early education is marked by non-participation in learning experiences and activities such as numeracy in early childhood settings.

2.7 Early Childhood Education Context in Ghana: Policies and Practice

The formulation of Ghana's ECE policy, also ECCD policy, originated from both international and local developments/forces that primarily recognized the importance of early childhood education to the growth, development, and survival of children. Internationally, the policy emanated from worldwide discussions and commitments made by Ghana at the UN General

Assembly Special Session on Children in 2002, to adopt and implement a comprehensive early childhood development policy towards the realization of the global goal of creating a World Fit for Children by the end of the decade. Other commitments and declarations that strengthened Ghana's move to an early childhood policy include United Nations Conventions on the Rights of the Child (UNCRC), which Ghana was the first country to ratify, the International Labor Organization Convention 182, the Convention on Elimination of All Forms of Discriminations Against Women, Education for All (EFA, 1990) and the Declaration and Plan of Action of the World Summit for Children. For example, the UNCRC stipulates that all children have the right to early childhood education, and mandates states to fulfil this obligation by making available resources to support the provision of facilities for the care and education of children.

As a member and signatory to the UN, Ghana is obliged to meet the tenets of international conventions and treaties it ratified on early childhood education in order to strengthen its commitment to children. Locally, Ghana's ECCD policy was also motivated by several child-related initiatives, including the institution of the 10-year National Plan of Action (1993-2002), which was a follow-up to the World Summit for Children in 1990. Other initiatives include country programs by UNICEF and other child-related agencies, as well as programs aimed at empowering. Further the ECCD policy was influenced by the increasing number of working mothers and market women who worked in open spaces with children.

The Government of Ghana seeming under pressure from donor countries and local NGOs to ensure that children are given opportunity for education and good health, while eradicating child labor, took concrete steps to implement ECCD programs. To enhance the provision of care and education services, the government embarked on an infrastructural drive and women empowerment initiatives to reflect its commitment to the wellbeing of parents and children.

Because of the lack of a clear roadmap, donor countries and local child-related organizations, continued to pile pressure on the government to develop a policy document on ECE. In response to the positive pressure, various consultations and committees were formed that led to the initial draft of the ECE policy in 1993. Alongside these initial drafts of the policy, the Department of Social Welfare was mandated to train day care teachers, while the Ghana National Commission on Children was in charge of the welfare of all children and National Civic Commission on Education sensitized parents to desist from using their children as laborers. Special taskforce was set up to monitor the activities of parents in cocoa growing areas to ensure the full compliance that children of school-going age are not sent to the farm during school hours. This action of the then government continued for some time until there was a change in government. In 2001, the new government showed further commitment such as establishing the Ministry of Women and Children's Affairs (MOWAC) that was responsible for empowering women and addressing the needs of children. The MOWAC together with the Ministry of Education and the Government of Ghana after other consultations ensured the promulgation of the ECCD policy in 2004.

In 2004 Ghana introduced an Early Childhood Care and Development (ECCD) policy, also Early Childhood Education (ECE) policy to guide the provision of care and education services to children from birth to 8 years (Government of Ghana [ECCD Policy], 2004). The ECE policy aims to promote the survival, growth, development, and protection of young children. The policy places responsibility of child upbringing at the doorsteps of the government to ensure that parents continue with their traditional responsibilities of taking care of their children. Importantly, early childhood was made part of Basic Education and local government authorities were mandated to ensure that facilities are provided to support this. In the light of this, the Ministry of Education was tasked to regulate all the programs and standards of ECE (ECCD Policy, 2004). However,

challenges still exist in the delivery of early childhood education in Ghana. Quality early childhood education services is expensive hindering accessibility (Bago et al., 2020). Again, Morrison (2002 cited in Bago et al., 2020) reported that teacher training and qualification are a challenge.

2.8 Historical Background of Early Childhood Education in Ghana

Early childhood education was introduced in Ghana then Gold Coast by the Basel Mission in 1843. The Mission incorporated Kindergartens (KGs) into their primary schools and the idea was replicated by other missions and private individuals by 1920 (Adam-Issah, Elden, Forson, & Schrofe, 2007; MoE, 2010; Morrison, 2002; Mwamwenda, 2014; Osei-Poku & Gyekye-Ampofo, 2017). In 1930 a curriculum was introduced which included subjects such as physical education, English, songs and arithmetic by the Cape Colony Department of Education and the language of instruction was the mother tongue (Mwamwenda, 2014; UNESCO, 2006). In the 1990s private participation of early childhood education (ECE) increased significantly and resulted in the establishment of ECE centers in all parts of Ghana particularly at the regional centers. Prominent among these organizations are the 31st December Women's Movement and Plan International Ghana (MoE, 2010). Despite the growing private sector participation in early childhood education, the government did not rest on its oars as it took several actions and initiatives at the local and international levels to ensure that a policy is developed to regularize the implementation of early childhood education in Ghana.

2.9 Training of Teachers and Educational Administrators in Ghana

The training of quality teachers and school administrators considered in this study as pedagogical leaders have received the attention of the government of Ghana over the years (Antwi,

1992). The government has shown commitment to teacher education preparation through efforts at improving and expanding infrastructure in existing Universities, Teacher Training Colleges now called Colleges of Education, and opening of new Colleges of Education in Ghana. Several attempts have also been made to review the curriculum of teacher education in Ghana. For example, the Presidential Committee on Education (2002) recommended a critical review of the teacher education curriculum to make it relevant to meet the needs of the country. Recently the government through stakeholder consultations has developed a new teacher education curriculum framework which is expected to transform initial teacher education in Ghana (MOE, 2018). These efforts of government are also aimed at achieving the vision of pre-tertiary education program which is to “prepare teachers to enable them function in the basic and second cycle schools and to develop and nurture them to become reflective and proficient practitioners capable of providing quality education for Ghanaian children” (Ministry of Education, 2012, p. 8).

2.10 Curriculum for Early Childhood Education in Ghana

Ghana’s early childhood education curriculum comprises subjects and learning areas. The curriculum focuses on the essential knowledge and skills that learners need to acquire (MOE, 2018). The fundamental expectation is for all learners to attain fluency and competencies in the 4Rs; reading, writing, arithmetic, and creativity. The curriculum subjects for early years (KG1-KG2) includes Language and Literacy (using dual immersion approaches, Numeracy, Creative Arts, and Our World and Our People (Integrated Themes: History, Religion and Moral Education, Geography, Science, Physical Education). At the Lower Primary, the subjects for study includes Language and Literacy (using dual immersion approaches), Numeracy, Creative Arts (Visual, Performing Arts & Life Skills), History, Science, Our World & Our People (Integrated Themes:

Religion and Moral Education, Agriculture, Geography, Physical Education and Computing) (MOE). The length of school day for primary school is 7 hours for Primary School and 6 hours for kindergarten with an hour break and thirty-minute lesson period. Tables 2.1, 2.2 and 2.3 below give a summary of the school day of early childhood education children.

Table 2. 1

Kindergarten School Day

Domain	Time
Length of School Day	6 Hours
Duration of a period of instruction	30 Minutes
Total number of periods per day (Time on task)	10 Periods
Break	60 Minutes
Total number of periods per week	50 periods

Note: Adopted from the Ministry of Education, 2018

Table 2. 2

Lower Primary School Day

Domain	Time
Length of School Day	6 Hours
Duration of a period of instruction	30 Minutes
Total number of periods per day (Time on task)	10 Periods
Break	60 Minutes
Extra-curricular activities	60 Minutes
Total number of periods per week	50 periods

Note: Adopted from the Ministry of Education, 2018

Table 2. 3*Lower Primary Period Allocation*

Subjects/Learning Areas	No. of Periods (B1-B3)
Mathematics	10
Language and Literacy (2 periods reserved for Library Reading)	17
Creative Arts	5
Science	4
History	3
RME ((1 period reserved for worship)	3
OWOP (Computing, Geography, Civics, Agriculture)	6
Physical Education	2
Total	50

Note: Adopted from the Ministry of Education, 2018

The number of subjects, periods, and time allocations shown in the figures 2-4 gives a fair idea of the volume of work and task of both teachers and school leaders or administrators of early childhood education in Ghana. Lessons start time vary and it depends on the model for school day that a school is using. For example, lessons might start at 7:00am, 7:30am, or 8:00am and end respectively at 2:00pm, 2:30pm, or 3:00pm (MOE, 2018). Children usually attend school at 7:30am and close at 3:30pm (Republic of Ghana, 2015). However, teachers are expected to leave when the last child is picked but the parent and school administrators are expected to leave at 5:00pm.

2.11 Early Childhood Education Teacher Training in Ghana

Currently there are 44 Colleges of Education in Ghana, 39 public and 3 private schools, which contribute to the overall training of teachers for basic schools. These Colleges of Education use to offer initial teacher education programs which led to the award of Diploma in Basic Education (DBE) until their elevation into tertiary status in 2008 to offer bachelor's degree in Basic Education (Asare & Nti, 2014; Institute of Education, 2013; Mereku, 2019). Again, there are both

public and private universities involved in the training of teachers for basic schools. They include the University of Cape Coast (UCC), University of Education Winneba (UCEW), and the University of Development Studies (UDS). Additionally, the University of Cape Coast through its Institute of Educational Planning and Administration (IEPA) offers programs that train graduate teachers in educational administration and planning to assume various leadership positions at all levels of pre-tertiary education. Other departments within the faculty of educational foundations including the department of Basic Education also trains graduate teachers for other leadership roles at the Basic level such as circuit supervisors, school principals or headteachers. However, it is only the UEW which offers a master's program in early childhood education. Thus, opportunities for graduate studies in early childhood education are limited in Ghana which poses a challenge to early childhood education leadership, particularly pedagogical leadership, in early childhood settings.

2.12 Education System in Ghana

Ghana's education system can be classified into two levels namely pre-tertiary education and tertiary education. The pre-tertiary education level constitutes Ghana's Basic Education, the minimum education that the country provides for its citizens. It is made up five phases which are the Foundational level (Kindergarten 1 & 2), Lower primary level (B1 to B3), Upper primary level (B4 to B6), Junior high school level (B7 to B9), and Senior high school level (SHS1-SHS3). The first two phases constitute the early years also known as early childhood or early grades education. The tertiary level of education encompasses the universities, polytechnics, and other specialized institutions such as Ghana School of Surveying & Mapping, College of Nursing, and Ghana Police Command (Ministry of Education, 2018).

In Ghana children from the pre-schools (creche and nursery) start their education from Kindergarten (KG) at age 4 and proceed to primary 1 at age 6. The first three years of primary school starting from B1 to B3 fall within the class definition of early childhood education. Education at this stage is meant to equip children with the basic academic skills and the desire for later learning. Education at the next phase, the lower primary, seeks to strengthen children's capacities for inquiry, creativity, and innovation for the subsequent levels of education (Anamuah-Mensah Report, 2002). The third and next phase of education is the three-year Junior High School for young teens from 12 to 14 or 15 years. Students are further exposed to general subjects that help them develop their interest and abilities to enable them to move into more specialized areas of studies when they progress to the next and final phase of education. The three-year Senior High School (SHS) is the final phase of Basic Education in Ghana and is meant to serve teenagers from 15-18 years. It is also known as the Upper Secondary Education which provides opportunities for students to specialize in programs including Science, General Arts, Technical and Vocational, and Business. Again, education at this level serves as the "platform that delivers an extensive gamut of academic knowledge and skills required for entry into further education and training in the tertiary institutions of Ghana and elsewhere" (National Pre-tertiary Education Curriculum Framework, MOE, 2018, P. 7). Students toward the end of their three years of studies are obliged to sit and pass a national certificate examination conducted by the West African Examination Council (WAEC) to gain admission into tertiary institutions including universities, polytechnics, and specialized institutions (MOE, 2018). The phases of education in Ghana have been captured diagrammatically in Figure 2.1. In line with this study of enhancing pedagogical leadership at early childhood education centers, I will now concentrate on the historical background of early childhood education in Ghana.

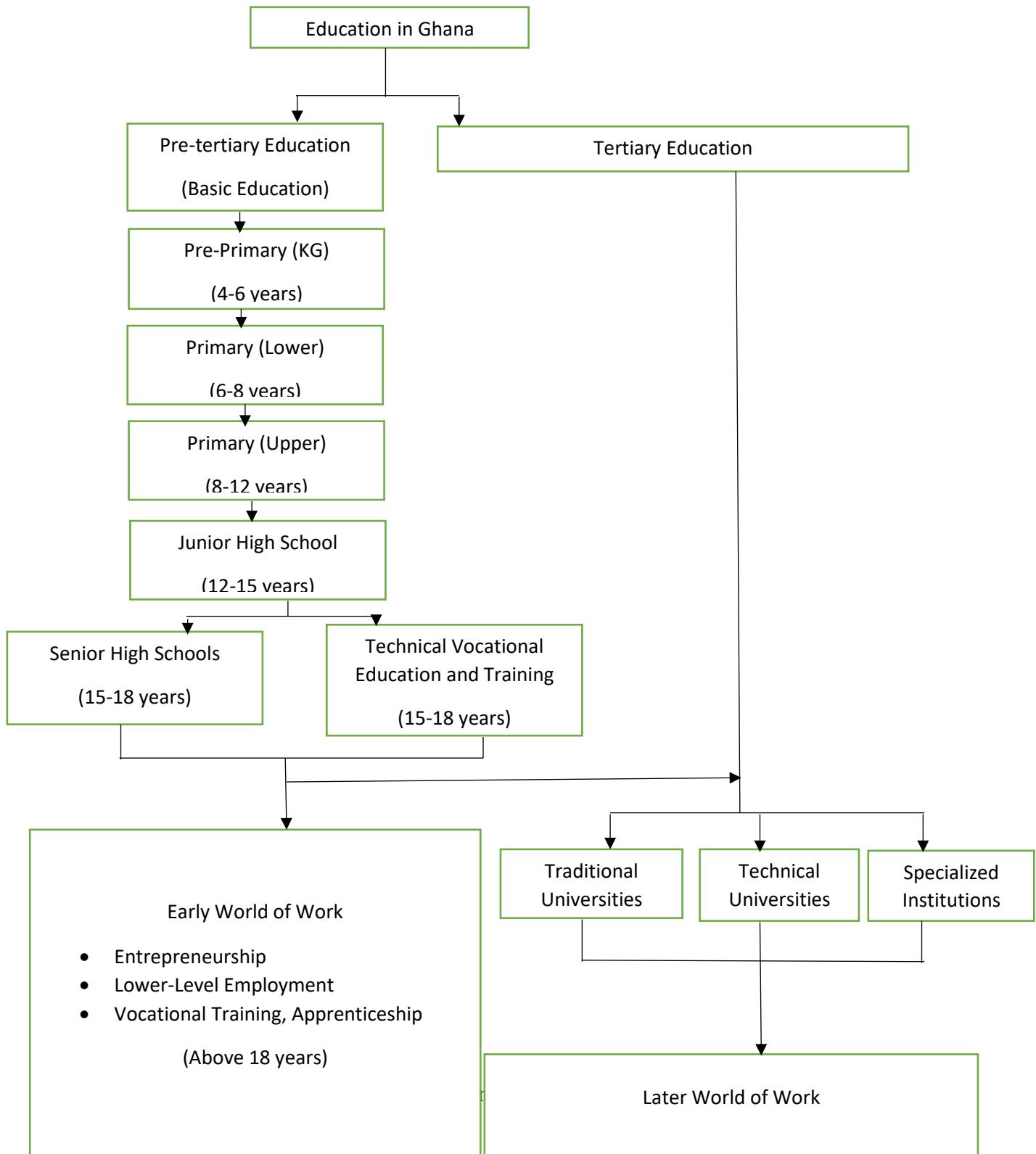


Figure 2. 1: Phases of Education in Ghana (Adapted from MOE, 2018)

2.13 Conceptual Framework

The conceptual framework for this study is mainly based on pedagogical leadership literature and research in the context of international and local policies and practices in early childhood education. Pedagogical leadership is defined and explained in diverse ways or differently in educational settings and contexts. It has also been defined both in a narrow and broad sense. In terms of educational contexts and settings, pedagogical leadership is defined in Finland as is “traditionally associated with a person who has been selected to lead as a director” (Heikka & Waniganayake, 2011, p. 508) and it refers “to responsibilities that are not considered management tasks” (Karila, 2001, p. 31). Elsewhere in Australia educational leaders and early childhood practitioners are yet to reach consensus on the definition of pedagogical leadership and how it can be incorporated in the national early childhood curriculum document (Heikka & Waniganayake, 2011).

In a narrow sense Coughlin and Baird (2013) defined pedagogical leadership “as leading or guiding the study of the teaching and learning process” (p. 1). Ord et al. (2013 cited in Modise, 2019) explained that pedagogical leadership is “the way in which the central task of improving teaching and learning takes place in educational settings as leadership focuses on curriculum and pedagogy rather than on management and administration” (p. 119). Sergiovanni (1998) on his part considers pedagogical leadership as an investment in both teachers and students. Broadly, Heikka and Waniganayake (2011) wrote that “pedagogical leadership is connected with not only children’s learning, but also the capacity building of the early childhood profession, and values and beliefs about education held by the wider society or community” (p. 511). They believe that pedagogical leadership is the distributed responsibility of all educational stakeholders including educational leaders, principals, school administrators, teachers, children, families, and the

community the school is serving (Heikka & Waniganayake, 2011). Thus, pedagogical leadership extends beyond the factors that only enhance classroom discourse of teaching and learning to include other socio-cultural factors of the school community (Heikka & Wanaganayake, 2011). It also includes providing avenues for staff professional development and learning, ensuring healthy relationships with and among staff, encouraging peer learning, promoting the implementation of curriculum, and preparing conducive work environment (Cheung, Keung, Kwan, Cheung, 2018; Eskelinne & Hujala, 2015; Whalen, Horsley, Parkinson, Pacchiano, 2016). Extending this understanding of pedagogical leadership is the conceptualization that pedagogical leadership is a praxis (Male & Palaiologou (2013). They explained that the term connotes the “actions and the processes of constructing or deconstructing knowledge according to the context of the learning groups and individuals (ecology of the community) and recognizing the set of social axes” (p. 228). And that the concept embraces and recognizes the interactions that go on between teachers, classrooms, ecology of the community, and the set of social axes. Thus, the concept extends beyond the classroom to include a threefold development involving interactions in the ecology of the community, activities with all participants, and the construction of knowledge (Male & Palaiologou, 2013).

From the literature on pedagogical leadership and leadership in early childhood education, the conceptual framework developed for this study is focused on the conceptualization of the term pedagogical leadership, factors enhancing pedagogical leadership, challenges of pedagogical leaders, and the enactment of pedagogical leadership in early childhood education settings. Figure 2 presents an overview of the conceptual framework.

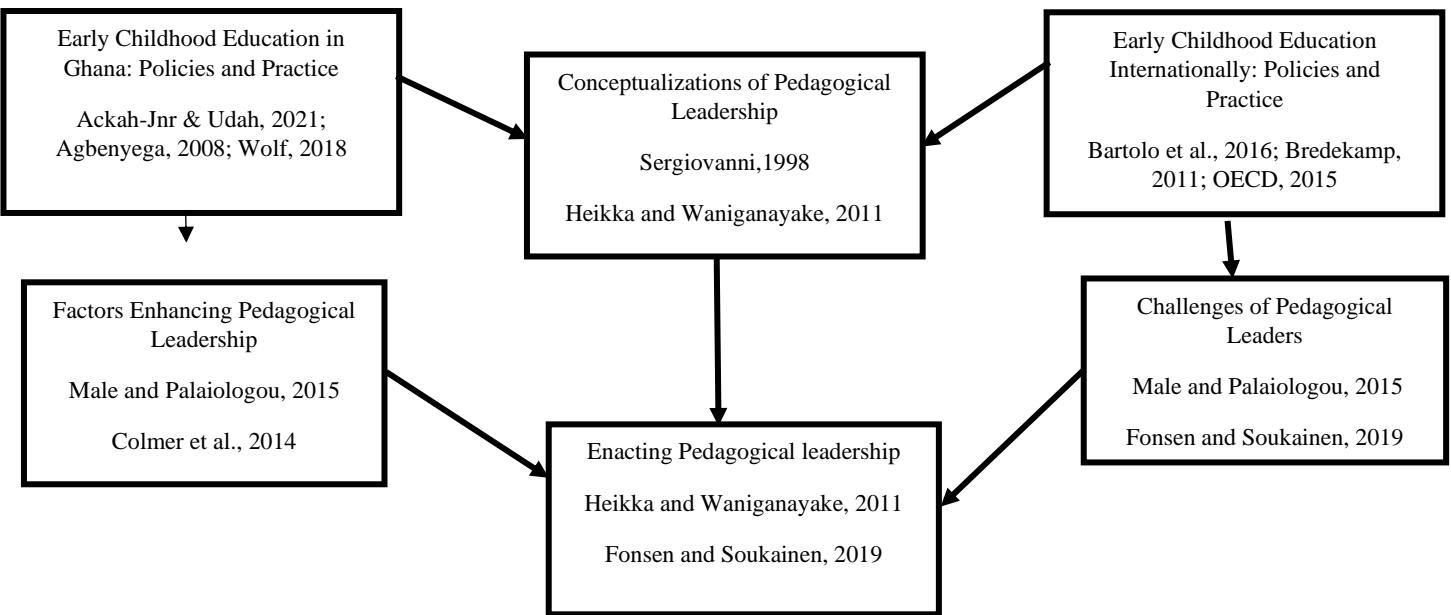


Figure 2. 2: Conceptual framework for the study

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

The purpose of this study was to explore how pedagogical leadership is enacted in early childhood education settings in Ghana. The study also examined how leaders in early childhood education conceptualize pedagogical leadership, identify factors that enhance the enactment of pedagogical leadership, and to determine the challenges that leaders face in the implementation of pedagogical leadership in early childhood education settings.

This study employed qualitative methodology specifically case study design to explore in detail the enactment of pedagogical leadership in early childhood education settings. This research design has been found to be appropriate for studying educational phenomena (Merriam, 1998). Pedagogical leadership is less researched globally except few studies conducted in Finland and Norway (Bøe & Hognestad, 2017; Fonsen & Soukainen, 2019; Heikka & Waniganayake, 2011). This study therefore contributes to the existing literature on early childhood education leadership particularly pedagogical leadership in the 21st century. It will help researchers to understand and derive the meaning of pedagogical leadership from a different cultural context in Africa, specifically in Ghana. Essentially the study will be useful to guide stakeholders in early childhood education both locally and internationally on pedagogical leadership practices. The main research questions that guided the study are:

1. How do educational leaders of early childhood education in Ghana understand pedagogical leadership?
2. How is pedagogical leadership enacted in early childhood education settings in Ghana?
3. What factors enhance the enactment of pedagogical leadership in early childhood education in Ghana?

4. What challenges do leaders in early childhood education settings face in enacting pedagogical leadership?

3.1 Research Rationale

The study adopted a qualitative method to explore how pedagogical leadership is enacted by educational leaders in early childhood education settings in Ghana. Bloomberg and Volpe (2016) wrote that qualitative research “is suited to promoting a deep understanding of a social setting or activity as viewed from the perspective of the research participants” (p. 38). Again, qualitative methodology permits the use of multiple methods of data collection such as interviews, documents, and observations in a single study (Creswell & Poth, 2018). Patton (2002) noted that qualitative methodology generates “a wealth of detailed information about a much smaller number of people and cases. This increases the depth of understanding of the cases and situations studied but reduces generalizability” (p. 14). It is also noted by other researchers that qualitative methodology tends to be impressionistic, less structured, and subjective (Bryman, 2008; Creswell & Poth, 2018). Yet these weaknesses cannot play down the strengths of qualitative research which provides the researcher the opportunity to interact with the participants in their settings rather than outside (Patton, 2002). This study thus adopted, specifically, qualitative case study design to interact and obtain detailed information from participants on how pedagogical leadership is enacted in early childhood education settings in Ghana (Bloomberg & Volpe, 2016). Also, the design will be helpful for obtaining detailed description of early childhood settings and educational leaders (Merriam, 1998, 2009; Stake, 1995) and may unfold discoveries of how pedagogical leadership is enacted by early childhood education leaders. More so, case study design is found to be appropriate for studying educational phenomena (Merriam, 1998). Thus, the design is

appropriate to achieve the purpose of this study which is to explore how pedagogical leadership is enacted in early childhood education settings in Ghana. The study was conducted in the natural school settings of the educational leaders which enabled the researcher to obtain detailed information through interviews, observations, and documents (Creswell, 1998).

3.2 Research Philosophy

The paradigmatic commitment or the philosophical worldview or belief (Creswell & Plano Clark, 2011; Guba, 1990) that underlie this qualitative study is constructivism (Merriam, 1998). Merriam asserts that “one of the assumptions underlying qualitative research is that reality is holistic, multidimensional, and ever-changing; it is not a single, fixed, objective phenomenon waiting to be discovered, observed, and measured as in quantitative research” (p. 202). Thus, constructivism recognizes the idea of multiple forms of knowledge generated or constructed between the “knower” and “known” (Yazan, 2015). Guba and Lincoln (1994) explained that a paradigm is a “basic belief system or world view that guides the investigator not only in choices of method but in ontologically and epistemologically fundamental ways” (p. 105). Four philosophical assumptions that are commonly made by researchers in a qualitative research study are ontological, epistemological, axiological, and methodology (Creswell & Poth, 2018). These assumptions generally applied in a qualitative study to guide the researcher to address issues and questions regarding the nature of reality (ontology), how knowledge is known (epistemology), values of the study (axiology) and the research process (methodology) (Creswell & Poth, 2018).

Hence, the ontological stance of this study is subjectivism implying that there are multiple “realities” of how educational leaders enact pedagogical leadership in early childhood education settings. Educational leaders have different experiences and constructions of pedagogical

leadership. Epistemologically, the study assumes that the knowledge of enacting pedagogical leadership in the Ghanaian setting can best be explored by engaging leaders through interviews and observing them in their school settings. The views and experiences that leaders would share would serve as a basis for constructing knowledge to help understand how pedagogical leadership is enacted. Axiologically, the study recognizes the differing values, beliefs, and principles that both the researcher and the participants or educational leaders would be influenced in their attempt to explain how pedagogical leadership is enacted in different school settings in Ghana.

3.3 Positionality/Subjectivity

In qualitative research studies, Bryman and Teevan (2005) explained that the researcher is both a social actor and an instrument. I consider myself in this study as someone who is familiar with the phenomenon of the study, school settings, and participants because of my previous teaching, outreach, and professional development roles. However, I consider myself as an outsider and an objective viewer of the study phenomenon and setting of the study.

I have worked in the Department of Basic Education of the University of Cape Coast where Early Childhood Education professional teachers are trained. I have also worked with several early childhood education center leaders and teachers in Ghana through supervision of off campus teaching practice, seminars, and workshops. Also in the United States, I have taken classes in early childhood education as part of my doctoral course work in Auburn University. Course projects and school observation visits gave me the opportunity to visit diverse early childhood education centers and settings on Auburn University campus and outside campus in Lee County and Barbour County in the State of Alabama. Comparing and contrasting these experiences in the United States with early childhood settings in Ghana which I experienced during my preschool years give me a deeper

and broader perspective in terms of teaching philosophies, methods, settings, and administration of early childhood education. I have come to appreciate the work of early childhood educators in Ghana who taught us with limited resources in deprived settings and yet they were able to teach us to understand foundational concepts which formed the building blocks of my intellectual capacities to reach this height in education. Thus, I have acquired considerable knowledge of leadership practices in early childhood both in Ghana and in the United States of America.

My interest in this study developed from the teaching and administrative experiences early childhood education leaders have shared with me over the years. This interest was heightened when I took two major courses in early childhood education from the Department of Curriculum and Teaching in the College of Education at Auburn University. My background knowledge of both administrative and pedagogical experiences of early childhood education leaders may affect the way I may view or interpret information provided by participants. The tendency to agree or disagree with participants on what they may share with me in terms of their conceptualization of pedagogical leadership and what they may consider as enabling factors and challenges of pedagogical leadership in early childhood education settings in Ghana. I may also admit that once the study will take place in Ghana, there is the likelihood that I may interview early childhood leaders I have taught or met at early childhood workshops organized by the Department of Basic Education of the University of Cape Coast. Having acknowledged my biases, I do not want my prior or current experiences with early childhood leaders to influence the responses they will provide during the interview sessions. I intend to take precautions in my work with these professionals to enhance the credibility of the study. During the data collection stage, I will collect, interpret, and report their submissions accurately as possible. I will not temper with the data from any of the three instruments (interview, observation, documents) but will seek to triangulate the

data to establish and confirm identified themes for the purposes of confirmability and transferability (Merriam, 2009). Again, I will give participants the opportunity to confirm the data obtained from them and employ the services of outside readers to look at the first draft of my findings (Patton, 2002).

3.4 Pilot Study

The study was preceded with a pilot study at a public basic school in the Komenda Edina Eguafio Abrem (KEEA) Metro of the central region. The headteacher and five teachers were interviewed. It was evident from the pilot study that the participants were not familiar with the term pedagogical leadership. The pilot study thus informed me to ask some leading questions during the actual data collection. Two of such questions were “what is your understanding of pedagogy?” and “what is your understanding of leadership?” before the main question “how do you understand the concept pedagogical leadership?

3.5 Research Design

Case study design was used to conduct the study since it offers opportunities for a deeper examination of a phenomenon within a study setting or a system including an educational institution, a program, event, or concept (Creswell, 2013; Lichtman, 2014; Merriam, 1998, 2009; Stake, 1995, 2000; Yin, 2014). Merriam (1998) defined qualitative case study as “intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social unit” (p. xii). The design is characterized by detailed description of the study setting, participants involved in the study, and data analysis which seeks to develop themes, patterns, and emerging issues (Merriam, 2009; Stake, 1995). The design supports the use

of multiple methods of data collection including interviews, observations, and documents (Creswell & Poth, 2018; Merriam, 1998; Mills & Birks, 2014; Russ-Eft & Preskill, 2009; Stake, 1995) to obtain both primary and secondary data on how educational leaders are enacting pedagogical leadership in early childhood education settings. Thus, triangulation of the data would provide corroborative evidence and lead to an in-depth understanding of how pedagogical leadership is enacted in early childhood education settings (Bloomberg & Volpe, 2016). Also, the essence of the triangulation would be to seek for confirmability and transferability (Merriam, 2009).

In the light of these explanations and descriptions of case study, the study adopted a multiple case study approach. Three Public Basic early childhood schools (cases) were purposely selected based on proximity, teaching experience and educational qualifications. The headteachers and teachers were interviewed and observed on how pedagogical leadership is enacted in their unique settings/context. The same procedures for data collection were replicated in all the three schools (Yin, 2009). Though this approach, multiple case study, would be time consuming and expensive (Baxter & Jack, 2008) it would afford the researcher to analyze data within each school setting and across the three schools (Yin, 2003). The essence is to generate strong and reliable evidence on how pedagogical leadership is enacted in early childhood education settings in the Ghanaian context (Baxter & Jack, 2008). As Miles et al. (2014) noted “multiple cases offer the researcher an even deeper understanding of the processes and outcomes, strengthening the validity of the findings” (p. 30).

3.5.1 Research Sample

The sample for this qualitative multiple case study will comprise three public basic early childhood education schools in the Cape Coast Metropolis in the Central Region of Ghana. These schools will serve as the cases for this study and will be purposely selected to explore and understand the phenomenon of pedagogical leadership (Miles et al., 2014) and how it is enacted by headteachers and teachers in their unique school settings. The headteachers and teachers at the early childhood education level of the selected cases or schools will be purposely included as bounded participants of the study. The selection of the schools and the participants will be based on the educational qualification, administrative and teaching experiences of headteachers and teachers within the early childhood education level. Headteachers and teachers will be expected to have a minimum bachelor's degree certificate in early childhood education from accredited tertiary institutions or universities in Ghana and have worked for at least five years in the school.

3.6 Study Participants

A total of eighteen (18) participants were selected for the study. They included three headteachers and fifteen (15) teachers from three public basic schools in the Cape Coast Municipality in the Central region of Ghana. All the teachers were drawn from the early childhood level of their respective schools, from kindergarten to lower primary. This is in line with Modise (2019) argument that “both the ECCD manager and the teacher are pedagogical leaders within the ECCD space, but with different roles and responsibilities” (p.117). The headteachers and the teachers were purposely included in the study (Patton, 1990; Silverman, 2011, 2013) based on their educational backgrounds in basic education and early childhood education and they had taught for a minimum of five years in their respective schools. They were all appropriate for the

study since they performed both administrative and pedagogical functions in their early childhood centers. The participants' roles, educational background, years of experience and gender have been highlighted in chapter four under the sections on final case sites and participants. The participants were given recruitment letters which contained the title of the study, the purpose, significance, and how the findings would be used or disseminated. Enclosed in this letter was the informed consent for participants which they filled out. The informed consent letters were collected the same day by the researcher before the interviews and observations were conducted.

3.7 Data Collection

Data for this study were collected through multiple sources including interviews, observations, and documents (Merriam, 1998; Stake, 1995). Bergman (2008) asserted that using data of different types can help to determine what interpretations of phenomena are more or less likely to be valid and to provide complementary information that illuminates different aspects of what we are studying. All the participants were interviewed to document their responses on how they conceptualize and enact pedagogical leadership in their schools. Participants were also given the opportunity to write out responses to similar questions on covering pedagogical leadership relating to enabling factors and challenges associated with the enactment of pedagogical leadership practices in their schools. Again, observations were conducted on teacher participants' classrooms and headteachers' offices to confirm the responses of participants to the interview questions. National and school-based documents were inspected to identify pedagogical leadership practices of the school. Finally, follow-up interviews with participants were conducted to confirm generated themes the researcher had deduced from the interview data. These data collection methods for the study are discussed in the following paragraphs.

3.7.1 Interviews

Interviews as a method of data collection are used in most qualitative studies and have been discussed by many researchers (Brinkmann & Kvale, 2015; Creswell, 2013; Denzin & Lincoln, 2013a, 2013b; Fontana & Frey, 2003; Marshall & Rossman, 2015; Patton, 1990; Rubin & Rubin, 2012). Brinkmann and Kvale (2015) wrote that a qualitative research interview is an “attempt to understand the world from the subject’s point of view, to unfold the meaning of the subject’s experiences, to uncover their lived world” (p. 1). They add that during interview “knowledge is constructed in the interaction between the interviewer and the interviewee” (p. 4). The process begins with the assumption that the perspective of participants is meaningful, knowable, and able to be made explicit (Patton, 1990). It is based on this that the researcher engaged the study participants, headteachers and teachers at the early childhood education level of three public basic schools, in an in-depth interview on their experiences and practices regarding enacting pedagogical leadership in their school settings. This afforded the researcher the benefit of capturing the participant’s views, perceptions, and experiences on pedagogical leadership (Creswell, 2013; Denzin & Lincoln, 2013; Marshall & Rossman, 2015, Bloomberg & Volpe, 2016). However, research (Fontana & Frey, 2003; Rubin & Rubin, 2012) have identified some limitations with the use of interviews in qualitative research. They note that not all participants can articulate their views on the phenomenon that the researcher is investigating and not all researchers have the skill of conducting effective interviews. They add that interviews are context and content specific and as a result data obtained cannot be generalized. Interestingly, these limitations are not applicable to this study since the researcher sought for transferability of findings of this study (Lincoln & Guba, 2000). Again, the participants of the study were experienced headteachers and teachers in early childhood education who have taught in their respective schools for over five years (Section

4.2). Also, semi-structured interviews were employed to allow for flexibility while ensuring that the interview process “do not become too casual” (Cohen, Manion, & Morrison, 2011, p. 415). The interview questions covered four main themes namely conceptualization, enactment, enabling factors and challenges of pedagogical leadership. These themes were deduced from the four main research questions and the conceptual framework of the study. The interview sessions for each participant lasted for 30-90 minutes based on the depth of information participants communicated. The interview sessions were tape-recorded with permission from the participants, transcribed verbatim and reviewed for accuracy.

3.7.2 Observation

Observation is one of the fundamental methods for conducting qualitative research for the purpose of discovering and explaining complex interactions that exist in the natural social settings of the study (Bloomberg & Volpe, 2016). Per the nature of this research study, observation was conducted during the fieldwork to complement the interviews conversations (Kearns, 2000; Winchester & Matthew, 2000). The intent was to obtain first-hand information on how pedagogical leadership is enacted in early childhood education settings (Bloomberg & Volpe, 2016). The researcher spent one week in each case setting for observation of teachers in their classrooms and headteachers in their offices. The observation was meant to validate, clarify, and compare the interview data obtained from the participants. The classroom observation was meant to look at for example, the availability and use of teaching and learning resources or aid which some of the participants had stated that it facilitated their enactment of pedagogical leadership roles in the classroom with respect to teaching and learning. Again, participants made mention of lack of classroom space for creating learning centers, class size, and less print rich classrooms which the

researcher used the classroom observation to either validate or clarify. Observation of headteachers' offices also helped to identify some of the pedagogical leadership roles teachers enacted outside their classroom but in the school setting. These roles and responsibilities of teacher participants were captured on duty rosters pasted on the walls of the headteachers' offices. These were helpful in helping the researcher gain a deeper understanding of the broader pedagogical roles of all participants which they could not share or state during the interview.

The classroom observations lasted for a lesson or a period and was followed by informal interaction with teacher participants to discuss and include certain roles, certain key factors and challenges which were not captured during the interview conversation. The researcher also observed weekly PLC meetings where all the participants including the headteachers converged for workshops on how to teach certain challenging concepts which some of the participants had presented for discussion. PLC meetings were seen by participants across the three cases as a critical enabling factor for enacting pedagogical leadership in the school settings. This assertion and other factors were all validated or clarified during the school visits and observation. Observation was also conducted on the school compound to validate some of the statements of participants who saw pedagogical leadership as extending beyond the school setting. The pedagogical leadership roles enacted during morning assemblies by participants were confirmed through observation. For each school visit the researcher got there before morning assembly and stayed until closing.

3.7.3 Document and Artifacts

Document analysis is seen by some qualitative research experts as an appropriate and applicable method for data collection in qualitative case studies (Stake, 1995; Yin, 1994). It is described as a process of reviewing and interpreting documents to produce empirical knowledge

and obtain understanding of the study phenomenon. The process involves skimming, reading and interpretation of relevant documents (Bowen, 2009). Hammersley and Atkinson (2007) defined documents and artefacts as “social products that reflect the interest and perspectives of their authors” (p. 130). They contain “values and ideologies, either intended or not” (Hitchcock, Hitchcock, & Hughes, 1995, p.231). Bowen points to several advantages of document analysis including efficiency, availability, cost-effectiveness, lack of obtrusiveness and reactivity, stability, exactness, and broad coverage (Merriam, 1988; Yin, 1994). However, document analysis has disadvantages in terms of lacking insufficient details, low retrievability, and biased selection on the part of the researcher (Yin, 1994). Notwithstanding, I used this method of data collection to locate and obtain relevant documents for information on early childhood education policy and practices, school policies, position description, school curriculum development policy, and philosophy statements. As Merriam (1998) alluded “Documents of all types can help the researcher uncover meaning, develop understanding, and discover insights relevant to the research problem” (p. 118). In this study, national and school-based documents were used as additional data sources for the study. The national documents which were examined included National Pre-tertiary Education Curriculum Framework, Early Childhood Care and Development Policy, USAID Partnership for Education; Learning, Coaching/School-Based INSET, Resource Guide, National Pre-tertiary Learning Assessment Framework, and USAID Partnership for Education: Learning T2E PLUS Early Grade Reading Materials Implementation KG2, B1 and B2 GLOI Teacher Training, Resource Packet. These documents helped the researcher to understand the implementation of the new national pre-tertiary education curriculum policy. The new definition of basic education in Ghana which extends from the kindergarten to the senior high schools in Ghana. The adoption of the standards-based approaches to teaching and learning in the basic education classrooms. The

new dimensions that the introduction of the standards-based curriculum has brought into the education system in terms of lesson notes preparation, teaching, and assessment procedures that teachers were to enact as part of their roles as pedagogical leaders. Also, the mandatory internal school in-service education and training known as the professional learning communities (PLC) which was organized weekly to facilitate teacher-teacher interaction and to address internal teaching and learning challenges teachers were encountering in terms of pedagogy and content areas in basic education. Again, a national document, USAID Partnership for Education: Learning T2E PLUS Early Grade Reading Materials Implementation KG2, B1 and B2 GLOI Teacher Training, Resource Packet, on the adoption of a national pedagogy for kindergarten and lower primary classes were also examined. The document helped me to observe the leadership that teachers provided in terms of pedagogy as they implemented the “learning” program in their various classrooms.

School-based documents which were also examined and used to validate the interview conversations included head teachers' handbook, teacher's attendance book, staff minutes book, PTA minutes book, professional learning community (PLC) minutes book, logbook, movement book, admission register, teacher's attendance book, personal records files. These documents helped the researcher to validate the interview conversation of all the participants regarding their roles as pedagogical leaders and the efforts made at the school level to implement government policy, programs, and initiatives for example the professional learning community activities and meetings.

3.8 Data Analysis

Merriam (1998) defined data analysis as “the process of making sense out of the data. And making sense out of the data involves consolidating, reducing, and interpreting what people have said and what the researcher has seen, and read-it is the process of making meaning” (p. 178). It ensures that the researcher establishes order, structure, and meaning to the voluminous data collected (Bloomberg & Volpe, 2016). This study is not an exception since data was collected from multiple sources namely interviews, observation, and documents. However, to ensure that the researcher can have a firm grip of the data without missing important details from any of the sources, data analysis was done simultaneously with the data collection. Thus, data was handled in accordance with Yin’s (2013) suggestion of handling the study data “from the ground up” (p. 136). Yin argued that this strategy involves “reading and re-reading transcripts, fieldnotes and other documents, keeping a journal to help with clarification and consideration of emerging issues, and seeing patterns, insights or concepts that might emerge” (p. 135). Also, Merriam (1998) noted that “without ongoing analysis, the data can be unfocused, repetitious, and overwhelming in the sheer volume of material that needs to be processed. Data that has been analyzed while being collected is both parsimonious and illuminating” (p. 162).

Generally thematic analysis was employed to analyze the data. As an example of a multiple case study research, within-case analysis was conducted first followed by cross-case analysis. Bloomberg and Volpe (2016) referring to Merriam (2009) wrote that qualitative analysis mostly results in the identification of repeated patterns or themes that flow through the data. This type of analysis will enhance a rich and deeper understanding of the phenomenon, pedagogical leadership in the context of the study setting, but not meant for generalization (Bloomberg and Volpe, 2016).

All the interviews were transcribed manually by the researcher using Microsoft Office Dictation and coded based on the themes drawn from the research questions and the conceptual framework of the study. After extensive reading and re-reading of the transcripts the researcher employed both inductive (e.g., descriptive, in vivo) and deductive (e.g., concept) coding types and placed them appropriately under the major themes of conceptualization, enactment, enabling factors, and challenges of pedagogical leadership. Since the participants responded to interview questions centered on the four main themes it lessened the challenge of appropriately coding the interview transcripts under the major themes. After coding the individual participants' transcripts, the transcripts were put together case by case and analyzed accordingly for the within-case analysis to begin. At this point the researcher started looking for peculiarities and commonalities of themes under the main four themes (Braun & Clarke, 2006; Riessman, 2008). As Saldana (2015) pointed out "a theme is an outcome of coding, categorization and analytic reflection" (p. 14). This process was repeated independently for all the three cases to enhance the within-case analysis. After the within case analyses was completed, the data for the within cases were put together as a whole for the cross-case analysis. This enabled the researcher to compare across the case dominant and less dominant themes for further analyses of the study. In cross casing the themes from the within cases some of the minor themes were encapsulated in the others to form a broader theme. For all the analysis attention was given to the number of participants who shared similar themes, unique themes, and the number of cases where these themes were dominantly or sparsely shared.

As noted previously in sections 3.6.2 and 3.6.3 both observation data and documents helped the researcher to understand the shared information of participants on pedagogical leadership. All the documents which were read by the researcher had no direct connection with the concept of pedagogical leadership which could have been used as excerpts while the observation which

followed the interviews were done to confirm some of the shared information. For instance, participants shared that lack of teaching learning materials were a challenge to pedagogical leadership and was confirmed during the classroom observation. Thus, the data from these three sources of data collection were triangulated. Case descriptions were developed based on final themes and case assertions clearly made (Stake, 1995). Finally, conclusions were drawn framed within the context of the original research questions.

3.9 Credibility and Trustworthiness

To ensure the credibility and trustworthiness of the findings of this qualitative study, the researcher engaged in practices including triangulation, prolonged engagement, and member checking (Lincoln & Guba, 1985; Tracy, 2010). First, triangulation was used to search for convergence among the different data sources (interviews, observations, and documents) to help develop major and minor themes to facilitate data analysis (Denzin, 1989; Tracy, 2010). As Denzin (1970) explained, triangulation is “the combination of methodologies in the study of the same phenomenon” (p. 291). The intent is to produce a confluence of evidence that breeds credibility (Eisner, 1991). Second, I engaged in conduct member checking to confirm themes that were developed from the data. This was done through follow-up interviews and collaboration with participants which gave them the opportunity to read the interview transcripts. Some minor corrections were observed by participants in terms of their roles and class and were corrected and included in the data (Merriam, 1998; Saldana, 2016). The practice is seen by Lincoln and Guba (1985) as “the most crucial technique for establishing credibility” (p. 314). Finally, I stayed at the research site during the data collection for a prolonged period of eight weeks (Tracy, 2010). This

helped me to gain a deeper understanding of the views that the participants expressed in line with the observation data (Tracy, 2010).

3.10 Ethics

Researchers are morally bound to conduct their study in a manner that minimizes the potential harm to participants (Bloomberg & Volpe, 2016) and employ appropriate methods of investigation to generate and communicate the findings of the study (Dowling, 2000). Generally, ethical issues address concerns regarding respect for participants' privacy and consent, their welfare in terms of minimizing potential harm and enhancing reciprocity, and justice in the light of equitable treatment and inclusivity (Creswell & Poth, 2018). To achieve these, the study adhered to the guidelines of Institutional Review Board (IRB) of Auburn University, with approval number 21-526. In this regard the necessary documentations were gathered and submitted for approval and permission (Creswell, 2012; Sieber & Tolich, 2013). Again, Ghana Education Service (GES) protocols for conducting research in public schools in Ghana followed meticulously. Participants were given informed consent forms which they filled out, endorsed, and returned to the researcher the same day. Copies were made and sent to participants to keep before the data collection began. They were informed about the study topic, purpose, aim, expected time commitment, risks, and confidentiality related issues regarding their participation. Again, permission was sought from the participants before the interviews were recorded and observations made on their teaching. Some of them initially were reluctant to have the interview session citing confidentiality challenges. However, I reminded them of the ethical principles of the study. The data obtained was uploaded to the researcher's personal folder and shared with my dissertation chair in the Auburn University Box. Also, the names of the schools and the participants were kept anonymous by employing

appropriate research codes to enable the findings to be shared publicly. Ultimately, the researcher ensured honesty with participants and ensured that the study was conducted within the confines of ethical research principles.

3.11 Significance and Limitations

This qualitative case study design contributes to the understanding of how pedagogical leadership is enacted in early childhood education settings in Ghana. The aim of Ghana's early childhood education program is to address developmental inequalities and outcomes among children of school going age (Bago et al., 2020) and implemented as a developmental strategy to reduce poverty (Government of Ghana [ECCD Policy], 2004). In this regard, pedagogical leadership in early childhood education is key for greater impact on children development and the whole early childhood education school organizations (Andrews, 2009). It is unfortunate that literature on leadership in early childhood education in Ghana is scarce. And even pedagogical leadership is less explored globally except few studies conducted in Finland and Norway (Bøe & Hognestad, 2017; Fonsen & Soukainen, 2019; Heikka & Waniganayake, 2011). This research study provides both contextual and holistic understanding of pedagogical leadership from the Ghanaian perspective and substantially adds to the literature on leadership in early childhood education. Essentially the study could be useful to guide stakeholders in early childhood education both locally and internally on pedagogical leadership practices. Study findings are insightful and can be of immense benefit to the Ministry of Education, policy experts, policy developers, educational administrators, principals, teachers, parents, private practitioners, and other stakeholders who are connected to early childhood education in Ghana. Despite the researcher's subjectivity in terms of school choice, researcher bias in terms of study location (Ghana) and participant reactivity because

of the researcher taking the role of interviewer, credible data were collected that provide useful insights of pedagogical leadership in early childhood education schools. I remained professional and ethical in questioning the participants during the interview process. All physical indications in the form of gestures and reactions were avoided which ensured that the participants gave a fair response to all the research questions. Again, this ensured that I got firsthand information which helped me to ask probing questions based on my deeper knowledge of the study which would not have been possible if an assistant or any field worker had conducted the interview. The information that the researchers gave as responses to the questions were reported accurately. Selecting schools purposely ensured that the sampled schools and the participants met the criteria set for the study.

CHAPTER FOUR: WITHIN CASE ANALYSIS

4.0 Introduction

This chapter presents within-case analysis and findings of the three case studies, using qualitative research data from interviews, observations, and documents. Data analysis and findings for each case is organized into four thematic areas based on the study's conceptual framework and research questions. Themes that emerged are (1) conceptualizations of pedagogical leadership, (2) enactment of pedagogical leadership, (3) enabling factors of pedagogical leadership, and (4) challenges to pedagogical leadership in early childhood settings.

The research questions guiding the study are:

- 1) How do educational leaders in early childhood education in Ghana understand pedagogical leadership?
- 2) How is pedagogical leadership enacted in early childhood education settings in Ghana?
- 3) What factors enhance the enactment of pedagogical leadership in early childhood education in Ghana?
- 4) What challenges do leaders in early childhood education settings face in enacting pedagogical leadership?

Study data were collected from early childhood educational leaders in three public basic schools in the Cape Coast metropolis in the Central Region of Ghana. These leaders were three headteachers and 15 early childhood education teachers. Further case descriptions, with biographic data and profiles of all participants, are discussed and summarized in Tables 1, 2, and 3. Codes and pseudonyms to designate the cases and educational leaders to maintain privacy and anonymity in this study.

4.1 Analysis and Findings

The analysis and findings of the study begins with the description of the case sites and participants. The description of the cases included the geographical locations, biographical data of all participants, and the total enrolment. The analysis and findings of the study based on the interview data then continued with the within case analyses of all the three cases/schools in succession beginning with case one. The analysis and findings in each case covered conceptualization, enactment, enabling factors, and challenges of pedagogical leadership. Case summaries are provided for each case which highlights the major overarching subthemes and minor but important subthemes that participants shared during the interview conversations.

4.2 Final case sites and participants

To clearly understand pedagogical leadership, the context of the three case studies, Case One, Case Two and Case Three, and participants are described in this section.

4.2.1 Case One and Participants

Case One is a faith-based public basic school in the Cape Coast Metropolitan area of the Central region. It falls within the OLA circuit, located at the northern part of the OLA/Madina community. The southern part of the community is bordered by the sea which serves as the main source of occupation (fishing) and livelihood of the community members. The school has a total enrolment of 355 made up of 176 boys and 179 girls. Out of the total enrolment, the early childhood education level (Kindergarten and Lower primary) has a subtotal of 96 comprising of 47 boys and 49 girls. The vision statement of the school is to be a school among the best and with high moral values and Presbyterian discipline. The school intends to achieve their vision guided by the mission

statement, that the school will be a home for all children of school going age and through the help of dedicated teachers, parents, and other stakeholders build these young ones to pursue a holistic education. The early childhood level of the school was the focus of the study hence the headteacher and all the five classroom teachers at the early childhood education level were purposely included in the study. Participants' years of teaching experience ranged from 7 years to 26 years, and they had all obtained varied certificates in education. The years of experience and certification in education were not important variables that were considered for sample participation of this study. The headteacher participant was male and all the five (5) teacher participants were females though this was not a sampling technique. Three (3) participants including the headteacher had master's degree in education related programs, three (3) with bachelor's degree in basic education and early childhood education. Table 4.1 depicts the educational credentials and teaching experience of the participants.

Table 4. 1

Demographic Information of Participants at Case One

Participant	Participant Role	Educational Background	Gender	Teaching Experience
C1HT	Headteacher	Post Graduate Diploma in Education (PGDE)/ Master's in Educational Administration	M	21
C1P3T	Class Teacher	B.Ed. Basic Education	F	21
C1P2T	Class Teacher	B.Ed. Basic Education/M.Ed. Teacher Education	F	7
C1P1T	Class Teacher	B.Ed. Basic Education	F	16
C1KG2T	Class Teacher	B.Ed. Early Childhood Education	F	9
C1KG1T	Class Teacher	Master's in Basic Education /B.Ed. Primary Education	F	26

Note. C1HT = Case 1 Headteacher; C1P1T = Case 1 Primary 1 Teacher; C1KG1T = Case 1 Kindergarten 1 Teacher

4.2.2 Case Two and Participants

Case Two is a public basic school within the Apewosika-Amamoma circuit of the Cape Coast Metropolitan area of the central region of Ghana. The school is situated at the southern part of the Apewosika community which is within the old site campus of the University of Cape Coast. The school is strategically situated and serves many communities and parents who have the means of reaching the community by car. The parents of children in this school are mostly government workers and other members of the Apewosika and Amamoma community. The vision of the school is to empower pupils to acquire, demonstrate, articulate, and value knowledge and skills that will support them as lifelong learners to the global world. Also, the mission statement is to provide every child with an excellent educational experience which is enjoyable, stimulating and enables them to reach their full potential. The school has a total enrolment of 517 made up of 260 boys and 257 girls. The subtotal enrolment at the early childhood education level (Kindergarten and Lower primary) is 219 made up of 120 boys and 99 girls. Participants' years of teaching experience ranged from 8 years to 26 years, with the highest qualification of Master of Philosophy degree in education and the least qualification of diploma in early childhood education. All five teacher participants have at least a degree in early childhood education. Aside from the headteacher who is a male all five teacher participants were females. However, gender was not a variable considered for the selection of the participants. The data on the participants' profile is shown in

Table 4. 2.

Demographic Information of Participants at Case Two

Pseudonym	Role of Participant	Educational Background	Gender	Teaching Experience
C2HT	Headteacher	MPhil in Educational Administration	M	26
C2P3T	Class Teacher	Master's in Administration in Higher Education/B.Ed. Early Childhood Education	F	9
C2P2T	Class Teacher	B.Ed. Early Childhood Education	F	8
C2P1T	Class Teacher	B.Ed. Early Childhood Education	F	9
C2KG2T	Class Teacher	B.Ed. Early Childhood Education	F	20
C2KG1T	Class Teacher	B.Ed. in Early Childhood Education	F	10

Note. C2HT = Case 2 Headteacher; C2P1T = Case 2 Primary 1 Teacher; C2KG1T = Case 2 Kindergarten 1 Teacher

4.2.3 Case Three and Participants

Case Three is a government basic school within the Pedu/Abura circuit of the Cape Coast Metropolitan area of the central region of Ghana. The school is situated at the heart of the Abura community who are predominantly Ahmadis (The Ahmadiyya Movement of Ghana). The town has the second busiest market center in Cape Coast and members of the community are mostly petty traders and small-scale business operators. The vision of the school is to provide a holistic and quality education in partnership with stakeholders and to provide a God-fearing, disciplined, and self-confident individual. Again, the school endeavors to achieve the vision through (1) creating a conducive environment for the spiritual and moral development of each child, (2) creating a favorable environment for the physical and emotional development of each child and, (3) providing what it takes to achieve and maintain the ultimate academic standards. The school has a total enrolment of 443 made up of 260 boys and 237 girls. The subtotal enrolment at the early

childhood education level (Kindergarten and Lower primary) is 141 made up of 67 boys and 74 girls. Participants' years of teaching experience ranged from 16 years to 26 years, with the highest qualification of Master of Education in Basic Education and the least qualification of bachelor's degree in Basic Education. All six (6) participants in this case setting were females, although gender was not a variable considered for selecting them. The data on the participants' profile is shown in Table 4.3.

Table 4. 3

Demographic Information of Participant at Case Three

Participant s	Role of Participant	Educational Background	Gender	Teaching experienc e
C3HT	Headteacher	M.Ed. Basic Education/ B.ED. Basic Education	F	26
C3P3T	Class Teacher	B.Ed. Basic Education	F	20
C3P2T	Class Teacher	B.Ed. Basic Education	F	18
C3P1T	Class Teacher	B.Ed. Basic Education	F	16
C3KG2T	Class Teacher	B.Ed. Basic Education	F	26
C3KG1T	Class Teacher	B.Ed. Basic Education	F	6

Note. C3HT = Case 3 Headteacher; C3P3T = Case 3 Primary 3 Teacher; C3KG1T = Case 3 Kindergarten 1 Teacher

4.3 Case One: Within-case-study analysis and findings

Within-case-analysis is guided by four themes: conceptualization of pedagogical leadership, enactment of pedagogical leadership, enabling factors of pedagogical leadership and challenges to pedagogical leadership. This is followed by a within-case summary of findings that capture common and unique themes of relevance across headteacher and teacher participants.

4.3.1 Conceptualizing pedagogical leadership

Understandings of pedagogical leadership were generated to contextualize the study's interpretive phenomena. Participants were asked to explain how they understood pedagogical leadership, its scope, and why they consider themselves as pedagogical leaders. From the interviews, educational leaders in Ghanaian early childhood settings conceptualized pedagogical leadership differently. As shown in Table 4.4, three themes, connoting narrow and broader views of how participants understood pedagogical leadership were identified (1) capacity of using methods of teaching, (2) support for teaching and learning, (3) partnership and engagement of multiple stakeholders.

Table 4. 4

Participants' conceptualization of pedagogical leadership

Main theme	Subthemes	Number of Participants	Description of participants by codes
Conceptualization of Pedagogical leadership	Capacity of using methods of teaching	5	C1HT, C1P3T, C1P2T, C1P1T, C1KG2T
	Support for teaching and learning	1	C1HT
	Partnerships and engagement of multiple stakeholders	6	C1HT, C1P3T, C1P2T, C1P1T, C1KG2T, C1KG1T

4.3.1.1 Capacity of using methods of teaching

Five participants at Case 1, comprising the headteacher and four teachers explained pedagogical leadership in terms of teachers' ability to use methods of teaching in early childhood settings. They indicated that pedagogical leadership means teachers are capable of effectively applying diverse methods, strategies and techniques in teaching and learning "to attain curriculum

goals” (C1P1T) in early childhood settings and classrooms. The analysis showed that some teachers felt pedagogical leadership is what enables teachers to lead teaching-learning interactions and enhance children’s understanding and learning. One teacher participant captures this meaning of pedagogical leadership, and indicated further that to lead pedagogically, teachers require knowledge of using different pedagogies in early childhood classrooms:

Pedagogical leadership is the various methods the class teacher or leader uses to help the children understand what is to be taught. It means that with pedagogical leadership, teachers [are able to] use appropriate strategies to enhance children’s understanding and learning. (CIP2T)

For headteacher C1HT, pedagogical leadership is about educational leaders “devising strategies to support children’s learning and development.” Some teacher participants similarly noted that pedagogical leadership involves the ‘intentional’ act of guiding learners with different teaching methods to attain curriculum goals. One teacher said that “pedagogical leadership is the act of teaching and guiding the learner to achieve learning targets” (C1KG2T). Participants’ interview data reveal that, to lead pedagogically, teachers should strategically and appropriately choose useful methods for instruction. According to C1P3T, pedagogical leadership means:

Using methods of teaching to lead your pupils...various methods... Being the leader of the class you introduce methods that you will need [to teach] ... or will be appropriate for the lesson.... and you lead.

Succinctly, many teacher participants understood pedagogical leadership as leading learning with methods of teaching. All case participants noted that teachers’ capacity to use methods of teaching involves complementary roles, of facilitating, supporting and scaffolding learning, as well as sharing and using innovative materials in early childhood settings to promote effective teaching and learning. This means pedagogical leaders play useful roles in classrooms based on the choice of methods for instruction.

[As a teacher] I use methods of teaching in guiding learners to achieve their targeted goals through facilitating during instructional hours, using innovative materials and helping learners to also become free of themselves to come out with whatever they have... [It involves] we [teachers] sharing and solving problems for children to become whatever they want to become or achieve whatever they want to achieve at the end of that lesson. (CIKG2T)

Another participant, C1P2T, emphasized that, pedagogical leaders use differential approaches in addressing varying learning challenges of children:

I am the leader, so I use different approaches and methods in teaching the children to solve their problems. The teaching methods can help me find out their challenges. In the same way I use these pedagogical skills to address their challenges.

Another teacher, CIP3T, affirmed the explanation of teacher CIP2T of how she conceptualizes pedagogical leadership, “I take care of the class. I monitor the pupils if there is any challenge. I use many methods, so I will say I am a pedagogical leader” (C1P3T).

4.3.1.2 Support for teaching and learning

In a unique instance, the headteacher at Case One conceptualized pedagogical leadership as embodying all supports for enabling effective teaching and learning in early childhood settings. Such supports are multifaceted and include internal or school-level opportunities that are provided for educational leaders, including headteachers and teachers, to enable them to execute their supervisory and teaching roles. The headteacher felt in-service training and education and encouraging teachers to participate in PLC meetings enhance their content knowledge and pedagogical skills to lead teaching and learning activities in classrooms. Some participants noted that supporting teaching and learning is important because it is a way of increasing teachers' capacity to adopt suitable strategies for ensuring that children are well-trained in line with the expectations of society. In conceptualizing pedagogical leadership, C1HT noted that providing

necessary support for teaching and learning can ensure educational leaders holistically train children to reflect the domains of learning and prepare them for the world of work and society. He indicated:

Pedagogical leadership is about support for teaching and learning. Everything about teaching and learning you [headteacher] do... ensure that we [educational leaders] build a holistic child... holistically train children to be useful citizens. It's about support we [educational leaders] give towards teaching and learning.

Additionally, some participants saw pedagogical leadership as entailing 'special and generalized' training support for teachers, especially during changes in policies or curriculum reforms in early childhood education. The headteacher said that, *as the* key source of support for teaching, "I conduct training for them[teachers] so that they will be abreast with the new changes that are coming in schools..." In providing training for teachers, the headteacher collaborates with and involves teachers, reiterating that he was not an embodiment of all knowledge. He mentioned:

We meet every Wednesday for PLC meeting where I share knowledge with them [teachers]... because I'm the epitome of all knowledge, I involve them[teachers] so that they also give out what they have.

Aside from training support for teachers, the analysis revealed that pedagogical leadership involves providing specific resources such as teaching and learning resources or aids for teachers to carry out effective teaching and learning in classrooms. The analysis shows the headteacher sometimes purchased these resources with his own funds. Headteacher C1HT said "I try as much as possible to provide the needed [teaching and learning] resources for them [teachers] to make their teaching effective. Recently I bought a projector for teachers so that lessons can be interesting." This implies that support is provided for teachers to lead pedagogically in the classrooms and are targeted at children's successful learning experiences in the classroom settings.

Further analysis showed that internal support for training is complemented with external expert knowledge from education officials, including curriculum leaders and other resource persons:

And when it [training support] is beyond us [educational leaders], we invite some people [education officers, including curriculum leaders] from outside, resources from outside to come and train us or share their knowledge with us. (C1HT)

4.3.1.3 Partnerships and engagement of multiple stakeholders

All six participants in case 1 conceptualized pedagogical leadership as continuing partnerships and engagement of multiple stakeholders within and across the school, home, community, and broader society for enabling early childhood education. Three levels of partnerships were identified: (1) School level partnerships e.g., teacher-teacher, and teacher-headteacher; (2) Home-school partnerships e.g., school and parents, teacher-parents; headteacher and parents and (3) School-community partnerships e.g., school and immediate community, school and NGOs. Thus, pedagogical leadership was seen to involve different and mutually reinforcing levels of partnerships within and across the school for drawing support and input from stakeholders to enhance effective teaching and learning.

4.3.1.3.1 School-level partnerships and engagement

The headteacher and three teachers perceived pedagogical leadership to be purposeful partnerships, involving mutual benefitting interactions such as headteacher-teacher relations, and teacher-teacher, aimed at enhancing educational leaders' capacities for teaching and learning at the early childhood and school level. Such partnerships involve activities such as coordinating

teachers for in-service training, organizing curriculum leaders and teachers for professional learning community meetings, and teaching colleague teachers.

The analysis revealed that participants understood pedagogical leadership partnerships, involvement and participation as teachers interacting educationally and assisting each other. Such interactions involve ‘expert’ teachers providing content knowledge support, pedagogical skills, and strategies, to teach effectively. A teacher participant, C1KG1T, remarked:

We have what we call the PLC, we do internal workshops. We have colleagues around when you don’t understand something you go to them, they teach and the headteacher has been very productive. When you need something for the class, he does not hesitate, he gets it for you.

One participant teacher shared that these partnerships, involvement, and participation at the school level breeds cooperative and healthy relations among teachers that goes a long way to enhance their pedagogical leadership in the school setting. She mentioned:

I’m able to interact with [colleagues] teachers … When I am having a problem in the classroom, I go out there freely to tell them so that we can share ideas and have cooperative relations in our classroom and school setting. (C1KG2T)

As noted, pedagogical leadership is conceived as headteachers supporting teachers pedagogically to improve teaching and learning. The headteacher participant perceived that interacting with teachers help them to be abreast with and implement effectively the national and school curriculum as pedagogical leadership. He said, “I read a lot so I am abreast with most educational changes so that I will be able to tell them [teachers] what is at stake so they will be aware” (C1HT). In some situations, through engaging teachers at professional learning community (PLC) meetings and school-based in-service education and training the headteacher takes the lead to help teachers deal with the challenges of implementing national curriculum in the school setting. C1HT mentioned

“I need them [teachers] to be abreast with the challenges with the [curriculum] policy, so I have been organizing periodic training for them.”

Another teacher participant believed that pedagogical leadership at the school setting involves educational leaders creating opportunities to foster cooperation among teachers for professional learning. This was evident through organizing and leading in-service education and training and professional learning community (PLC) meetings. C1P1T said “my headteacher always organizes termly in-service training for us.” Other teachers collaborated with colleagues to enhance their knowledge and skills for teaching at the early childhood setting. It was reported that “teachers are willing to cooperate with me [PLC coordinator] to do the job of organizing, resourcing, and facilitating a professional learning community” (C1P1T).

4.3.1.3.2 Home-school partnerships and engagement

Another level of pedagogical leadership was through home-school partnerships. Such partnerships involve getting the home, including parents, families, and other relatives to participate or engage in school programs and activities, aimed at improving children’s learning and attainment. The analysis showed pedagogical leadership denotes partnerships that teachers foster with parents to deal with teaching and learning activities occurring at the school setting. It was identified that the school as a whole and specifically teachers engage parents on varied issues of concerns relating to children’s learning and performance. To foster such leadership partnerships between the school and parents or home, phone calls and parent personal visits to schools are encouraged, and mutual discussions are made to address the learning challenges of children. For instance, C1KG1T said, “You [the teacher] invite them [parents], and you tell them about a problem their kids have...and discuss some of the things we would do to help. It is a parent-teacher

thing, the child needs help at home.” C1P2T mentioned “So sometimes they [parents] call, or others come in here to find out how their children are doing or faring.”

Another teacher participant reiterated that some parents do call teachers after school hours to engage them on some learning challenges parents perceive their children might be encountering. She said, “at times when you are in the house some of the parents will call you and you stop whatever you are doing, and you attend to them [on the phone] concerning a pupil to help solve a problem” (C1P3T).

4.3.1.3.3 School-community partnerships and engagement

Some participants felt pedagogical leadership connects education stakeholders from the immediate and extended community to support teaching and learning in early childhood and school settings. Such partnerships involve activities of getting the community and families involved in the programs and activities of the school. The interview data showed that “*pedagogical leadership is whereby [the school] have to consider all the stakeholders in the community so that based on that they can help to teach the children*” (C1P1T). Such leadership seeks to draw support and inputs from stakeholders from the community and other professionals within the community where the school is situated. It was revealed that through such partnerships, some professionals from the community can assist teachers to teach specialized or practical topics. C1P2T mentioned that if “*what you are teaching is very practical, [and] you don't have any idea about it. After [teaching] the theory, then you can invite a resource person in the community to assist you*”. Another teacher participant mentioned specifically that she partnered with the chief of the community to teach a topic in the social studies syllabus. C1KG2T stated:

We were having [a lesson on] leaders in our community, so we consulted the chief of this community.... she taught us some traditions... and how other things are done at the chief palace.

The headteacher participant further explained that his pedagogical leadership encompasses partnerships with institutions within his school's catchment areas such as government organizations, higher education institutions (universities), and non-governmental organizations (NGO) in education. He noted that such leadership is beneficial at meeting the training needs of educational leaders at the early childhood and school setting. He said "*we [collaborate to] get some support from the Metro Education Unit*" to assist us meet our leadership training needs at the school (C1HT). He reiterated that "*we also have partnership with a department at University of Cape Coast (UCC)*" for the purposes of meeting the content knowledge needs and pedagogical skills of educational leaders as well. One teacher participant affirming the headteacher's view remarked that "*UCC has been helping us... and Metro Education Unit too sometimes help us with workshops*" (C1P2T). These partnerships were identified to enhance how teachers and headteachers lead pedagogically at the early childhood and school setting.

4.3.2 Enacting pedagogical leadership

Participants were asked to explain how they enact pedagogical leadership in early childhood and school settings. They answered questions on roles in enacting pedagogical leadership, involvement of stakeholders and how pedagogical leadership contributes to changing teaching and learning. Analysis shows educational leaders at Case 1, in performing certain key roles, enact pedagogical leadership differently. Three themes denoting enactment of pedagogical leadership: (1) general leadership roles, (2) specific classroom leadership roles, and (3) instructional/teaching leadership roles, are presented in Table 4.5.

Table 4. 5*Enacting pedagogical leadership*

Themes	Subcategories/examples of themes
General leadership roles	Setting school goals Supporting implementation of curriculum Organizing meetings and training programs Delegating and mentoring Supervising teachers and children Providing teaching and learning resources Partnering with teachers and community
Specific classroom leadership roles	Setting classroom rules Registering children Partnership with stakeholders
Instructional/teaching leadership roles	Teaching and remediation Partnership with stakeholders

4.3.2.1 General leadership roles

Data analysis showed that participants performed general leadership roles as a way of enacting pedagogical leadership in early childhood education and school setting. These roles are categorized into seven subthemes (1) setting school goals (2) supporting implementation of

curriculum, (3) organizing meetings and training programs, (4) delegating and mentoring, (5) supervising teachers and children, (6) providing teaching and learning resources, and (7) partnering with stakeholders.

4.3.2.1.1 Setting school goals

The headteacher participant, C1HT, explained that goal setting is a critical avenue for enacting pedagogical leadership since it helps the staff to know the school's direction in terms of what is intended to be achieved in a term and the academic year. He indicated:

We [headteacher and teachers] set goals.... if you don't have goals, you don't know where you will be going...We derive our goals from our mission and vision of the school and what we want to achieve, or our goals are clearly stated ...Every teacher is made aware of the direction we want to go and how we want to achieve results (C1HT).

Correspondingly, teachers in the classroom settings set individual targets based on the set school goals. Some participants noted that as teachers seek to implement these school goals to benefit children in early childhood settings, teachers enact certain pedagogical leadership roles. One teacher participant, C1KGIT, said that "*as a class teacher we set our target for the term and for the week.*"

4.3.2.1.2 Supporting implementation of curriculum

Supporting implementation of curriculum was identified as another way of enacting pedagogical leadership in early childhood and school settings. The headteacher participant highlighted that all activities and programs organized at the school level to support teachers to implement the national curriculum for basic schools are part of pedagogical leadership functions.

He noted that he leads by example, as he coordinates the effort of the teaching staff to successfully implement the school curriculum:

I support the teachers in implementing the curriculum. I also lead by example. I lead by example to try to get the teachers onboard so that we can implement the curriculum that has been imposed on us by the government. So basically, I lead the teachers in achieving educational goals. (C1HT)

4.3.2.1.3 Organizing meetings and training programs

Some participants reported that organizing meetings at the school level to discuss and support educational leaders to carry out their roles effectively was a way to enact pedagogical leadership in early childhood education and school settings. These meetings included periodic in-service education and training (INSET), weekly professional learning community (PLC) meetings, and other emergency meetings aimed at strengthening the capacities of teachers. The headteacher participant, C1HT, stated "*I need them [teachers] to be abreast with the challenges with the policy, so I have been organizing periodic training for them.*" Other meetings the headteacher organized as part of enacting his pedagogical leadership roles were PTA and SPAM meetings. These meetings were considered internal school meetings and perceived to bring teachers and parents together. As an indicative example C1HT mentioned that "*We have what we call School Performance Appraisal Meetings (SPAM) where the teachers and the parents we meet to assess ourselves and set goals for the ensuing years.*"

4.3.2.1.4 Delegating and mentoring

Analysis of the findings showed that enacting pedagogical leadership included delegating and mentoring roles at the early childhood education level and school settings. Delegating and mentoring were seen to encourage other educational leaders to feel part of the general leadership of the school and to give them the experience that would prepare them to step into other higher responsibilities. C1HT explained that there are working committees in place to ensure that all teachers are brought on board to feel a sense of leadership. He stated for example that "*I am supposed to do the admission, but I have delegated it to each class teacher*" (C1HT).

Again, the headteacher considered mentoring staff to take up leadership responsibilities was part of his pedagogical leadership enactment roles. He explained that at the school level he encouraged, mentored, and provided orientation for teachers. C1HT stated:

I encourage them [teachers], I mentor some of them and those who have just been posted, I do orientation for them... I try to prepare some of them for future leadership so that they can fit in anytime when duty calls.

4.3.2.1.5 Supervising teachers and children

Analysis of the interview transcripts showed that supervising teachers and children is another key pedagogical leadership at the early childhood setting. The headteacher participant explained that joining teachers to supervise children to clean the school compound was one of his pedagogical leadership roles. He said, "*I participate in the supervision of the children in cleaning the school or making the school ready for learning*" (C1HT). Again, the headteacher explained that he supervised teachers as part of enacting pedagogical leadership in the school setting. He enacted pedagogical leadership through observing teachers' lessons in the various classrooms, vetting lesson notes, and checking teachers' attendance. As an indicative example, CIHT stated:

When the actual teaching starts, I go round to check on them [teachers], at times I sit in to observe the lessons. Then afterward we share observations... formal [and] informal. The formal one I prompt them that I will be coming, and they prepare, and I sit in. Others too as I stroll about, I peep through and see whether everything is going on as planned by us.

4.3.2.1.6 Providing teaching and learning resources

Analysis of the interview data showed that providing teaching and learning resources is part of participants' pedagogical leadership enactment performed at the early childhood education level and school setting. The headteacher participant revealed that his pedagogical leadership role of observing teachers in the classroom setting provides him with firsthand information of what teachers need to support effective teaching and learning in the school. Based on classroom visits and lesson observations, C1HT stated that he "*try as much as possible to provide the needed resources for them[teachers] to make their teaching effective so recently I bought a projector for them so that the lessons can be interesting.*"

4.3.2.1.7 Partnering with teachers and community

Partnering with stakeholders, specifically, in education, according to the analysis of the interview data, was a vehicle for executing pedagogical leadership at the early childhood education level and school setting. Two participants including the headteacher indicated that pedagogical leaders do partner with teachers at the school level. Thus, through teacher-teacher partnerships teachers who have challenges with some pedagogical content knowledge are supported. Professional learning community (PLC) leaders, known as curriculum leaders, coordinate all meetings that are purposely meant for teacher-teacher interaction for enhancing their efficacy and

skills set. It was evident that “*as a pedagogical leader I always ask my colleagues in the classroom their problem so that we all will come together and solve the problem so that teaching and learning will be effective in the class*” (C1P1T).

From the analysis, getting or sustaining family and community engagement was identified as means of enacting pedagogical leadership. Headteacher C1HT said “*we try to get the community involved, the families, because they are important, they have to be the linkage between what they learn at school and what they learn in the home so that it will be in synergy...*”

4.3.2.2 Specific classroom leadership roles

Analysis of data showed that participants performed specific classroom leadership roles to enact pedagogical leadership in early childhood education and school setting. Three subthemes were seen as ways of enacting pedagogical leadership (1) setting school rules (2) registering children and (3) partnerships with stakeholders.

4.3.2.2.1 Setting classroom rules

Analysis of the data showed that setting classroom rules to facilitate teaching and learning involves a process of enacting pedagogical leadership in the school setting. These classroom rules are meant to control classroom movements during instructional hours, avoid children giving chorus answers, and to help children wait for their turn to be called before responding to oral questions teachers pose. One teacher participant noted that the rules were set together with the children, and it covered children’s conduct in the classroom. C1KG1T stated:

We set rules for ourselves too, so the kids know. My class, for instance, you don't eat in the classroom, and you don't fight. When you fight, we do have punishment for that? When you eat in the class, we have punishment for that. You don't absent yourself from the class, when you are absent let your parents come and tell me. Another rule is you must bring your bowl and spoon. You don't use somebody's bowl; you don't use somebody's spoon. And if you want to go out you ask permission. Somebody hurts you, tell the teacher. You must come to school before the teacher comes. We don't lie in the classroom.

Again, these classroom rules were meant to minimize classroom interruptions usually created by parents and some teaching staff. C1KG1T emphasized:

You [parents] can't come from home to pick your child without my permission. You have to see me before and even the headteacher when he needs a child from my class, he has to ask permission from me before I let the child go.

4.3.2.2 Registering children

Registering children daily in the classroom before lessons begun was one of the roles that participants performed as part of enacting pedagogical leadership in early childhood education and the school setting. This was considered as a prerequisite pedagogical leadership role in the classroom that participants enacted before they began teaching and learning and other classroom activities. One teacher participant stated, “*On a typical day when we come to school, we get our classrooms set for teaching. We register the kids then you start teaching*” (C1KG1T). This pedagogical leadership role was foundational since it helped participants to have records of children who were either present or absent in school. Another teacher participant, C1P3T, mentioned that “*we do the registration, after the registration then I look at the timetable for the subjects we have, and we start with the class so that is all that we do.*”

4.3.2.2.3 Partnership with stakeholders -Addressing learning challenges

Analysis of the results indicated that participants enacted pedagogical leadership roles through partnerships with parents to address specific learning challenges and other classroom issues of concern. One teacher participant shared that; parents were not left out when there was the need to address the learning challenges that children encountered in the classroom. She emphasized that “*you invite them, and you tell them your kids have a problem so this and that are some of the things we would do to help. It is a parents' teacher thing, the child needs help at home*” (C1KG1T). Even in situations where children were identified to be irregular at school educational leaders in the school setting enacted their pedagogical leadership by contacting parents for reasons. C1KG2T mentioned that “*...even if the child is absent from school... you consult the parents, to know what the problem is. If the teacher can assist the parents, then you, the teacher, go ahead and assist the child...*”

4.3.2.3 Instructional/Teaching leadership roles

Analysis of the results showed that participants engaged in instructional/teaching leadership roles as a way of enacting pedagogical leadership in early childhood education and school setting. These roles were put into two subthemes (1) teaching and remediation and (2) partnership with stakeholders. These two subthemes of enacting pedagogical leadership in the early childhood education and school setting are discussed in this section.

4.3.2.3.1 Teaching and remediation

Results showed that enacting pedagogical leadership roles at the early childhood and school setting involved teaching lessons and providing remediation for children. Three teacher participants shared their teaching and remediation roles that they enacted as pedagogical roles in the school setting. The difficulties that children have with understanding certain concepts taught were addressed at the school setting through remediation strategies. Participant C1P1T indicated that “*I do remediation too for students who are weak, when I teach, and I give work and see those who did not perform well I assign them with another strategy like remediation classes for them to understand the concept.*” The educational leaders at the school setting also employed developmentally appropriate methods as a way of enacting their pedagogical leadership roles in the classroom. The methods they employed were based on the age and characteristics of the children. One teacher participant indicated “*I am a pedagogical leader because I am the leader in my class and since the leader in my class, I use different approaches and different methods in teaching the children to solve their problems*” (C1P2T). Explaining further on how pedagogical leadership roles were enacted at the classroom setting C1P3T said:

I introduce the lesson, yes so, I will lead the discussion, I will tell the class today we are going to do this, so let's discuss so I will lead yes I lead the discussion if it comes to demonstration I have to do the demonstration for them to see that this is the way I go about it.

The variations in the methods of teaching were to a large extent meant to help pupils understand the concepts and to cater for all the students especially those who found it difficult to understand when one method was used for instruction. Ultimately to ensure that every child is on track and was benefitting from the teaching and learning that went on C1P3T again mentioned:

I take care of the subjects; I teach them what is on the timetable. I make sure I do what I have to do, yes. I have four lessons, I make sure I go through with them, every day I make sure, giving them exercises, monitoring them, and making sure the pupils are on track. If there is any problem, I try to solve it.

4.3.2.3.2 Partnership with stakeholders- Teaching as resource persons

Results showed that enacting pedagogical leadership roles involved participants engaging in partnership with stakeholders within the community to serve as resource persons and facilitators of certain subjects and topics. One teacher participant explained how she explored her pedagogical leadership role to engage the chief of the community where the school was situated to serve as a facilitator for a lesson. As custom demands, the participant and the pupils visited the chief palace for the lesson. Teacher C1KG2T, disclosed that a lesson on “leaders in our community” was facilitated by the chief of the community when the class paid her a visit at her palace. She said when the lesson was due “*we consulted the chief of this community, so we went there, and she received us nicely and she taught us our traditional customs how things are done at the chief palace.*”

4.3.3 Enabling factors of pedagogical leadership

To identify factors that can enhance pedagogical leadership in early childhood education settings in Ghana, participants were asked to describe internal and external school factors perceived to enable them to enact pedagogical leadership in early childhood and school setting. Factors that were described by participants were classified under three themes namely personal, school and outside-school factors. Table 4.5 shows the main results.

Table 4. 6: Enablers of pedagogical leadership

Classification of Themes	Subthemes
Personal factors	Attending school and leadership training programs Educational qualifications/background Reading educational information on the internet Goals of teaching
School-based factors	Trust, communication, and cooperation of teachers Professional learning community (PLC) Support of colleague teachers Support of headteacher Support of school administration
Outside school factors	Ministry of Education training workshops and programs Participating in university organized workshops and programs Supervising roles of circuit supervisors Introduction of the new curriculum Programs and initiatives of international organizations in education Community resource persons Parental support and involvement

4.3.3.1 Personal factors

Personal factors are academic and professional training initiatives that educational leaders personally embark on to enhance their capacities and competencies in handling pedagogical leadership roles in the school settings. Personal factors participants identified and discussed in this section include attending school and leadership training programs, educational qualifications/background, reading educational information on the internet, and goals of teaching.

4.3.3.1.1 Attending school and leadership training programs

Analysis of the interview data showed that schooling and attending leadership training programs is a critical enabling factor of enacting pedagogical leadership in early childhood education and school setting. One participant, the headteacher, explained that his personal desire to read, school, and attend leadership training seminars were the backbone of his ability to enact pedagogical leadership in the school setting. He emphasized that these investments made to acquire knowledge placed him ahead of his subordinates (teachers) and made it possible to lead as a pedagogical leader. He said:

I have been attending leadership training seminars on educational leadership ... I also attend school, upgrade my knowledge each and every time. I also read a lot so I am abreast with most educational changes so that I will be able to tell them what is at stake, so they are aware. (C1HT)

4.3.3.1.2 Educational qualifications/background

Educational background qualification was identified as an enabling factor for enacting pedagogical leadership in early childhood education and school settings. Two teacher participants explained that their educational background was helpful in acquiring educational theories and teaching methodologies that they are presently employing to enact their pedagogical leadership in the school setting. For example, C1KG1T mentioned that “*With the little knowledge that we had in school, the theories that we learnt has also helped us. You know most of the methodologies, so you use them when you come to the classroom.*” Also, C1P2T expressed the benefits that her educational qualifications acquired through schooling have helped her to enact pedagogical leadership. She stated “*combining these three levels Diploma, First Degree, and M.Ed. I have learnt a lot. I don't know where to start but it has equipped me a lot in terms of assessment and*

pedagogical skills... ” (CIP2T). She emphasized that her ability to use appropriate and varied methods to teach and to employ the right methods of assessment to obtain information on the pupils’ level of understanding are all aggregates of knowledge and experiences acquired through the levels of education she has gone through.

4.3.3.1.3 Reading educational information on the internet

Reading educational information on the internet was identified as a personal enabling factor that contributed to participants’ pedagogical leadership enactment at the school settings, according to the analysis of the interview data. Two teacher participants explained that the internet was a major source of obtaining complementary information for carrying out their key roles in the school setting. They saw the internet as a reliable source of information for enacting their pedagogical leadership roles. For instance, C1P1T stated “*if I am teaching a subject that I am not familiar with I use to go on the net [Internet] to find more information so that it will help me teach effectively in the classroom.*” She explained that you have to use your own money to invest in your teaching roles to make you feel comfortable when you are giving instruction in the classroom. As an indicative example of her investment in executing her pedagogical leadership roles she highlighted that “*Most of the time I provide my own teaching and learning materials*” (C1P1T). It also came to light that the internet was not only for seeking pedagogical content knowledge information but general information on how to care for children in the school setting. C1KG2T disclosed she has learnt from the internet “*how to go about caring for children.*”

4.3.3.1.4 Goals of teaching

Results of the data revealed that the personal goals of participants were a major boost to their pedagogical leadership enactment in early childhood education and school settings. For example, one teacher participant, C1KG1T emphasized that “*I have set a goal for myself which I want to achieve by the time that I am on retirement. I want to see the kids that I am teaching, if not all about 50% being able to remember me by saying this teacher helped me.*” To her, helping children to reach their academic potentials and becoming useful to themselves and the society at large is a compelling factor that drove her to execute pedagogical leadership roles in the school.

4.3.3.2 School-based factors

School-based factors are internal school initiatives, programs, and resources such as physical, human, and financial and other support systems made available to support educational leaders to enact pedagogical leadership at the school setting. It also includes the general positive attitudes of headteachers, teachers, and students that promotes healthy interrelationships among these three key stakeholders which facilitates the enactment of pedagogical leadership. School-based factors identified and discussed in this section include trust, communication, and cooperation of teachers, professional learning community, support of colleague teachers, support of headteacher, and support of school administration

4.3.3.2.1 Trust, communication, and cooperation of teachers

The trust, communication, and cooperation of teachers, from the analysis of the results, were seen as an internal enabling factor to the enactment of pedagogical leadership in early

childhood education and school setting. The headteacher participant mentioned in diverse ways that the trust, communication, and cooperation that exist among the staff have gone a long way to influence pedagogical leadership in the school. The inclusive type of leadership and the transparency that was portrayed by the headteacher were critical in supporting the enactment of pedagogical leadership of all staff. As an example, C1HT disclosed that “*The trust that I have gained from the teachers, I have been able to command their trust and they know that I will be able to lead them to achieve whatever goals that we have.*” He believed that gaining teachers' trust through communication and sharing the right information with them were paramount for the achievement of school goals. He added “*The constant communication with them, I always communicate with them, I don't hide things with them, and I let them know the realities and the challenges*” (C1HT). The constant communication with staff he believed were critical for him to identify staff and school needs and offered him the opportunity to support teachers.

4.3.3.2.2 Professional learning community (PLC)

Analysis of the interview data depicted that weekly Professional Learning Community (PLC) meetings held at the school was a critical enabling factor to the enactment of pedagogical leadership in early childhood education school settings. Three teacher participants highlighted that the PLC has been very helpful in diverse ways at equipping them to enact pedagogical leadership roles in the school. One teacher participant admitted that PLC serves as a weekly learning platform which enables her to update her content knowledge and teaching skills. C1P2T stated:

Since the curriculum was introduced, we have something called the PLC, Professional Learning Community so every Wednesday within the week we close an hour before the usual closing time to enable all the teachers to meet and learn, discuss, and deliberate on some challenging classroom issues.

The PLC meetings were seen to have supported the teachers tremendously in their professional skills. C1P2T said “*the PLC is helping us to sharpen our professional skills.*” The PLC was also seen as an avenue for addressing teachers’ classroom challenges and prepared them to teach confidently in the classroom. C1KG2T mentioned:

In the school they [coordinators] let us come out with some of the problems we are facing in our classrooms, and they come out with solutions that will help us to achieve the targeted goals … They also come out with new things which help us to teach the children in our classroom.

4.3.3.2.3 Support of colleague teachers

The support of colleague teachers was identified as an essential enabling factor of enacting pedagogical leadership in the school setting based on the analysis of the interview data. Two teacher participants explained that colleague teachers have been supportive in helping them to deal with their classroom teaching and learning challenges. Colleague teachers readily shared content knowledge with each other. For instance, C1KG2T said:

I am able to interact with them [colleague teachers] when I am having a problem in the classroom. I go out there freely to tell them so that we can share ideas … we have those cooperative relations in our school setting … to improve children’s learning and development.

She reiterated that at PLC meetings “*we discuss the challenges we are facing in class, and we come out with new TLM’s, new solutions to make teaching interesting and lovely*” (C1KG2T). Another teacher participant expressed the readiness with which teachers supported one another to carry out their core duty of teaching and learning. As an indicative example, C1P1T remarked “*teachers are willing and cooperating with me to do the job.*”

4.3.3.2.4 Support of headteacher

One of the internal school factors which enabled participants to enact pedagogical leadership and was revealed through the analysis of the interview data was the support of headteachers. Two teacher participants acknowledged the support of the headteacher as indispensable to their successful execution of their roles in the school setting. C1KG1T and C1P1T confirmed the support of the headteacher when they responded to the question on school factors that supported their enactment of pedagogical leadership in the school setting. C1KG1T mentioned that “*the headteacher has been very productive. When you need something for the class, he does not hesitate, he gets it for you.*” C1P1T applauded the headteacher on his coaching role and the swiftness with which he disseminated information that supported her enactment of pedagogical leadership in the school. She said, “when *he [headteacher] comes around [for supervision], he coaches you. [the headteacher would say] This thing you are doing if you had done it this way it would have been best. Sometimes he also gets information for us*” (C1P1T). She also highlighted that the headteacher was supportive in the sense that on a termly basis “*he [the headteacher] organizes in-service education and training.*”

4.3.3.2.5 Support of school administration

Analysis of the interview data revealed that one of the enabling internal school factors to enacting pedagogical leadership in the school setting was the support of the school administration. The school administration supported the enactment of educational leaders’ pedagogical leadership roles by providing internally generated funds for the purchase of some teaching and learning materials which facilitated the teaching and learning of children in the classroom. Some teachers’

requests for the purchase of some teaching and learning resources were honored by the school administration when it was within their means. It was disclosed:

Some of the charts [for teaching and learning] we need to go and print them so when you inform the school administration, they will help you. In my class you see some two charts there. I did not draw them myself, they [school administrators] went to buy them. (C1P2T)

4.3.3.3 Outside School factors

Outside school factors are all educational initiatives, curriculum programs and policies, and training or professional development programs which are designed by stakeholder organizations and governments outside the immediate school settings targeted at enhancing the knowledge and capacities of educational leaders to enact pedagogical leadership. It also includes support that the school gets from individuals and the community towards enhancing the enactment of pedagogical leadership in the school setting. Some of these factors that participants identified and discussed in this section include ministry of education training workshops and programs, university organized training and workshops, training programs on national school curriculums, initiatives of international organizations, community resource persons, and parental support and involvement.

4.3.3.3.1 Ministry of Education training workshops and programs

Analysis of the interview data revealed that training workshops and programs organized by the Ministry of Education (MoE) were critical enabling factors to the enactment of pedagogical leadership in early childhood education and school setting. All six participants highlighted that MoE organized workshops and programs positively enhanced their pedagogical leadership at the

school setting. Because of the number of teachers involved at the national level these workshops and programs were mostly decentralized and held at the Metropolitan Education Unit level for all teachers to benefit. As a result of the introduction of the new curriculum, teachers have been attending regular workshops to build capacity to implement the standard-based curriculum. At the lower primary level for example C1P2T stated that “*the Metro [Education Unit] organizes some [workshops and programs] and sometimes is the whole of Ghana ... before we [school] resumed this January the first week, we went for a three-day workshop... at least once a term.*” Topics at these workshops were mostly drawn from the National Pre-tertiary Education Curriculum Framework covering such areas as implementing standard-based curriculum, curriculum subjects and learning areas, standards-based lesson notes preparation, and types and procedures of assessment needed for standard-based curriculum. Leadership training programs were also organized to equip educational leaders to implement their pedagogical leadership roles. CIHT stated “*the Metro has been organizing leadership training for us*” (C1HT). Similarly, C1KG2T stated “*I went for mentoring workshop on how to mentor those people from the teacher training into our early childhood classrooms, so they taught us how to supervise them so through that it has helped me to equip the children in their learning*” (C1KG2T). It was evident that respondents perceived the training programs offered by the Ministry of Education through the GES and the Metropolitan Education Units were productive for Basic school headteachers and teachers to enact pedagogical leadership roles.

4.3.3.3.2 Participating in university organized workshops and programs

One important enabling factor of enacting pedagogical leadership at the school setting which came to light during the analysis of the interview data was participants' participation in university organized workshops and programs. As part of their social contribution to the community, the College of Education of the University of Cape Coast (UCC) sometimes partners with the Metropolitan Education Unit to organize workshops on diverse themes for teachers. Since the introduction of the standard-based curriculum in 2018 UCC has been organizing a series of workshops for teachers in the Cape Coast Metropolis. One teacher participant mentioned:

Sometimes the school or the cluster talk to UCC and they organize some workshops for us. So UCC has been helping us in that area and Metro sometimes do that and nationwide too they do that. So as for workshops my class, lower primary class we do a lot. (C1P2T)

4.3.3.3.3 Supervising roles of circuit supervisors

According to the analysis of the data one teacher participant indicated that the supervisory role of circuit supervisors facilitated pedagogical leadership enactment at the school setting. In Ghana supervision of teachers is done by circuit supervisors who are drawn from the regional, metropolitan, and district offices of Ghana Education Service (GES). They ensure that basic school headteachers and teachers are carrying out their duties as expected of them by the GES and the Ministry of Education (MOE). They sometimes serve as facilitators and trainers of trainees for various MOE/GES workshops and training programs organized at the national, regional, metropolitan, and district levels. As part of their role, they ensure the effective implementation of government policies and programs at the school level. Respondents acknowledged that the work of circuit supervisors were helpful for their enactment of pedagogical leadership in the school

setting. For example, C1P3T mentioned that “*The Circuit Supervisors at times they come around so if you have any challenge, and you tell them ... if they have the solution they help.*”

4.3.3.3.4 Introduction of the new curriculum

One enabling factor of enacting pedagogical leadership which was divulged through the analysis of the results was the introduction of Ghana’s new pre-tertiary education curriculum. One teacher participant considered the introduction of the new curriculum as a major supporting factor for enacting pedagogical leadership in the school. Ghana’s previous national curriculum (objective based) for Basic Education has been reviewed and the current national curriculum (standards based) since 2019 is still at an early stage of implementation. Broadly, the new curriculum is termed “The Pre-Tertiary Education Curriculum” in line with the redefinition of Basic Education in Ghana. C1P3T perceived the new curriculum as good because it is child centered:

With the new curriculum I will say it is good because most of the time it is pupil or student centered so you as a leader you just lead the discussion. You give them and you group them to do, they go and find or do their findings, they come, and we discuss. That one allows the pupils to be more involved in the class or the lesson, so it is good.

According to the National Pre-tertiary Education Curriculum Framework document, one of the rationales for this new approach of teaching and learning as prescribed by the new curriculum is to respond to a national education priority of shifting the structure and content of the education system from merely passing examinations to building character, nurturing values, and raising literate, confident, and engaged citizens who can think critically.

4.3.3.3.5 Programs and initiatives of international organizations in education

Results showed that participants found programs and initiatives by international organizations in education as one of the enabling factors for enacting pedagogical leadership in the school setting. Organizations such as USAID have partnered with the MOE and GES to implement the “Learning” program in public basic schools in Ghana. C1P1T highlighted that:

The Learning program that the GES has introduced they have taken the cost for every term, every academic year we use to go for training three times. May be during vacation we go three days and the next vacation ... at times we go three times within the academic year. GES always organize some small, small workshops for us.

As part of the learning program C1P1T echoed that:

They [MOE/GES/USAID] have provided books and every learner has his/her own book they feel it, touch it and do it and as a teacher if you want teaching to be effective the children must touch, see and use it and GES has provided us with all the necessary documents for us to teach.

In order to ensure effective implementation of the learning program and all MOE/GES sanctioned programs respondents also affirmed that workshops and training programs were organized to enhance their enactment of pedagogical leadership roles in the school.

4.3.3.3.6 Community resource persons

Analysis of the results showed that the support of community resource persons in teaching certain important subjects in the classroom was considered as a contributing factor to pedagogical leadership enactment in the school setting. Three teacher participants attested to the fact that resource persons drawn from the community play diverse roles to support teaching and learning activities both in the school and outside the school setting. For example, C1P2T said that “*Maybe*

what you are teaching is very practical, you don't have any idea about it. After doing the theory then you can invite a resource person in the community" (C1P2T). Also, there were times that the whole class could move to the community to receive education on certain important topics and themes. For instance, C1P3T stated that "*Something concerning our tradition or Chieftaincy we go to the palace, we call some of the leaders and when we know that someone is resourced in certain areas, I invite them to come and help us.*" Generally, C1KG2T believed that the community helped her to understand how to deal with the children. She mentioned that "*The community has helped ... sometimes prompting me on how a child is supposed to attend school continuously and not absenting himself or herself and also knowing how the child is feeling.*"

4.3.3.3.7 Parental support and involvement

Moreover, results showed that respondents acknowledged parental support and involvement as a contributing factor to enacting pedagogical leadership in the school setting. Some parents did visit the school and the classrooms to check on how their wards were doing. And through PTA some of them were invited to engage with teachers and pupils in the classrooms. Respondents considered these support and involvement of parents as a critical factor for enacting their pedagogical leadership roles in the classrooms and in the school. For example, C1P2T indicated that "*some of the parents come in [school setting] and sometimes they call on phone to talk about their children's homework ... and we provide clarification*". She added that "*Sometimes we invite the PTA executives just to come and have a talk with the children.*"

4.3.4 Challenges of pedagogical leadership

Early childhood education leaders who participated in the study shared some challenges that hindered the enactment of pedagogical leadership in the school setting. These challenges were categorized into two major themes namely internal school challenges and external school challenges. Table 4.7 shows the challenges to pedagogical leadership.

Table 4. 7*Challenges of pedagogical leadership*

Themes	Subthemes
Internal challenges	Attitude of pupils Teaching and learning resources and classroom facilities Teaching English Language as a subject Handwriting of pupils Age differences among pupils Poor attendance/Absenteeism Attitude of Headteacher
External challenges	Socio-cultural setting of the community Perception and attitude of parents Administrative nature of Ghana's education system Implementation of the new curriculum Attitude of Circuit Supervisors National School Calendar The Learning Program- Transition to English (T2E)

4.3.4.1 Internal challenges

Internal challenges are all hindrances to pedagogical leadership because of the attitudes and actions and inactions of students/pupils and teaching and non-teaching staff within an early childhood education setting. It also includes obstacles to pedagogical leadership as a result of the lack of either material or facilities in an early childhood education school setting. Internal challenges identified by participants and discussed in this section include attitudes of pupils, teaching and learning resources and classroom facilities, teaching English language as a subject, handwriting of pupils, age differences among pupils, poor attendance/absenteeism, and attitude of headteacher.

4.3.4.1.1 Attitude of pupils

Analysis of the interview data showed that the attitude of some pupils during teaching and learning in the classroom was a challenge to enacting pedagogical leadership in early childhood education and school setting. Children's attitude towards the teaching and learning of some subjects in the classroom were found to be inconsistent and challenging to teachers. Their lack of understanding of the use of the second language, English, and interest in some of the subjects made some of them uncomfortable and led them to put up behaviors in the classroom that were difficult for teachers to control while teaching. For example, one teacher participant, C1P3T, mentioned that “*some of the pupils don't pay attention when you are leading them, or you are teaching. You see some of them playing and for instance when it comes to some of the subjects like English.*”

4.3.4.1.2 Teaching learning resources and classroom facilities

The lack of teaching and learning resources and classroom facilities was mentioned as a challenge to the enactment of pedagogical leadership in early childhood and school settings. This was revealed during the analysis of the interview data. One teacher participant, C1P3T, disclosed that lack of teaching and learning resources available at the school was a major concern when enacting pedagogical leadership in the school. She stated:

Some of the lessons, we need maybe electricity and that is a problem. Some of the classrooms we don't have [electricity] yes ... TV or projector ... so when it comes to showing things on video for the children to see it, it becomes very difficult, and we lack some materials like charts ... it makes it very difficult. (C1P3T)

Due to the lack of teaching learning resources to support teaching and learning in the school, C1P3T disclosed that they had to use their own money to get the needed teaching learning resources to support their classroom teaching roles to meet the individual needs of all children. This was perceived as a challenge.

4.3.4.1.3 Teaching English language as a subject

Teaching English language as a subject was identified as one of the internal school challenges to enacting pedagogical leadership, according to the analysis of the interview data. One teacher participant expressed this concern during the interview conversation. She explained that teaching English as a subject in Basic Class Three (BS 3) was a challenge since the children were taught using the Ghanaian language (Fante) in their previous two classes and transitioning them to English in Basic 3 was a challenge. She emphasized that:

Our learning [program] that we are doing these days ... class three for instance we've introduced English and the children when they were in Class 1 and Class 2 they were taught using the Ghanaian language so transferring [transitioning] to English is very difficult. (C1P3T)

4.3.4.1.4 Handwriting of pupils

According to the analysis of the interview data the handwriting of pupils was identified as a challenge to enacting pedagogical leadership in early childhood education school setting. The writing experiences that some children are exposed to because of the unique religious education they receive in the home setting contributed to children's handwriting difficulties. One teacher participant, C1KG2T, complained that she spent too much time on pupils who have writing challenges to help them to meet promotion requirements. Another teacher participant, C1P2T, stated "*The [pupils] handwriting is not good, especially the Moslems, the "Makaranta" [Islamic school] that they have been going to ... they write backwards, whatever they have seen on the board they will turn it.*"

4.3.4.1.5 Age differences among pupils

Handling children who are underage, overage, and sometimes both in the same early childhood classroom was considered a great challenge to the enactment of pedagogical leadership. This was revealed in the analysis of the interview data. One teacher participant complained that it was problematic teaching both underage and overage pupils in the same classroom. It slowed down the teaching and learning process due the extreme attention teachers had to give to some of the pupils. She disclosed that sometimes you have to deal with some children who are overage and have writing challenges too. She stated:

The child may be more of the age [for the class] but having problems with writing and you the teacher must have time for that child to work on his writing so that during promotion the child can be promoted to the next class. (C1KG2T)

4.3.4.1.6 Poor attendance/absenteeism

Results of the interview data captured pupils' poor school attendance and absenteeism as a challenge for participants in enacting their pedagogical leadership in the school setting. One teacher participant complained and attributed this challenge to the community where the school is situated. She disclosed that the school community is primarily made up of people who do not understand the value of education and do not see the reason why they should put their children in school. She added that the primary occupation of inhabitants (men) is fishing, and the women do engage in fish mongering. Due to their low economic status, they involve their children in their fishing business at the detriment of their education. For example, C1KG2T stated:

Due to the community that we [the school] are in we sometimes experience poor attendance of children and sometimes teachers have to go the extra mile by going to the parents continuously to know what is happening for the child to be able to come to school to also achieve whatever the child is supposed to achieve.

Another teacher participant explained the effect that the challenge of absenteeism or poor school attendance has on her class. As an indicative example, C1KG1T echoed that:

Absenteeism is a very big challenge because we build upon what we do know [teach]. For example, if you [a pupil] come today and tomorrow, you don't come, we have a situation in the classroom where we have to deal with pupils who have fallen behind some lessons and others who are ahead and dealing with that is a big challenge to me.

4.3.4.1.7 Attitude of headteacher

The attitude of the headteacher during supervision and classroom lesson observation was seen as a challenge by some participants as an internal challenge to enacting pedagogical leadership in early childhood and the school setting. One teacher participant complained that the headteacher has an attitude of prevailing on teachers to use teaching approaches which they find problematic in their classroom. She emphasized that the attitude of the headteacher during lesson observations was sometimes a challenge. As an indicative example she stated:

Sometimes I have a lesson topic, that I want to teach in a way that will help my pupils to understand but the headteacher will tell you no do it that way [differently] and sometimes during her classroom observation she comes to change the seating arrangement you have made purposely for a particular lesson. (C1KG1T)

4.3.4.2 External challenges

External challenges are all hindrances to pedagogical leadership that emanate from parents, community members, personnel/staff of education ministry, government officials, government policies and programs, local and international organizations in education and school community. External challenges identified and discussed in this section include socio-cultural setting of the community, perception and attitude of parents, administrative nature of Ghana's education system, implementation of the new curriculum, attitude of circuit supervisors, national school calendar, and the learning program.

4.3.4.2.1 Socio-cultural setting of the community

Results showed that the socio-cultural setting of the school community hindered the activities of the school and teachers in their execution of their pedagogical leadership. This was disclosed during the analysis of the interview data where two participants indicated that both the setting and members of the community posed a great challenge leading pedagogically in the school setting. Both C1HT and C1P3T agreed that the school lacked community support. For example, the headteacher participant, C1HT stated that “*help externally is not coming because of the socio-cultural setting of the community.*” He reiterated “*when you call for an open day ... they [parents and community members] don't come so providing support through resources becomes very difficult*” (C1HT). One teacher participant echoed “*as for the community they are not helping us. They are not helping us because... even when you invite them, they don't even come so it is a big problem*” (C1P3T).

4.3.4.2.2 Perception and attitude of parents

The perception and attitude of parents were perceived as a challenge to teachers enacting pedagogical leadership in early childhood school setting. This was disclosed by two teacher participants who found parents’ attitude and perception a setback to enacting pedagogical leadership. Parents did not respond to the invitation of teachers and when they did some parents showed disrespect to teachers and considered them young and inexperienced in life. For instance, C1KG1T mentioned that when “*you invite them [parents], they don't come and when they come, they feel you are younger, so they want to talk anyhow. When you tell them something they grumble and say, that small girl [teacher]*” (C1KG1T). Again, she stated that there were parents “*who are*

very adamant, they don't care about anything, that is all... they travel, they feel it is a KG so when the child comes to school, he would not do anything. That is a perception they have" (C1KG1T).

Also, C1P3T disclosed that she at times had to send children home during school hours to go and call their parents yet they would not come. She indicated:

The parents wouldn't come even when you call them, or if you send their children from school to call them, they won't mind. When you want something that will help the pupils like exercise books and other textbooks, they won't buy it for them, so it is a big problem for us. (C1P3T)

From the interview data, most of the challenges which the headteacher and teachers encountered with parents are handled through general school PTA meetings. Some participants explained that during PTA meetings they had the opportunity to explain some misconceptions parents had with government policies and the perceptions parents had concerning their children's learning. C1P1T stated:

At a PTA meeting ... we told them [parents] this is what the government said we should do and as at now the government has not provided any books for us so they should buy the books for us because there are books. People have written books based on the curriculum which are sold in the shops. When you go to town you can buy so we recommend to parents to buy.

4.3.4.2.3 Administrative nature of Ghana's education system

The administrative nature of Ghana's education system was perceived as a challenge to enacting pedagogical leadership in the school setting. According to the analysis of the interview data, the head teacher participant highlighted this challenge. Curriculum of public schools are mostly deduced from manifestos of ruling political parties and therefore curriculum implementation is direct imposition of ruling governments through the Ministry of Education. Educational leaders at the school setting particularly public schools are completely marginalized

and their inputs not taken seriously. Heads of schools who go contrary to government directives regarding implementation of curriculum and programs are sanctioned. Educational administrators at the various offices within the region and metropolis are empowered to supervise heads to comply with all government programs at the school setting. C1HT perceived this as a challenge to pedagogical leadership:

[Ministry of Education/ Ghana Education Service] limitations are too much, don't do this or that. Basically, your hands are tight as if they impose it on you whether you like it or not you have to implement it, they are the school owners, you are just managing for them. That has been just one of the problems that we have in our educational system because they don't allow the leaders to own the school and then innovate, they just have to impose, impose and then it becomes a lot of challenges, but we are hoping that one day it will be okay. (C1HT)

4.3.4.2.4 Implementation of the new curriculum

Results also indicated that the implementation of the new curriculum was somehow a challenge to early childhood educational leaders' enactment of pedagogical leadership in the school setting. The implementation of the new pre-tertiary education curriculum dubbed the standard-based curriculum by the government of Ghana was perceived by respondents as a challenge. Some teachers expressed that the lack of teacher's handbook, pupil's textbooks, and other materials to help teachers implement the curriculum in the classroom were a great setback. For example, C1KG2T mentioned that "*our curriculum that the government has developed [and implementing] it is not everything that you have access to read.*" She perceived that it made it difficult for teachers to teach certain subjects and content areas that they were supposed to teach.

The curriculum they have brought, there are certain things the government did not provide. It did not provide us with most of the books. As a teacher, if you want to teach a subject or a topic you are supposed to do your own research, you

have to go to net [internet], and search for the book to buy so that you can use it to teach. That is the problem we are facing now in the classroom. (C1P1T)

The interview data highlighted that the challenges related to lack teaching and learning resources were dealt with through personal financial investment and commitment to ensure that teaching and learning go on successfully in the school setting. Some participants purchased and improvised teaching and learning resources to enhance lessons due to the lack of supply and availability of TLMs. C1P3T shared her strategy, “*At times we improvise by drawing some of them for the children to see. I do some sketches either on board or on card, yes, for them to know what we are talking about.*” She reiterated, “*As for the chart and all these you have to use your own money. We use our own money to buy. At times you have to go to the [inter]net. I must buy my own data*” (C1P1T).

4.3.4.2.5 Attitude of circuit supervisors

The attitude of circuit supervisors was seen as a hinderance to enacting pedagogical leadership in the school setting based on the analysis of the interview data. One teacher participant complained about the attitude of circuit supervisors who would not respond to their calls and invitations to help them to do the right things to avoid the anger and possible sanctions from the government. She emphasized that circuit supervisors were not visible in the school settings to offer support. As an indicative example, C1P3T stated “*At times you won't hear anything from them [circuit supervisors], yes, so that one is a problem*” (C1P3T).

4.3.4.2.6 National school calendar

Results showed that the disruption and inconsistencies in the national school calendar was considered a challenge for enacting pedagogical leadership roles at the school setting. Public schools reopening and vacation days and dates were constantly being interrupted by the Ministry of Education with changes which were not convenient to stakeholders, especially teachers. Of a particular concern to pedagogical leaders at the early childhood level was the erratic changes in school hours. As an indicative example, C1KG1T stated:

Today you hear news that you should close at 4pm, tomorrow you hear another news from the same source [FM/Radio/Television] that you are closing at 3pm, tomorrow you hear news that we are closing at 1pm. These are all factors that affect us because KG we are dealing with kids you can't contain their brains [their attention] for so long.

4.3.4.2.7 The Learning Program-Transition to English (T2E)

One teacher participant considered the methods, content, and time of the learning program a challenge that confronted the enactment of pedagogical leadership in the school setting. The learning program, Transition to English (T2E) Plus Program, is an ongoing program in public basic schools under the auspices of the Ministry of Education (MoE) and the United States Agency for International Development (USAID). C1P1T saw it as time consuming and the content and methodology comprehensively tedious for teachers. She stated:

this learning [program] the way it is ... it is broad for one teacher to handle. I think it must be handled in parts and turns by teachers. One teacher cannot handle all the aspects and be effective. Because they tell you to do it step by step it makes it rigid for teachers to innovate and add vital ideas from other sources. They tell you that you shouldn't remove some and shouldn't add some so if you don't take care, you can't add ... (C1P1T)

4.3.5 Case summary

The within case analysis of case one revealed the results of the interview data covering the four main research questions covering conceptualization of pedagogical leadership, enactment of pedagogical leadership, enabling factors of pedagogical leadership, and challenges confronting the enactment of pedagogical leadership in the school setting.

In case one, pedagogical leadership was conceptualized as consisting of three main themes or elements namely capacity of using methods of teaching, support for teaching and learning, and partnerships and engagement of multiple stakeholders. The understanding of pedagogical leadership as consisting of both capacity of using methods of teaching and partnerships and engagement of multiple stakeholders was shared repeated by all six participants including the headteacher. However, the understanding that pedagogical leadership is about support for teaching and learning was uniquely shared by the headteacher participant.

Twelve subthemes were identified as ways through which case one participants enacted pedagogical leadership in the school setting. Within the case analysis showed that five of these subthemes were uniquely shared and echoed by the headteacher participant, another set of five subthemes were repeatedly shared among teacher participants and two subthemes were reiterated by both teacher participants and the headteacher participant. However, in line with the research literature and the purpose of the study the twelve subthemes were categorized as general leadership roles, specific classroom roles, and instructional/teaching roles. Hence pedagogical leadership was enacted as participants engaged in general leadership roles, specific classroom roles, and instructional/teaching roles in the school settings.

Enabling factors of pedagogical leadership revealed through the analysis of the interview data were put into three main categories namely personal factors, school-based factors, and outside school factors. Altogether sixteen (16) subthemes were identified as enabling factors to the enactment of pedagogical leadership in the school setting. Thirteen (13) subthemes or enabling factors were uniquely shared by teacher participants and two subthemes or enabling factors were attributed only to the headteacher participant. One outside school factor of pedagogical leadership, Ministry of Education training workshops and programs, was repeatedly shared by both headteacher participant and teacher participants.

Participants identified several challenges that hindered the enactment of pedagogical leadership at the school setting. Altogether fourteen (14) subthemes were identified and classified as internal and external challenges. Teacher participants identified twelve (12) challenges. One challenge which was uniquely shared by the headteacher participant was the fact that the administrative nature of Ghana's education system is a hindrance to the enactment of pedagogical leadership in the school setting. Again, the analysis of the interview data showed that the socio-cultural setting of the community as a challenge to the enactment of pedagogical leadership was shared by both the headteacher and one teacher participant.

4.4 Case Two: Within-case-study analysis and findings

4.4.1 Conceptualization of pedagogical leadership

As part of contextualizing the study's interpretive phenomena, it was critical to generate participants' understandings of pedagogical leadership. Like their counterparts in case one, participants in case two were also asked to explain how they understood pedagogical leadership,

its scope, and why they consider themselves as pedagogical leaders in schools. From the interview data it came out that educational leaders in early childhood education settings in Ghana differed in their understanding of pedagogical leadership. Three subthemes, entailing both narrow and broader views that constitute participants' understandings of pedagogical leadership are identified (1) support for teaching and learning, (2) capacity of using methods of teaching and (3) partnerships and engagement of multiple stakeholders. These subthemes are captured in Table 4.8.

Table 4. 8

Participants' conceptualization of pedagogical leadership

Main theme	Subthemes	Number of Participants	Description of participants by codes
Conceptualization of Pedagogical leadership	Support for teaching and learning	3	C2HT, C2P1T, C2KG2T
	Capacity of using methods of teaching	4	C2P3T, C2P2T, C2P1T, C2KG1T
	Partnerships and engagement of multiple stakeholders	4	C2HT, C2P3T, C2P2T, C2KG2T,

4.4.1.1 Support for teaching and learning

In case 2 three out of the six participants comprising the headteacher (C2HT) and two teacher participants (C2KG2T, C2P1T) conceptualized pedagogical leadership as all the activities that educational leaders engage in to support teaching and learning at the school setting. Succinctly C2HT said pedagogical leadership "has to do with the things the head does to support teaching and learning." These activities were diverse and revolved around teaching support in terms of providing teaching learning materials for teachers, organizing in-service education and training, and facilitating external training opportunities for teachers. Again, from the perspective of the headteacher pedagogical leadership is about the support that educational leaders give to all staff both administrative and teaching staff in the school setting which culminate in ensuring that the

core business of the school, which is teaching, and learning are carried out effectively. The headteacher, C2HT stated:

As a leader you support all those under you and above you to provide the services that is expected or that the organization is supposed to and so here our core mandate is teaching and learning and so everything that I do as the head or as the leader I must make sure that it goes a long way to support the teaching and learning that happens in the school.

Results also show that pedagogical leadership is the support that teachers offer to colleague teachers sometimes at school based in-service education and training and during professional learning communities to support them to effectively handle their teaching roles in the classroom. Speaking from the perspective of a teacher, C2KG2T said “as a pedagogical leader you are supposed to teach people, other colleagues so that they also learn from you the ideas that you also have so that they also can apply it.”

Also, a teacher participant considered the support provided for pupils in terms of supervising and offering feedback to pupils during teaching and learning in the classroom as connoting pedagogical leadership. She highlighted that:

As a pedagogical leader I make sure that the right things are done in the classroom and then I have to supervise work and give feedback too ... I guide them and I help them to gain the experience they are supposed to get at my level.
(C2P1T)

4.4.1.2 Capacity of using methods of teaching

Results of the interview data showed that four teacher participants explained pedagogical leadership as the educational leaders’ knowledge and ability to use appropriate pedagogies to teach children in early childhood education settings. For example, C2KG1T explicitly stated that pedagogical leadership “*is the method of teaching in the classroom.*” C2P1T agreed with

C2KG1T's understanding of pedagogical leadership but extended it to include the skills that teachers incorporate as they use the various methods of teaching in early childhood education classroom settings. She said, "*it is the skill or the method the teacher uses in implementing teaching and learning in the classroom*" (C2P1T). She believed that all the teaching methods and skills must help the pupils to learn whatever content is being taught in the classroom settings.

Another participant added that the methods and the practices that educational leaders employ to teach children in the classroom are not limited to what is stipulated in the curriculum, teacher's guide, or textbooks. However, educational leaders either through research or supplementary materials adopt appropriate teaching strategies that are beneficial to children's learning. C2P3T indicated that pedagogical leadership, "is a method and practice of teaching and sometimes for you to give the children the best, you must go the extra mile by not depending on only the curriculum and the textbook. You have to go for other materials."

Another teacher participant, C2P2T, was more specific on the methods and skills that she used in her classroom setting. She disclosed that pedagogical leadership involves leader's the ability to use learner centered activities which permits delegating classroom activities to children to enhance their learning. She summarized pedagogical leadership as:

It all boils down to delegating activities or learning activities or teaching to the children to get involved so that you use the learner centered more. So, in my class I use the learner centered more than the teacher centered because I just prefer that one for the children to do more, so the teachers are just guiding them, and the pupils are doing more of the talking and the rest...that one even helps them a lot. (C2P2T)

4.4.1.3 Partnerships and engagement of multiple stakeholders

Four participants comprising the headteacher and three teachers in case 2 conceptualized pedagogical leadership as continuing partnerships and engagement of multiple stakeholders within and across the school, home, community, and broader society for enabling early childhood education. Three levels of partnerships were identified: (1) Partnerships at the school- teacher-teacher; teacher-headteacher[in-school]; (2) Partnerships at the school and parent- teacher-parents; school-parents[home-school]; and (3) School-community partnerships e.g., school and immediate community, school and NGOs. Thus, pedagogical leadership was seen to involve different and mutually reinforcing levels of partnerships within and across the school for drawing support and input from stakeholders to enhance effective teaching and learning.

4.4.1.3.1 School-level partnerships

The analysis showed that participants understood pedagogical leadership partnerships, involvement and participation as headteacher and teachers interacting educationally and assisting each other. One teacher participant, C2P3T, stated that pedagogical leadership:

Is the act of guiding and helping children ... with the help of the principal of the school so you all come together and think of teaching practice and methods that can best help the children at a particular point in time.

She explained that pedagogical leadership embraces working together with the headteacher and colleague teachers in diverse ways to support teaching and learning in early childhood and school settings. C2P3T stated that:

Some of the activities here, the excursion, you need the permission of the headteacher to write notes to parents to even accept. Sometimes too there are certain teaching materials that because of monetary issues you don't have all but other colleagues of yours have. Sometimes certain teachers have specialized in specific[subject] areas so sometimes you go to them when you need them [or their assistance]

Again, analysis of the results showed that partnership at the school level involves teachers working in supportive ways to assist each other to get the necessary teaching learning materials to support teaching and learning activities in the classrooms. For example, C2KG2T, mentioned that “*sometimes you may need teaching aids to support your [teaching and] learning... you have to contact other colleagues who have so that you can use theirs to support your teaching.*” Also, educational leaders used their pedagogical leadership partnerships to obtain the relevant information about children from colleague teachers to deal with classroom learning challenges of children. C2P3T stated that “*some of the children have gone through other classes before coming to my class, so sometimes I have to go to them [colleague teachers] for information concerning some of the children when I encounter any challenge.*”

4.4.1.3.2 Home-school partnerships

The analysis depicted that pedagogical leadership partnerships existed between teachers and parents which yielded in the improvement of teaching and learning activities at the early childhood and school setting. Some of these partnerships started as normal interactions with parents at the school setting which translated into mutually lasting fruitful relationships. One participant, C2KG2T stated:

Sometimes when the parents come in, we interact with them, and we are able to identify those who have the requisite knowledge to help us. So, when we are sure that such a parent is able or capable to help us in an area [teaching a subject or topic], we consult the person for him to come and help us with new ideas.

Another participant spoke about how she established her pedagogical leadership partnership with the parents to enhance information sharing on children and teaching and learning activities in the school setting. C2P2T mentioned “*I connect with parents through my WhatsApp page, and it has really been helpful because sharing ideas is really good.*” She maintained that through her pedagogical leadership partnerships she could get parents to assist with the teaching of certain subjects in her classroom. She said, “*If we are doing RME, I get some [of the parents] who also come and assist so the teaching is all-round, I get ideas from parents as well*” (C2P2T). Similarly, C2KG2T, reiterated that through pedagogical leadership partnerships, parents were able to assist with the needs of children in her classroom. She remarked “*sometimes the parents who are good would also come in and help us in case we are in need of something to support the children*” (C2KG2T). Again, participants disclosed that their pedagogical leadership partnerships with the home made it easy for them to discuss pertinent issues about children’s learning and challenges with parents for discussion to seek immediate interventions. C2P3T stated “*I also report issues concerning pupils to their parents because the way they relate with us in school is different from what they do at home*” (C2P3T).

4.4.1.3.3 School-community partnerships

Participants believed that pedagogical leadership involved partnerships with external subject experts, educational officers, and educational organizations and departments outside the school setting but within and beyond the community where the school is situated. A teacher participant, C2P3T, mentioned that “sometimes you may need a resource person to come and demonstrate something [in your classroom].” Also, C2P3T maintained that all our successful excursions or educational trips to important institutions and organizational sites were through pedagogical leadership partnerships with staff and officials of such institutions. Explaining further from the headteacher’s perspective, C2HT disclosed the partnership that educational leaders and the school have with external school bodies. She remarked, “Ghana Education Service (GES) has also played a role, recently we had a workshop with them with respect to the new curriculum” (C2HT).

4.4.2 Enacting pedagogical leadership

Research question two investigated the enactment of pedagogical leadership in three public early childhood and school settings. Participants answered questions on roles and responsibilities involved in enacting pedagogical leadership, as well the specific stakeholder enacting such pedagogical leadership roles at the school setting. The analysis identified three major themes namely general leadership roles, specific classroom leadership roles, and instructional/teaching leadership roles. While the general leadership roles were considered as functions the headteacher and some teachers who are assigned certain leadership responsibilities perform at the early childhood and school setting, the specific classroom leadership roles were those teachers

performed that are indirectly related to teaching or instruction. Participants identified instructional/teaching leadership roles as those that directly involve teaching and learning. Table 4.9 presents the main themes and their examples.

Table 4.9

Enacting pedagogical leadership

Enactment roles	Subcategories/examples of themes
General leadership roles	Supervising teachers and other staff Monitoring class social media platforms Working with SGC/PTA Acquiring teaching and learning resources Coordinating early childhood activities
Specific classroom leadership roles	Setting class rules and routines Connecting with parents Registering and documenting pupils Attending/intervening to children's needs
Instructional/teaching leadership roles	Preparing classrooms and teaching lessons

4.4.2.1 General leadership roles

General leadership roles are roles performed by educational leaders which are not limited to a particular group of students/pupils or classroom in the school setting. They are roles which

concerns the welfare of both students and staff in the school and directed toward the professional development needs of teachers and instructional needs of students/pupils. The general leadership roles identified by participants and discussed in this section include setting school goals, supporting implementation of curriculum, organizing meetings and training programs, delegating and mentoring, supervising teachers and children, providing teaching and learning resources, and partnerships with stakeholders.

4.4.2.1.1 Supervising teachers and other staff

Supervising teachers and non-teaching staff were identified as a crucial avenue of enacting pedagogical leadership in early childhood and school settings. The headteacher participant disclosed that supervisory roles at the school setting include checking teachers' attendance, class registers, marking lesson notes, conducting general classroom inspection, and observing teachers while they teach in the classroom. For example, he stated "*although the registers are given you have to double check whether some have even been marked*" (C2HT). Regarding classroom inspections and observations, he explained that these were carried out at any time within the school day. He mentioned that "*classroom inspection, some of the things happen in the morning, others in the afternoon and then in the evening*" (C2HT). Through supervision of teachers both in the classroom and outside the classroom he was able to identify what needed to be done in the school and the areas that he needed the assistance of coordinators to work on for immediate solutions. He explained that his supervisory roles are always followed by a series of meetings with coordinators who are responsible for preschool/kindergarten, lower primary, upper primary, and junior high school. He stated:

I am not an island unto myself, so when I go round, and I detect a problem I call the coordinators. We have a meeting; we discuss the issue and then the coordinators must carry that thing to their constituents to share whatever I am not happy with or whatever that has not gone on well to their constituent so that when I go round supervising, I would not expect that thing that I was not happy with. (C2HT)

Besides, C2HT explained that supervision of canteen staff was part of enacting his pedagogical leadership in the school setting. Although the school canteen is accredited with the requisite certificate to provide catering services to the school, C2HT saw it as a pedagogical leadership responsibility to monitor what went on in the kitchen to ensure that the right things were done. He highlighted, “*The welfare of the children virtually always means you must walk through the canteen to see what is going on although we have teachers on duty some may be engrossed in their core duties that is teaching*” (C2HT). For the sake of the children’s health, he echoed:

Often, I have to go in there to sample the food because you have to make sure you see to the quality of the food, they serve so I go there I taste it if there are issues I communicate to the caterer or the canteen committee to prompt her. If it persists, then I have to intervene but often I do call her myself so that we deal with those issues. (C2HT)

4.4.2.1.2 Monitoring class social media platforms

Analysis of the interview data showed that monitoring class social media platforms is part of participants’ pedagogical leadership enactment performed at the early childhood education level and school setting. All the participants in this school had social media platforms which facilitated communication between parents and teachers. To enhance the headteacher’s successful execution of pedagogical leadership, C2HT was added on every class social media platform. He pointed out “*every class has a [social media/WhatsApp] platform and then I have to be on all the platforms to monitor whatever that is going on*” (C2HT). According to C2HT both the school PTA and School

Governing Council had similar social media platforms where they shared certain important information. C2P2T spoke about how the class social media platform (WhatsApp) has helped her to enact pedagogical leadership roles. It was a page where she shared ideas with parents and clarified homework, assignments, and projects for parents to better assist their wards. She highlighted, “*I connect with parents through my WhatsApp page, and it has really been helpful because sharing ideas is really good*” (C2P2T). C2KG1T believed that managing the class social media platform was a pedagogical role. She stated, “*as a leader sometimes, I have to manage it because sometimes you put a message on it and then you see parents bringing different things altogether, so I have to manage and then make everything successful*” (C2KG1T).

4.4.2.1.3 Working with SGC and PTA

Analysis of the interview data revealed that working with the School Governing Council (SGC) and the Parent Teacher Association (PTA) is part of participants’ pedagogical leadership enactment performed at the early childhood education level and school setting. The headteacher participant disclosed that the school has both active SGC and PTA that works assiduously to ensure that all school programs and activities are broadly discussed and well executed. He explained that he plays the role of organizing, coordinating, and reporting all activities of both SGC and PTA. He highlighted that as part of enacting pedagogical leadership he reports the activities of the school to both SGC and PTA executives and sometimes shares information on their social media platforms. As an indicative example C2HT stated “*we have PTA executive meetings very often for me [headteacher] to brief them intermittently what is going on [in the school].*” He added that, often, “*whatever that happens [in the school] too I must call the school governing chair to brief*

him as well as the PTA Chair. The PTA also has a platform so everything that is going on [in the school] ... is put there for them to know” (C2HT).

4.4.2.1.4 Acquiring teaching and learning resources

Results showed three participants including the headteacher indicated that acquiring teaching and learning resources was a means of enacting pedagogical leadership in the school setting. The two participants disclosed that they used their own financial resources to purchase most of the teaching learning resources and aids in their classrooms. For example, C2P3T stated:

In a particular creative art lesson, I had to bring some colored papers and some poster colors, glitters and all that which I bought with my own money to come and share so that we would be able to practicalize the occasion that is being celebrated.

Also, C2KG2T mentioned that “*as for drawing I am not good, so I give it to somebody to do it for me then I pay the person, or the school also brings us some materials, but they are not enough...*”

Similarly, C2P3T stated “*I prepare teaching materials to help teach at my own expense. Because when you ask from the school by the time you get it or sometimes it may not even come at all and sometimes, I also need it.”*

Again, supply of logistics to coordinators and teachers for all the classrooms was a means that the headteacher enacted pedagogical leadership. Cleaning logistics for the various classrooms and the general washrooms were kept in the headteacher’s office for safekeeping and distribution through coordinators to all class teachers. Teachers who ran short of supply within the week were to report to their coordinators for supply. C2HT mentioned:

Monday mornings are where we give them their daily supplies, so we give them hand gloves, the surgical one so that when a child soils himself/herself they put

it on and then clean the child. And then we give them their tissues, we give them wipes, we give them cake soap and we give them liquid detergents. (C2HT)

4.4.2.1.5 Coordinating early childhood activities

One teacher participant explained that coordinating early childhood activities is a vital area for enacting pedagogical leadership. For example, C2KG2T played the role of the preschool/kindergarten coordinator. Her roles included coordinating with the headteacher to organize in-service education and training for teachers, receiving and distributing cleaning logistics to teachers for their class, and mentoring assistant teachers or attendants at the preschool and kindergarten classrooms. She stated:

In this school I am the preschool coordinator so sometimes we organize Inservice training or workshops so that we learn more or call other people from outside to come and help us so that we may get more ideas. And in my classroom, my attendant, I also help her to teach so that I will observe and see in case I am not there she would be able to take care of the class for me. (C2KG2)

4.4.2.2 Specific classroom leadership roles

Specific classroom leadership roles are roles performed by educational leaders to meet both the specific welfare and instructional needs of students/pupils in a particular classroom in the school setting. The specific classroom leadership roles participants identified and discussed in this section include setting classroom rules, registering children, and partnership with stakeholders.

4.4.2.2.1 Setting rules and routines

Analysis of the interview data showed that three teacher participants indicated that setting rules and routines in the classroom to facilitate teaching and learning involves a process of enacting pedagogical leadership in the school setting. These rules and routines were meant to ensure that classroom activities including teaching and learning went on in an orderly manner without interference. Participants together with children came out with rules to govern their conduct and some pupils were also given responsibilities to carry out in the classroom. For example, C2KG2T mentioned, “*I have rules for them to obey when I am teaching*” (C2KG2T). C2P2T reiterated that “*I have rules. So, when the children themselves came to class 2 for the first time, I asked them to write rules. Most of the rules came from them*” (C2P2T). Along with C2KG2T and C2P2T, C2P1T stated:

What I do is that, when they come from the beginning, you set up some rules in the classroom which are read every morning: Thou shall not talk! Thou shall not shout! So, every day we go over, just to guide them so that they will do the right thing. So, these are some of the things I do and then I also in the process of teaching I guide those who are not paying attention. You just draw their attention to the class and give instruction as a leader does. (C2P2T)

Also, one participant explained that children are assigned certain responsibilities to perform in her classroom. She said:

I delegate the task to them, so I have cardboard monitors, the cardboard monitors make sure that the books are shared, they are properly arranged in class, so when it is time for mathematics I just call, where are the cardboard monitors. I have five [cardboard monitors] so they will all come, and I will tell them to share the mathematics textbook or the mathematics workbook. (C2P2T)

4.4.2.2.2 Connecting with parents

Connecting with parents according to the analysis of the interview data was a medium for executing pedagogical leadership at the early childhood level and school setting. Three participants shared the gains in connecting with parents as they executed their pedagogical leadership at the school setting. For example, C2P2T stated, “*If we are doing RME [Religious and Moral Education], I get some who also come and do something so the teaching is all-round, I get ideas from parents as well.*” C2KG2T mentioned:

Sometimes when the parents come in, we interact with them, and we are able to identify those who have the requisite knowledge to help us. So, when we are sure that such a parent is able or capable to help us in an area, we consult the person for him to come and help us with new ideas.

C2P3T highlighted:

Sometimes you have some parents who play specific roles, for instance the Police Station, sometimes we are reading something about laws and rules, we have to invite parents to make a way either we go to the police station and sometimes too I also report issues concerning pupils to their parents because the way they relate with us in school is a different thing altogether from what they do at home.

4.4.2.2.3 Registering pupils

Two participants including the headteacher, according to the analysis of the interview data, highlighted that registering of pupils in the classroom is part of participants’ pedagogical leadership enactment at the early childhood education level and school setting. For example, one teacher participant explained that marking the class register gives the teacher an idea of the number of students who are present in class to enable successful planning of class activities. C2KG2T perceived that the marking of registers was an administrative role of teachers. She stated:

I think marking registers is important ... because you have to mark them every day to know the number of children in the class and see so that you know the children who are punctual. So, marking the register is administrative work. (C2KG2T)

The headteacher considered registering pupils as an important role which formed part of his daily supervision routine. C2HT stated that I “*look at the register*” to make sure that teachers have knowledge of who was in class and who was not in class for the necessary actions to be taken.

4.4.2.2.4 Attending to children’s needs

Analysis of the results depicted that attending to children’s classroom needs was a way of exercising pedagogical leadership in the school setting. Two teacher participants shared that, in addition to their teaching roles, they shared food to children, fed some of them, and taught children certain basic self-help skills. For example, C2KG2T explained that when the children’s food is brought from the canteen, they take responsibility for sharing the food and feeding those who find it difficult to feed themselves. C2KG2T stated, “*when the food is brought, we would share the food and we help some of the children to eat.*” C2KG1T remarked, “*some pupils cannot eat at all ... and you can’t look at the child to sit down with the food or cover it or pour it away. You have to help the child.*”

Again, C2KG1T explained that she works with her classroom attendant to help children use the washroom properly. They taught children practical basic hygiene skills. She stated:

When they come from Nursery 2 to my class, we teach the children how to wash their hands with soap and clean their buttocks [anus]... I will let my attendant send the boys first [to the washroom], teach them how to use the soap and the water after using the toilet and then the girls too I will send them and teach them how to clean their buttocks as how my attendant has done with the boys, how to wash their hands because in the classroom if a teacher is teaching you cannot

accompany the pupil to the washroom so I have to use that [first] week to teach them all these things. (C2KG1T)

4.4.2.3 Instructional/teaching leadership roles

Instructional/teaching leadership roles include all activities performed by educational leaders particularly teachers to facilitate teaching and learning in the classrooms.

4.4.2.3.1 Preparing classrooms and teaching lessons

Analysis of the results revealed that preparing classrooms for teaching and other activities was identified as a way of enacting pedagogical leadership in early childhood education and school setting. Participants believed that setting up the classroom to make it ready for actual instruction was a critical task of all pedagogical leaders, especially teachers at the kindergarten level. Teachers engaged in activities such as arranging the classroom furniture in a manner that will support classroom teaching activities, setting up learning centers, organizing concrete materials, and bringing out from the cardboard textbooks and other writing materials that children would need for the day. For example, one teacher participant stated "*I come to school early in the morning as early as 6:30am to set up the place for learning. I receive the children into the class, and I teach, I give exercises, I mark, and I give feedback*" (C2P1T). Participants also explained what they do during actual teaching of lessons. For example, C2KG2T said "*I interact with the children; I also use raw objects to teach because sometimes they want to see the thing [concrete materials] before they will understand. Sometimes I demonstrate it on the board for them to see*" (C2KG2T). Similarly, C2P3T highlighted some of the things she did to support children during instruction. She stated:

Sometimes when you finish teaching and think you have given them work is not enough. Sometimes you have to go round and check what the children are doing.

Sometimes you know you have really taught but by the time you would go round somebody is doing something different all together, so you go round to help them to be able to do what you really want them to be able to do. (C2P3T)

4.4.3 Enabling factors of pedagogical leadership

Research question three of this study investigated the factors that were responsible for enacting pedagogical leadership in the early childhood education settings in Ghana. Several factors were identified that are classified into three themes—personal, internal and external school factors. Table 4.10 captures the main results.

Table 4. 10

Enablers of pedagogical leadership

Classification of themes	Subthemes/examples
Personal factors	Work experience, educational background and qualification. Continuous reading and research
School-based factors	In-service education and training Collaborations and cooperation of teachers Availability of teaching and learning resources Headteacher support
Outside school factors	Ministry of Education training programs and workshops Parental involvement, motivation, and support

4.4.3.1 Personal factors

4.4.3.1.1 Working experience, educational qualifications/background

Analysis of the interview data revealed that previous work experience, educational qualifications and background is an enabling factor for enacting pedagogical leadership in early

childhood and school settings. Four participants including the headteacher at Case 2 agreed on this theme as an enabling factor to enacting pedagogical leadership at the school setting. For instance, the headteacher participant, C2HT, believed that the exposure that he received from both content and professional courses he took as part of his studies at the university positioned him to enact pedagogical leadership in the school. He stated, “*training from Institute of Educational Planning and Administration (IEPA) has gone a long way to enlighten me*” (C2HT). According to him another key factor that has helped his pedagogical leadership was his previous work experience. C2HT reiterated, “*the opportunity to work with the British Council*” gave me exposure to work in leadership roles and with diverse people. Two teacher participants C2P3T and C2P2T also agreed that their educational background qualifications were key to enacting pedagogical leadership in the school setting. C2P3T stated, “*reading early childhood education for my first degree also gave me a wide scope of knowledge to implement so most of the things are the things I was taught in school which I am practically implementing in my classroom.*” Again, C2P2T said that:

I did an early childhood education degree. I still remember the things they taught us. Some of the things I still remember so I use it to guide what I am doing [teaching] now. It has really been helpful, having the theory aspect and now using it in the practical way, it has been helpful.

Another teacher participant, C2KG1T, believed that further education was a major factor in executing pedagogical leadership in the school setting. She stated, “*I also push myself by going to school. It really helps me in teaching the class*” (C2KG1T).

4.4.3.1.2 Continuous reading and research

Continuous reading and research, according to the analysis of the data, was divulged as an enabling factor for enacting pedagogical leadership in the early childhood and school setting. Two teacher participants repeated this theme as a supporting factor to enacting pedagogical leadership.

As an indicative example, C2P1T stated:

I do a lot of research ... Apart from the textbook that I have, sometimes I go online to look at how I can gain some skills, and methods [of teaching] so that I can add to what I already know to be able to teach the children.

Correspondingly another teacher participant, C2P2T, said:

I read other articles, other things from the internet so that I get new stuff. So, every year, every day, every time I have new things [information] that I am getting from the internet, and I read other books as well.

Again, C2P2T explained what she did before going to teach in the classroom. She mentioned:

Before I teach, I do my own preparation. I love the internet so much. I think the internet was built for me. I go on google a lot; I research a lot for the lesson to be fun. So I go through my textbook, the scheme of work, the internet, and other related books as well so that the class lesson would be interesting. (C2P2T)

C2P2T believed that investment made to obtain the relevant information to teach was an important pedagogical leadership factor. She mentioned that "*I invest in myself, that is sometimes I read a lot on my phone from the internet, sometimes there are some educational sites I go to for information*" (C2P2T).

4.4.3.2 School-based factors

4.4.3.2.1 In-service education and training

Analysis of the results of the interview data showed that in-service education and training organized at the school level contributed immensely to participants' enactment of pedagogical leadership. Four participants including the headteacher made this assertion and explained in diverse ways how in-service education and training has contributed to enacting pedagogical leadership at the school setting. For example, the headteacher participant, C2HT, explained that apart from the general in-service training and education they used to do on Fridays, sometimes in-service education and training were also organized upon the request of teachers through their coordinators. C2HT stated that, "*If you need training, you put in an intervention to get somebody [curriculum leaders/ subject experts and facilitators] to do it for you.*" One teacher participant, C2P2T, mentioned that "*We normally have a combined workshop together or sometimes we have it alone here at our end and it's been helpful.*" On some of the areas handled at these workshops which participants considered as important to enacting pedagogical leadership in the classroom and school settings, another teacher participant, C2P1T, stated "*I remember last year we went for a workshop about the new curriculum, how to teach as a teacher.*" Again, C2P2T mentioned, "*Since now we are in the computer world, we have Inservice training on how to use the computers to teach the children, TLMs, how to make it [the lessons] interesting as well. We have different types of Inservice training at the school.*" Generally, participants indicated how these workshops and training were helpful to them. One teacher participant at the kindergarten level, C2KG1T, stated, "*in the school sometimes they organize workshops, and it has been helping us a lot ... they teach us new things that will help the kids so that is helping me.*" One teacher participant at the

primary level indicated what she got from a workshop that she has been practicing in her classroom. She stated:

I got from there [workshop], what we called “starter”. Previously when you come, you just go straight and teach but from that [workshop] I learnt that we need to prepare the children very well, we need to excite them. You know children learn very well by playing ... you don't have to be a rigid teacher. So, I learnt a lot from there [workshop] so when I came and applied them in my classroom, it helped a lot. (C2P1T)

4.4.3.2.2 Collaborations and cooperation of teachers

Collaborations and cooperation of teachers was identified as an internal school factor that enabled participants to execute pedagogical leadership at the school setting. Three teacher participants made this known during the interview session. For example, one of the teacher participants, C2P3T, stated “*It is not all about official or formal education but learning from your colleagues...*” Again, another teacher participant, C2P1T, mentioned that “*we [teachers] do share ideas ... when I don't understand something.*” Along with C2P3T and C2P1T, C2KG2T reiterated that, “*the teachers have good relationships ... so if you don't understand something when you go to other teachers because we have that [good]relationship among the teachers they help.*”

4.4.3.2.3 Availability of teaching and learning resources

According to the analysis of the results, an internal school factor which supported the participants' enactment of pedagogical leadership in the school setting was availability of teaching and learning resources. Two participants including the headteacher made this assertion during the interview. For instance, the headteacher, C2HT, highlighted that the school made sure that teaching aids were provided for teachers to support teaching and learning in the classroom. He stated, “*In*

terms of support from the angle of the school I think the materials you need the school make sure they are provided" (C2HT). This was confirmed by one teacher participant, C2KG2T, who mentioned that "*If we need materials for teaching, we will go and talk to him [headteacher], and he will also sometimes try his best to get us some to use to help the children. So, whatever we need he helps us.*"

4.4.3.2.4 Headteacher support

From the interview data analysis, it was highlighted that the support that participants got from the headteacher was considered as an enabling factor which emboldened them to enact pedagogical leadership in the school setting. Three teacher participants repeated this assertion during the interview conversation. For instance, one teacher participant, C2P2T, made it known that "*the headteacher normally comes round for supervision and if maybe there is something you are not getting it you can go to the headteacher for assistance...*" Another teacher participant confirmed, C2KG2T, reiterated:

If we need materials for teaching, we will go and talk to him, and he will also sometimes try his best to get us some to use to help the children. So, whatever we need he helps us. Sometimes he also calls us and the things that we don't, or he thinks we don't know he comes and gives his ideas about it.

Again, C2P3T made mention of other helpful activities that the headteacher had performed to support teachers in the school. She stated:

There is a saying that together we stand so no matter what the situation is he has been helpful. Because as I told you earlier on for instance the excursion when I discussed with him if he had said no there was no way we were going to implement it and sometimes he supervises our lesson plans and sometimes occasionally in his own capacity he will contact the school management to come and organize Inservice training for us. Sometimes he would study the whole

school and look at a challenge that is common to all the teachers and he would invite a resource person to come and talk to us. (C2P3T)

4.4.3.3 Outside school factors

4.4.3.3.1 Ministry of Education training programs and workshops

Results indicated that the training programs and workshops which were organized by the Ghana Education Service (GES) service contributed immensely to the enactment of pedagogical leadership in the school setting. Two participants including the headteacher explained that since the implementation of the new curriculum the GES has been helpful and supportive in organizing workshops and training programs for teachers and headteachers. These workshops and programs were meant to enhance the capacity of both teachers and headteachers to implement the new curriculum. The headteacher participant, C2HT, stated, “*GES has also played a role. Recently we even had a workshop with them with respect to the new curriculum.*” GES training programs were usually organized at the national, regional and district levels outside the school setting. One teacher participant, C2P3T, stated “*going for workshops and other educational programs... I am learning new things that help me in implementing pedagogical practices.*”

4.4.3.3.2 Parental involvement, motivation, and support

Parental involvement, motivation, and support according to the analysis of the results was identified as an enabling factor to pedagogical leadership enactment in the school setting. Two teacher participants made this known during the interview session. They explained how parents have been helping with their classroom activities in terms of purchasing teaching and learning materials, motivating teachers, and sometimes assisting in the payment of other children’s school

fees. For example, one teacher participant was brief and said, “*some of the parents are very motivational*” (C2P1T). C2P3T explained the kind of help that parents offered to her class. She stated:

On Valentine’s Day during our creative art class, we prepared Cards … some of the parents had to help in buying the materials. And there was a time when one child was staying home because the parents could not pay the school fees. When a friend in the class of this child who was staying in the house told the parents they contacted me, and they paid the school fees to enable the pupil to come to school. (C2P3T)

4.4.4 Challenges of pedagogical leadership

Research question four investigated the challenges that participants encountered when they enacted pedagogical leadership roles in the school setting. The challenges participants shared are classified into two broad themes: (1) internal school challenges, and (2) external school challenges. These challenges are presented in Table 4.11.

Table 4. 11*Challenges of pedagogical leadership*

Major themes	Subthemes/examples
Internal challenges	Proper outdoor playground Inexperienced administrative staff Teacher perception Payment of school fees Dealing with female teachers Headteacher's meetings and workshops schedules Large class size Inadequate training workshops Location of washrooms for pupils Classroom space for learning centers Managing class social media platform Ghana Education Service visits Inadequate supervision of GES circuit supervisors Funding for school projects Handling difficult parents and teaching and learning materials Lack of quality textbooks
External challenges	

4.4.4.1 Internal challenges

4.4.4.1.1 Proper outdoor playground

Results revealed that a proper outdoor playground for preschool and kindergarten children was a challenge to class teachers enacting pedagogical leadership in the school setting. Due to the lack of a proper outdoor playground and facilities, most play activities are done indoors. The

headteacher disclosed that plans are far advanced to ensure that a proper playground is built for the school to serve the interest of children in early childhood education. C2HT stated:

The challenge for Nursery and KG is that we don't have a proper playground for them for which it has been discussed and it has gone far and then we are praying that [umm] possibly this year because it is in our budget, we will be permitted to buy some play materials.

One teacher participant mentioned that they relied on field trips as a substitute to help the children get outdoor play learning experience. She stated:

Here it appears all our activities and programs are indoors since we do not have playground or outdoor play equipment for the children. We only rely on fieldtrips to give children the opportunity to have firsthand experience with some important themes and activities. (C2KG2T)

4.4.4.1.2 Inexperienced administrative staff

From the analysis of the interview data, C2HT highlighted that dealing with inexperienced staff, particularly administrative staff, was another challenge to the enactment of pedagogical leadership in the school setting. He explained that it was difficult combining his normal work schedule with supporting administrative staff to do the work they were expected to have independently executed or done to support the overall running of the school. He stated:

Unfortunately, the crop of administrators here is very fresh one was appointed in December, so he assumed duty midway January and you realize that he knows nothing about what we do here, the messenger cleaner virtually the same so it becomes very difficult if you don't support them or guide them, so it is with the other staff too. (C2HT)

4.4.4.1.3 Teacher perception

Results revealed that teacher perception of the headteacher's supervisory roles and style was a challenge to the enactment of pedagogical leadership roles in the school. The headteacher disclosed that some teachers perceived his style of supervision to be unethical and they tend to report him to some high-ranking individuals in the community. He stated:

People understand things differently and that is a big challenge. I remember a teacher, reported to somebody that she had caught me standing behind her class observing her lesson and I said yes, it is part of the work sometimes I have to sit in, others too I have to look at you when you least expect. (C2HT)

4.4.4.1.4 Payment of school fees

Participants expressed that the task of dealing with the collection of payment of school fees was a huge setback to their enactment of pedagogical leadership in the school setting. From the analysis of the interview data the headteacher and one teacher participant highlighted this challenge. The teacher participant disclosed that sometimes she was made to sack pupils from class just to go and inform their parents to settle their school fees, debts or arrears. This action she knew was not right and helpful, but she had to follow instruction from the school administration. C2P3T stated "*sometimes the children have not paid their fees and they would tell you to mention their names, sometimes you have to sack some of them so that when they go, they would be able to inform their parents.*" The headteacher shared that he was sometimes hauled before authorities to explain why he could not ensure that parents paid the school fees of their wards. He stated:

There are instances where some owe fees and then they finish, and they disappear. You go after them and some we genuinely know they can't afford. For example, the Junior Staff [parents] it becomes a challenge, so you are called, and you have to go and explain why you were not able to collect fees, very embarrassing but you realize that it is not your making. (C2HT)

4.4.4.1.5 Dealing with female teachers

One challenge to the enactment of pedagogical leadership which was expressed by the headteacher was dealing with the issues of women or female teachers. The headteacher disclosed the challenge that the school had to go through when three female teachers were on maternity leave. Getting staff replacement to handle their classrooms was a great challenge and the financial consequences were huge. He stated:

Forgive me dealing with women, there was a case where three ladies gave birth within the same period and the school would not allow you to go and employ somebody so you have to strategically manage with the little resource you have in terms of human, so you have to manage and it came to a point I had to beg the PTA to employ a part time teacher to come and support because the school was not ready to employ somebody and then according to labor law if somebody gives birth the person must also go to maternity leave with pay. (C2HT)

4.4.4.1.6 Headteacher's meetings and workshops schedules

One teacher participant noted that the headteacher's time schedules for internal school meetings, workshops and in-service education were sometimes not convenient for teachers. According to the analysis of the interview data this was identified as a challenge to enacting pedagogical leadership in the school setting. The teacher participant explained that these inconvenient meeting times were not helpful to carry out other important social and family roles. For example, she mentioned:

His schedules for meetings and workshops. Sometimes it is helpful but the timing for the meetings is vacation and maybe vacation you would like to say this week I am traveling this week I am using it for a particular program. You will be there and suddenly you would be called to a particular program, an Inservice training. And sometimes on Friday after school maybe you have your plan that this weekend, I am traveling but you would be asked to stay in school to have a meeting to build your teaching capacity. (C2P3T)

4.4.4.1.7 Large class size

Results indicated that large class size was a challenge that participants identified as having affected their pedagogical leadership enactment at the school. Three teacher participants repeated this during the interview conversations. One teacher participant indicated that she is not able to help weaker students because of the class size. She stated, “*the class size at the moment is large so sometimes those weaker students I can't really help them to the fullest*” (C2P2T). Another teacher participant, C2P1T, reiterated that, “*they [pupils] are many and handling them at the same time, in fact, it is not easy. Sometimes you want to do it but you don't have the time to accomplish all your aims so that is the challenge I am facing.*” A participant revealed how she managed the challenge of large class size but realized that her approach became problematic for parents. She said, “*Because the class size is huge, sometimes we give homework for parents to assist. However, some children do not come back to school with their homework books since some parents seem not to help*” (C2KG2T).

4.4.4.1.8 Inadequate training workshops

Analysis of the interview results identified inadequate training programs and workshops as affecting their enactment of pedagogical leadership in the school setting. One teacher participant disclosed this challenge during the interview. She explained that though there were workshops organized outside the school setting which enhanced their capacity to execute pedagogical leadership roles in the school setting, internally at the school level the workshops were not sufficient. One teacher participant stated:

Internally, we have not organized a workshop this term. We had one on computing when we were going paperless to enable us to do most of our work, assessment, lesson notes, and reporting online. That was where we had the workshop, and we were trained on how to use a computer program to enable us carry out our task online. (C2P1T)

4.4.4.1.9 Location of washrooms for pupils

One challenge at the school setting which hindered teaching and learning activities in the early childhood classrooms was the location of washrooms. The washrooms were located about three classrooms from the kindergarten 1 and 2 classrooms. Two teacher participants highlighted this challenge during the interview session and considered it as a challenge to enacting pedagogical leadership. Participants believed that it was a challenge for teachers allowing kindergarten pupils to walk outside the classroom before they could access washrooms. It made teachers experience divided attention while they are busy teaching lessons. For instance, C2KG2T stated, “*children at the preschool level including the lower primary do not have a separate washroom. Children who seek permission to go out to use the washrooms come back late and sometimes would miss a major part or whole lesson.*” C2KG1T attested to the lack of washrooms in the classrooms when she stated, “*we don't have washrooms in the classroom.*”

Results also portrayed how some teachers used individualized lessons to manage the challenge of pupils who missed important lessons while they had gone out to attend nature calls. This was due to the lack of inbuilt washrooms in the kindergarten classrooms. She mentioned that “*For children who come in late when they visit the washroom and other children who are absent themselves, I organize individual instruction for them*” (C2KG2).

4.4.4.1.10 Classroom space for learning

Results showed that participants were concerned with the lack of classroom space for creating learning centers or corners. This concern was seen as a challenge to enacting pedagogical leadership in early childhood and school settings. One teacher participant expressed that she had several teaching learning materials kept in the cardboards which could have been used to set up permanent learning centers which children could have explored to enhance their vocabulary and enrich their learning through concrete experiences. As an indicative example, C2KG1T briefly stated, “*we don't have space to set up learning corners.*”

4.4.4.2 External challenges

4.4.4.2.1 Managing class social media platforms

Analysis of the interview data revealed that managing the class social media platform was a challenge that participants considered as inhibiting the enactment of pedagogical leadership in the school setting. Participants admitted that the social media platforms were created with the consent of parents and are very helpful in sending parents advance notices on children's homework, projects, specific classroom announcements, and general school information. However, participants found it challenging to manage due to the inability of some parents to observe the rules regarding what information to post on the platform. They find it difficult to decipher what information is specific and private and what information are general and worth sharing on the class platform. For instance, C2KG1T stated, “*As a leader sometimes, I manage it [WhatsApp platform] because sometimes you put a message on it and then you see parents*

bringing different things altogether." The headteacher who was on all the social media platforms of all the classes stated that:

There is a common platform where things are shared and so if there is a challenge, a parent may raise on the platform or come to the office, and we will talk about it. In terms of teaching, homework is put there, and I monitor all the platforms ... (C2HT)

4.4.4.2.2 Inadequate supervision of GES circuit supervisors

Again, participants found the supervisory role played by the Ghana Education Service (GES) to be a challenge since supervisors were not frequently visiting the school to offer the needed support to staff. Though the school was in constant touch with GES, the circuit supervisors would hardly come to the school to perform their expected supervisory roles. C2KG2T stated, "*Sometimes the education officers, some, come to visit us, but when they come, they don't come and ask you, do you have books, or you don't have.*" C2HT reiterated that "*they are shy of coming here because ... for five years I have not had a circuit supervisor coming here but I call the office very often.*"

4.4.4.2.3 Funding for school projects and teaching learning materials

Also, results revealed that funding for school projects including teaching and learning resources or teaching aids was a challenge to pedagogical leadership enactment in the school setting. C2HT mentioned that "*the major external challenge has to do with funding*" and even in situations where government funding is not forth coming, and they had to rely on internally generated funds it takes a long time for the funds to be released for the intended project. He stated, "*The money is there, but sometimes it takes three years for the school administration to get*

approval from management for funds to be released for an intended project, so it is a challenge” (C2HT). Correspondingly, one teacher participant mentioned that when you request for funding for the purchase of teaching learning materials it never comes. She stated, “*money is one of the issues in this school, when you put in a request for funding for teaching learning materials it may never come*” (C2P3T).

However, the headteacher participant indicated that the issue of lack of funding for school projects and teaching learning aids were addressed through continuous follow up with the authorities concerned, as articulated in the headteacher’s extract:

You do continuous follow up, yes. You follow up on issues and everyday it is like a new thing although it has been discussed, some approval has been given so you have to keep following up continuously otherwise there wouldn’t be any response. (C2HT)

4.4.4.2.4 Handling difficult parents

Analysis of the results showed that handling difficult parents was a hindrance to enacting pedagogical leadership in early childhood and the school setting. One teacher participant explained that despite the efforts teachers put in to help children in the classroom some parents were not appreciative and were simply difficult to handle. She stated:

You do get parents who are also in their own world. So, you try to explain things to them and whatever you tell them they don’t want to accept. Some want to play difficult but as a good teacher and as a good leader you have to always try and make them calm down. Because if you get angry as a teacher and the parents are also angry is going to be a whole lot. Yes, you do get parents, naturally they just like that, they just want to be difficult. So, I do get some who are difficult, so I just keep quiet and listen to whatever that they have to say, and I say for example I am sorry this happened. (C2P2T)

Another teacher participant disclosed that some of the parents are adamant and find it difficult to believe what we tell them about their wards, especially their academic performance. When you approach some of them about the challenges that their children are facing in the classroom they will always disagree. She said, “*Some parents when you identify a challenge with a child and you are informing them, they will tell you, oh my child is not like that...*” (C2P1T).

From the analysis, some participants indicated the headteacher and some teachers manage pedagogical leadership challenges relating to parent attitudes through personal religious belief in prayer and faith in God. C2P3T explained how she could stand the provocation of parents as she enacts pedagogical leadership roles in her classroom. She stated, “*I believe one thing that has helped me is that I am a Christian. The Bible teaches us to forgive and let things go and I am somebody who does not harbor things overnight*” (C2P3T).

Some participants also managed the challenges they encountered with parents by sharing and seeking the headteacher’s intervention. One participant reported how she boldly informed a parent of about the ward’s difficult behavior and thievery at school. She stated:

The child in question has a problem with the character, he steals, very stubborn, when you give him work, he will not do it and will be playing, and he was coming to school with some pornographic pictures. So, I drew the attention of the parents that they should be careful, maybe the things the child has been watching – but since the parents did not take it well, I had to seek the intervention of the headteacher. (C2P1T)

4.4.4.2.5 Lack of quality textbooks

Finding quality textbooks which are at the level of the children in terms of content and methodology was a great challenge that affected participants enactment of pedagogical leadership. According to the analysis of the results one teacher participant highlighted that sometimes

textbooks which are supplied to the school were either above or below the subject content level of the pupils. Unfortunately, some of these books are supplied to the school based on the recommendation of GES. For example, C2KG2T stated, “*the books are not at their level [kindergarten] but they [GES] have supplied them for us to use.*”

4.4.5 Case summary

Within case analysis of case two also centered on the analysis and results of the interview data of the four main research questions of the study on the conceptualization of pedagogical leadership, enactment of pedagogical leadership, enabling factors of pedagogical leadership, and challenges confronting the enactment of pedagogical leadership in the school setting.

In case two pedagogical leadership was conceptualized by participants to be consisting of three main elements or themes namely, support for teaching and learning, capacity of using methods of teaching, and partnerships and engagement of multiple stakeholders. The conceptualization that pedagogical leadership embraces support for teaching and learning and partnerships and engagement of multiple stakeholders were commonly shared among all participants including the headteacher. Results revealed that pedagogical leadership which was referred to as partnerships and engagement of multiple stakeholders occurs at three levels namely school-level partnerships, home-level partnerships, and school-community partnerships. Uniquely, the understanding that pedagogical leadership refers to the capacity of using methods of teaching was repeatedly shared by teacher participants.

Ten (10) subthemes were seen as ways that case two participants enacted pedagogical leadership in the school setting. The within case analysis revealed that the headteacher participant

uniquely shared two of the subthemes while seven of the subthemes were echoed by teacher participants. The subtheme or the role of registering students was shared by teacher participants and reiterated by the headteacher. However, in line with the research literature and the purpose of the study the ten subthemes were categorized as general leadership roles, specific classroom leadership roles, and instructional/teaching roles. Hence pedagogical leadership was enacted as participants engaged in general leadership roles, specific classroom leadership roles, and instructional/teaching leadership roles in the school settings.

The enabling factors of pedagogical leadership which participants enumerated during the interview conversations were put into three main categories by the researcher. The three categories are personal factors, internal school factors, and external school factors. Altogether eight subthemes were identified as enabling factors to the enactment of pedagogical leadership in the school setting. Four subthemes or enabling factors were uniquely shared by the teacher participants. The analysis of the interview data also revealed that both teacher participants and the headteacher agreed on four subthemes as factors that enabled pedagogical leadership in the school setting. The common themes or enabling factors included work experience, educational background and qualification, availability of teaching and learning resources, in-service education and training, and the Ministry of Education training programs and workshops.

Participants in this case setting identified a number of challenges that they considered as impediments to the enactment of pedagogical leadership. A total of fifteen (15) subthemes were identified as challenges to enacting pedagogical leadership in the school setting and were put into two main categories namely internal school challenges and external challenges. Teacher participants uniquely identified seven challenges while three challenges were only shared by the headteacher participant. However, both teacher participants and headteacher participant reiterated

five common themes which they considered as challenges to the enactment of pedagogical leadership. The common themes included lack of proper outdoor playground, payment of school fees, managing class social media platforms, inadequate supervision of GES circuit supervisors, and lack of funding for school projects.

4.5 Case Three- Within-case-study analysis and findings

4.5.1 Conceptualization of pedagogical leadership

Contextualizing the study's interpretive phenomena, case three participants answered the same interview questions on pedagogical leadership as their counterparts in cases 1 and 2. Participants were asked to explain how they understood pedagogical leadership, its scope, and why they consider themselves as pedagogical leaders in schools. From the interview data it came out that educational leaders in early childhood education settings in Ghana differed in their understanding of pedagogical leadership. Three subthemes, covering both narrow and broader views that constitute participants' understandings of pedagogical leadership are identified (1) methods for leading, (2) investment in educational leaders, pupils, and teaching and learning resources, and (3) capacity of using methods of teaching as captured in Table 4.12

Table 4. 12: Participants' conceptualization of pedagogical leadership

Main theme	Subthemes	Number of Participants	Description of participants by codes
Conceptualization of Pedagogical leadership	Methods for leading	5	C3HT, C3P3T, C3P2T, C3P1T, C3KG2T
	Investments in educational leaders, pupils, and teaching and learning resources	3	C3HT, C3P3T, C3P1T
	Capacity of using methods of teaching	2	C3P2T, C3KG1T

4.5.1.1 Methods for leading

Results show that the headteacher and four (4) teacher participants conceptualized pedagogical leadership as methods employed for diverse purposes in early childhood education settings. These methods included the methods for running a school, methods of teaching in the classroom setting, methods and position, methods used by leaders and having mastery over teaching methods.

Participants believed that pedagogical leadership was about the methods that early childhood educational leaders employed for the running of a school. A participant, C3HT, who was the headteacher explained the concept of pedagogical leadership based on her knowledge of both pedagogy and leadership. From her position as the headteacher of the school she said:

Bringing the two together, pedagogical leadership will be methods you bring on board to see to the smooth running of the school. So as a leader you combine your leadership skills with the pedagogical skills so that you see to the running of the school to the best of your knowledge which will benefit both the teachers, the children, and their parents. (C3HT)

Again, participants conceived that pedagogical leadership was about the methods of teaching employed to lead the teaching and learning that go in the classroom. For example, from the perspective of a teacher participant, C3P3T said “just being in the position to utilize all the methods of teaching as the classroom teacher to achieve success, educational success, to help the kids learn whatever they are supposed to achieve in the classroom.” She emphasized that she was a pedagogical leader because of her ability to incorporate diverse and appropriate teaching methods to help children learn in the classroom. She stated:

A while ago I was demonstrating to the pupils how the earth rotates around the sun through discussion, demonstration, role play and all those methods. I am

trying to put all these things[methods] together to help the children understand every concept that I teach. (C3P3T)

Also, participants believed that pedagogical leadership was about the control that a teacher exhibited over his or her class as a result of the diverse use of teaching methods. An indicative example that depicts this understanding of pedagogical leadership is that of C3P2T who said, “*pedagogical leadership is having control over the class and selecting the best method for teaching the class for them to understand your teaching.*” She emphasized that “*I am a pedagogical leader because I teach with different kinds of methods and especially the activity method because this is a lower primary class.*”

Another conception of pedagogical leadership that participants highlighted was about the belief that pedagogical leadership was about teaching and learning and position held in the school setting. C3P1T stated “*it involves the teaching and learning and then some of the things we do as a teacher to help the little ones or the learners to acquire the necessary knowledge. The methods that I use and then the position that I hold in the school.*” She explained that what made her a pedagogical leader in the school setting was her ability to use the correct teaching methods to help children learn and her ability to assist and motivate the children to learn.

Furthermore, pedagogical leadership was understood by participants in this school setting to mean an educational leader or a curriculum leader who has mastery over all the teaching methods and is able to teach other teachers to teach successfully in the classroom. Thus, considering pedagogical leadership from the perspective of a curriculum leader, C3KG2T explained that pedagogical leader is “*somebody who has mastery over the various methods [umm] and is able to impart it to others.*” Some teachers perceived themselves to be pedagogical leaders due to the pedagogical content knowledge support they provide to colleagues in the school setting. One teacher stated:

I organize the other teachers and lead them in the various methods of teaching so that they will have enough methods of teaching to be able to make their classes exciting and interesting and easier for the children. (C3KG2T)

4.5.1.2 Investment in educational leaders, pupils, and teaching and learning resources

Results show that four participants including the headteacher of this school setting perceived pedagogical leadership as a purposeful investment made in educational leaders, children, and teaching and learning resources. It included all efforts made to acquire the relevant knowledge to be able to function effectively as a headteacher, teacher, or an educational administrator to help children in the school setting to achieve their educational goals. For instance, C3HT said that pedagogical leadership “*is an investment; a huge investment that cannot be quantified. We are talking about knowledge that goes a long way in helping you as an individual*”. Aside from being an intentional investment made in oneself, pedagogical leadership is an investment in both teachers and pupils. Pedagogical leadership she said, “*is an investment in the teachers and in the pupils as well*” (C3HT). The headteacher also emphasized that educational leaders must invest in their pupils through quality research driven teaching and lesson delivery in the classroom. She remarked:

Even the biggest investment you can invest in the pupils is by teaching them, by giving them quality material, quality information. That is why it is good that every teacher must research on what he is going to teach before he comes to the classroom. (C3HT)

From the analysis of the results, organizing and attending workshops were also seen as a way that educational leaders in early childhood education settings invested in themselves to acquire the requisite knowledge to build capacity. The headteacher participant (C3HT) said:

Aside organizing In service Training for my teachers I myself I attend programs, workshops, conferences such that it will help me update my knowledge, yes, because as a leader I have to be a step ahead of my teachers so I have to be able

to update my knowledge and my skill so that I can meet them halfway as to how best we can see to the running of the school.

Besides teacher participants perceived that pedagogical leadership involves direct financial investment in teaching and learning materials to support teaching and learning in the classroom.

For example, C3P3T shared that:

You can't teach mixtures without buying. So, you use your own money to go and buy the kind of things, candle, salt, sugar those things [TLMs] you need to go and buy to come and teach and by doing so you invest the little money that you have.

Another teacher participant (C3P1T) explained how she invested financial resources into the preparation of teaching and learning materials when it was her turn to facilitate the teachers professional learning community meeting:

This term I was the facilitator I taught something on, word reading, how to help the learners to read words and I spent a lot on that, to prepare the TLMs, prepare the flashcards, and then the sentence cards a whole lot, and it was very successful. (C3P1T)

4.5.1.3 Capacity of using methods of teaching

Results indicate that participants in this school setting understood pedagogical leadership in terms of using different methods to teach and manage the classroom. Teacher C3KG1T stated “*pedagogical leadership is the methods you use as a leader and how you manage the classroom well as the leader.*” Another teacher, C3KG1T, saw herself as a pedagogical leader because she brought improvement to the academic life of pupils. C3P2T said “*pedagogical leadership is [about] having control over the class and selecting the best method for teaching the class for them to understand your teaching.*”

4.5.2 Enacting pedagogical leadership

Research question two investigated the enactment of pedagogical leadership in Public Basic schools. Participants answered questions on roles and responsibilities involved in enacting pedagogical leadership, stakeholder involvement in enacting pedagogical leadership, and the change that their pedagogical leadership has brought about in the school setting. Results were put into three major themes namely general leadership roles, specific classroom leadership roles, and classroom instructional/teaching leadership roles. The general leadership roles were considered as functions performed by the headteacher and some teachers who assumed certain leadership and delegatory responsibilities in the school. Specific classroom leadership roles were considered as roles which teachers performed in the classroom which were not considered as direct teaching or instruction. Classroom instructional/teaching roles were all activities involving teaching and learning. Table 4.13 presents the main themes and their examples.

Table 4. 13*Enacting pedagogical leadership*

Main themes	Subcategories/examples of themes
General leadership roles	Vet lesson notes Organizing and facilitating PLC/INSET meetings Organizing staff and PTA/SMC meetings Motivating and establishing rapport among teachers Liaising with and attending programs of MoE Supervising morning assembly and cleaning of school compound Involvement and supervision of cocurricular activities
Specific leadership roles	Receiving children Instilling discipline and correcting children's misbehavior
Classroom instruction/teaching leadership roles	Preparation of teaching learning materials Teaching and remediation Joint teaching with professionals from the community

4.5.2.1 General leadership roles

4.5.2.1.1 Vetting lesson notes

Analysis of the interview data showed that the headteacher's task of vetting lesson notes was considered a way of enacting pedagogical leadership in early childhood and school settings. The headteacher participant, C3HT, explained that vetting of teachers' lesson notes is one of the core duties of public basic school headteachers in Ghana. For example, C3HT stated “as *the leader*

of the school, I am supposed to vet the lesson notes and see how best it can help [teachers] in teaching the various classes.”

4.5.2.1.2 Organizing and facilitating PLC/INSET meetings

Also, from the data analysis it was revealed that organizing and facilitating professional learning community (PLC) meetings and in-service education and training (INSET) meetings and workshops for teachers as means of enacting pedagogical leadership in the school setting. The headteacher participant and one teacher participant considered the task of organizing and facilitating professional development training meetings as a way of enacting pedagogical leadership. For example, C3HT highlighted that she organizes and facilitates both PLC and INSET meetings:

I organize PLC once every week for the teachers and during the PLC meeting, I help teachers to be able to prepare their teaching lessons and learning materials. I guide them as to how to prepare teaching learning materials that would be suitable for the class and the subject that a particular teacher is supposed to teach.
(C3HT)

The headteacher participant reiterated:

And another way is to organize Inservice training if there is a new teaching method, if the Ministry of Education [MoE] introduces new teaching methods it is my duty to take the teachers through that learning teaching methods so that they will be abreast with the new ways of teaching in order to help the school.
(C3HT)

Along with C3HT, C3P1T conceived her role of facilitating PLC meetings as enacting pedagogical leadership. She stated, “*This term I have facilitated PLC meetings and I taught [colleague teachers] something on word reading, how to help the learners to read words, and it was very successful*” (C3P1T).

4.5.2.1.3 Organizing staff, PTA and SMC meetings

Results of the interview data showed that organizing staff and PTA/SMC meetings was a critical avenue for enacting pedagogical leadership in the school setting. Meetings organized for only teaching staff and meetings for both teaching staff and parents involved a lot of planning and coordinating activities which participants considered as a way of enacting pedagogical leadership.

For instance, as the headteacher of the school, C3HT shared that:

I organize staff meetings with the teachers periodically to communicate to them what they think is best for the school and I appeal to their emotions and tell them the need to be effective in the discharge of their duties and when you do that you bring them together, they understand you, they don't see you as lording it over them.

Similarly, the headteacher participant said:

Occasionally I invite the parents to the school like I mentioned earlier. Here, we have parents' teacher association meetings so on those occasions I invite them to the school where we sit. All we do is to discuss the wellbeing of their wards, which is basically what we do. (C3HT)

Concerning SMC meetings, engagements, and participation, C3HT reiterated that:

I do have meetings with the School Management Committee (SMC) which is made up of people from the environment who might necessarily not have their wards in the school, they are just part of the community, we bring them on board because they are in the community, and they know the parents of the children the teachers would teach, and they know what goes around within the community.

4.5.2.1.4 Motivating and establishing rapport among teachers

Motivating and establishing rapport among teachers, from the analysis of the interview data, was seen as a critical avenue for enacting pedagogical leadership. Participants considered establishing rapport among staff and motivating them to carry out their core duties in the school

as a critical pedagogical leadership role of the headteacher in the school setting. As the headteacher of the school C3HT stated, “*as a pedagogical leader my first and foremost duty is to make sure that I establish a good rapport with my teachers otherwise the running of the school will not be effective.*” She emphasized that, “*I encourage them to also attend in-service training courses outside the school, workshops which Ghana Education Service (GES) periodically organizes for teachers, yes. So, I encourage the teachers to seize the opportunity to attend such workshops*” (C3HT). To get teachers motivated and reinvigorated for their various roles in the school C3HT reiterated that:

If you find out that a teacher is not doing well, you think the teacher needs rest, what you can do is to suggest to the teacher, I think that if you take a rest, you will come back refreshed or energetic. So, what I [the headteacher] will advise is that I will help you to take a leave so that you can go and rest ... some teachers want to go on study leave, it is the duty of the leader to encourage the teachers to go through the appropriate channels so that the teacher can go on study leave ... these are all ways of motivating the teachers as a leader, so I do that a lot of the time.

4.5.2.1.5 Liaising with and attending programs of MoE

Analysis of the results highlighted that, liaising with MoE, and attending programs and workshops organized by MoE at all levels as a way of enacting pedagogical leadership in the school setting. The headteacher participant saw this role as an essential part of her pedagogical leadership since it is the avenue for getting the school up to date information on national school policies and curriculum issues for effective implementation at the school level. C3HT stated:

I liaise with the Metro Education Directorate [MED] for any new information or ideas they have for the school because we take our instructions from them, so I liaise between the Cape Coast Metro Education Directorate (CCMED) and the teachers in my school ... and I communicate information and ideas from the

Metro for deliberation on how best we can successfully implement their ideas in our school setting.

The headteacher, C3HT, mentioned that she is able to play her liaison role through attending the programs and conferences that were organized by the Ministry of Education (MoE) at all levels within the country. For example, she stated that:

I attend programs, workshops, conferences such that it will help me update my knowledge, yes, because as a leader I have to be a step ahead of my teachers so I have to be able to update my knowledge and my skill so that I can meet them [teachers] halfway as to how best we can see to the running of the school. (C3HT)

4.5.2.1.6 Supervising morning assembly and cleaning of school compound

Supervising morning assembly and cleaning of the school compound, from the results, was considered a medium of executing pedagogical leadership at the school setting. The roster to ensure that all teachers had their turn to supervise the cleaning of the school compound and monitor the morning assembly was displayed in the office of the headteacher. Teachers who were on duty were supposed to come to school early to ensure that the children carry out their assigned compound roles and conduct morning assemblies successfully. For instance, one teacher participant, C3P1T, stated “*in the school I also help when I am on duty, I help with the cleaning, the arrangement and then we also conduct assembly and then make sure the environment is conducive for learning.*” Similarly, another teacher participant, C3P3T said “*we come early to receive the children, make sure they sweep the school. Usually the classroom, we clean it after school so that when we come the next day, we won't waste much time cleaning the place.*” From her perspective as the headteacher of the school, C3HT reiterate:

I make sure that at morning assembly I am present, the students and teachers get to see me every day at morning assembly. If there are any issues for us

[headteacher and teachers] to discuss, sometimes we discuss it after the morning assembly.

4.5.2.1.7 Involvement and supervision of cocurricular activities

Analysis of the interview data revealed that participants enacted pedagogical leadership through involvement and supervision of cocurricular activities. Two teacher participants explained that engaging children in cocurricular activities at the school setting were part of enacting pedagogical leadership. Cocurricular activities were held on Fridays after the normal teaching and learning hours. For example, a participant stated, “*we break at 2pm for us to do other cocurricular activities, gardening, club meetings and other activities*” (C3P3T). Along with C3P3T, C3P2T reiterated “*sometimes aside the classroom teaching and others we also organize club meetings for the children, sporting activities, and others.*”

4.5.2.2 Specific leadership roles

4.5.2.2.1 Receiving children

Receiving children from parents into the school and the classroom, according to the analysis of the results, was a critical avenue for enacting pedagogical leadership in early childhood and the school setting. One teacher participant explained that it involves coming to school early to receive the children from their parents and to avoid keeping parenting for a long time on the school premises. She emphasized that teachers at the kindergarten and lower primary levels were mandated to come early to receive their pupils from the parents due to the age of the children they are teaching. As an indicative example, the teacher participant stated, “*in the morning we come early to receive the children...*” (C3P3T).

4.5.2.2 Instilling discipline and correcting children's misbehavior

One teacher participant mentioned that instilling discipline in children and correcting their misbehaviors was a way of enacting pedagogical leadership at the school setting, according to the analysis of the interview data. Participants took advantage of their teaching periods to educate children on disciplinary acts and corrected any misbehaviors that reared its head in pupils. C3P2T stated, "*I make sure I tell them they should respect, anytime I am teaching or aside teaching I'll be telling them when a teacher tells you something or teacher gives you command make sure you follow it.*" C3P2T echoed that, "*when we come to school, we make sure they tidy up the classroom, sweep outside that is the environment or the surroundings, they clean up very well. If someone is misbehaving, you correct the person.*"

4.5.2.3 Classroom instruction/teaching leadership roles

4.5.2.3.1 Preparation of teaching learning materials

Preparation of teaching and learning materials was identified from the analysis of the results as a way of enacting pedagogical leadership in early childhood education and school settings. Two teacher participants disclosed that the lack of funding and unavailability of teaching and learning materials at the school has made it extremely difficult for participants to enact this pedagogical leadership role. However, participants explained that they ensured that they invested money and time to purchase and prepare teaching and learning materials. One participant narrated the difficulty faced in getting teaching and learning materials for lessons:

Sometimes if you have to teach something you need to go and buy [teaching and learning materials]. For example ... you can't teach mixtures without buying [teaching and learning materials]. So, you use your own money to buy things

like candle, salt, sugar, those things you need to teach with ... using your own money. (C3P3T)

Similarly, a teacher participant explained her experience with getting teaching and learning resources to facilitate a PLC meeting. She said, “this term I have spent a lot of money to prepare flashcards and sentence cards to enable me to teach my colleagues on the topic word reading at our PLC meeting” (C2P1T).

4.5.2.3.2 Teaching and remediation

Analysis of the interview results showed that teaching and providing radiation to children were critical avenues of enacting pedagogical leadership in early childhood education and school setting. Two teacher participants highlighted this medium of enacting pedagogical leadership at the school setting. One participant explained the language of instruction used during teaching and the methods used to teach lessons in the classrooms. For example, she stated:

We teach using the combination of Fanti [Ghanaian Language, First Language] and English [Second Language]. Example when we teach in English, I have to translate it to their level so they would understand it ... that is how we teach them at the KG level (C3KG1T).

She further explained the methods that she uses during her lessons in the classroom:

Normally we use the group work method, sometimes we give them project work, that one we give it to them as homework, they will take it home and mostly it involves drawing and coloring because they are interested in the coloring. We give them a lot of the coloring work and we also give them a lot of drawing work. (C3KG1T)

Also, participants engaged in remedial teaching for pupils who had varied learning challenges. They perceived this as a pedagogical leadership role which they enacted at the school setting. For instance, C3KG2T stated, “*we do remedial teaching for them [children]*” during silent hours and

at other times after school hours to help children who are struggling to cope with some of the things that we are teaching.

4.5.2.3.3 Joint teaching with professionals from the community

Engaging in joint teaching with professionals from the community to teach certain subjects in the syllabus, according to the analysis of the results, was a vehicle for executing pedagogical leadership. One teacher participant explained how this joint teaching engagement with professionals and some community members are helpful in providing children with first-hand experiences in the classroom. As an indicative example, C3P1T stated:

I remember we were learning seeds and fruits and I invited one farmer from the community to bring some of the fruits. Some fruits that he brought we've not even seen before, and it really helped the learners to acquire what we were teaching very well.

4.5.3 Enabling factors of pedagogical leadership

Research question three of this study investigated the factors that were responsible for enacting pedagogical leadership in the early childhood education settings in Ghana. Participants identified pedagogical leadership factors that were then classified into three major themes namely personal factors, school-based factors, and outside school factors. Table 4.14 captures the main results.

Table 4.14*Enablers of pedagogical leadership*

<u>Classification of themes</u>	<u>Subthemes/examples</u>
Personal factors	Educational qualification/background Further studies/education Research on the internet
School-based factors	Professional learning community (PLC)/INSET Support of headteacher Support of colleague teachers
Outside school factors	Workshops and programs organized by educational stakeholders Supply of teaching and learning materials Support of the community Programs initiated by international organizations and government Government of Ghana's capitation grant

4.5.3.1 Personal factors

4.5.3.1.1 Educational qualifications/backgrounds

Analysis of the interview results revealed that the educational background and qualification of participants was one of the enabling factors for enacting pedagogical leadership in early childhood and school settings. Two participants comprising one teacher participant and the headteacher agreed on this and explained that their educational backgrounds and relevant qualifications have been of tremendous help to their pedagogical leadership at the school setting. For example, the headteacher participant, C3HT, stated, “*I can confidently say that my educational background in Primary Education has helped to unearth all these things that I bring on board to*

be able to make my leadership a successful one.” Equivalently, C3P3T mentioned that “my educational background is helping me a lot to know what to do and to face every challenge that I get here.”

4.5.3.1.2 Further studies/education

Pursuing further studies or education, according to the analysis of the interview data was identified as a facilitating factor to enacting pedagogical leadership in early childhood and school setting. Two interview participants repeated this during the interview that seeking avenues for and pursuing further education was critical for acquiring the necessary skills set to enact pedagogical leadership in the school setting. For example, one teacher participant, C3P3T, explained that taking advantage of opportunities for further education was crucial for the enactment of pedagogical leadership roles. She stated “*I have to seek for further education*” when she was responding to questions on pedagogical factors that would enhance her pedagogical leadership in the school. In line with this factor of pedagogical leadership, the headteacher saw the need to assist teachers to take advantage of the avenues provided for them by Ghana Education Service (GES). C3HT stated, “*some teachers want to go on study leave, it is the duty of the leader to encourage the teachers to go through the appropriate channels so that the teacher can go on study leave.*”

4.5.3.1.3 Research on the internet

According to the analysis of the interview data, a personal factor which strengthened teachers to enact pedagogical leadership in the school setting was the initiatives they took to do research on the internet for relevant information on content, pedagogy, and teaching learning resources that was relevant to their class. An expressive example was highlighted by a teacher

participant, C3P1T, who explained how research on the internet has been helpful but cost intensive. She stated, “*I do a lot of research on the Internet and on the Internet, you have to use data, so I buy data to do research to get the [relevant] knowledge to help the learners*” (C3P1T). She again explained that the knowledge which she sometimes got from her research helped her to do her own teaching and learning resources for teaching her class. C3P1T echoed, “*also I prepare teaching and learning materials (TLMs) based on some ideas I get from the internet. I buy cardboards, colors, and crayons to do TLMs to help teaching and learning in the classroom.*”

4.5.3.2 School-based factors

4.5.3.2.1 Professional learning community/INSET

Interview data analysis showed that professional learning community (PLC) and in-service education and training (INSET) were seen as key internal school enabling factors that enhanced participants enactment of pedagogical leadership. During the interview conversations, three teacher participants repeated the benefits of PLC meetings and INSET to enacting pedagogical leadership in the school setting. One teacher participant for example stated that, “*in the school our head teacher is very supportive. She organizes INSET and every week we go to PLC where opportunity is created for us to share ideas to help ourselves as teachers*” (C3P3T). Correspondingly C3P2T said “*we organize ourselves on Wednesdays, all the teachers meet for topics that we find it difficult to teach in the classroom, we call upon another teacher who teaches in this school to take us through that topic.*” Along with C3P2T, C3KG1T said, “*every Wednesday we organize PLC to equip our knowledge and we all attend it ... they will choose a particular teacher to come and teach about a particular topic that we don't understand.*”

4.5.3.2.2 Support of headteacher

The support of the headteacher was identified as an essential enabling factor of enacting pedagogical leadership in early childhood and the school setting. This was revealed during the analysis of the interview data. One teacher participant explained that the headteacher was generally helpful and supportive in terms of her commitment to INSET/PLC meetings and other programs that equipped teachers with the relevant pedagogical content knowledge for their classroom roles. An indicative example, C3P3T said, “*Then in the school too our head teacher is very supportive. She organizes INSET and every week we go to PLC where opportunity is created for us to share ideas to help ourselves as teachers.*”

4.5.3.2.3 Support of colleague teachers

The support of colleague teachers was emphasized by one teacher participant as an essential internal school factor that enhances the enactment of pedagogical leadership. This was identified during the analysis of the interview data. The teacher participant disclosed the tremendous teaching and content knowledge support that teachers are able to provide to assist their colleagues to deliver lessons in their classrooms. C3P1T stated:

In fact, the teachers ... are also helping so much. For instance ... if there is a topic that you are teaching and you are not conversant with it some of the teachers are also capable of helping you to get it well before you come to your class to deliver, and it is really helping to impart these learners.

4.5.3.3 Outside school factors

4.5.3.3.1 Workshops and programs organized by educational stakeholders

From the analysis of the interview data, two participants stated that workshops and programs organized by key educational stakeholders for educational leaders were positive factors that enhanced their capacities to enact pedagogical leadership in the school settings. These workshops were mostly organized by the government of Ghana through the Ministry of Education and the Ghana Education Service at the national, regional, metropolitan, and district levels for all teachers. C3P2T affirmed that *“The government also organizes workshops for teachers, and ... through that we get a lot of knowledge for teaching the kids.”* These workshops at times were organized at a fee yet participants saw the need to pay so they could attend to get the relevant knowledge and skills they needed for some of their pedagogical leadership roles. C3P2T recounted that *“I remember last term we attended a workshop which we paid huge amounts of money for but because we went there to get knowledge to help the little ones I paid and then it really helped me.”* A participant also mentioned that these workshops were also meant to build portfolios for their promotion and renewal of their teacher’s professional license. She stated that we attended:

External workshops, some for English, some for-KG curriculum development, builders, as many as we hear we are able to go especially now that they even say that we should use it to build our portfolio. We are always looking for some to attend. (C3KG2T)

4.5.3.3.2 Supply of teaching and learning materials

Analysis of the interview data revealed that the supply and availability of teaching learning materials in the school setting was a facilitating factor for enacting pedagogical leadership. This external enabling factor of pedagogical leadership was mentioned by the headteacher participant.

The headteacher acknowledged the efforts made by the Ministry of Education through its agencies and departments like the GES and the Metropolitan Education units (MEU) for the supply of some children's course books and teaching and learning materials for the school. The headteacher who always took delivery of some of these supplies from GES/MEU said that "*what they do is that they supply materials to the school, they supply materials such as children course books and teaching learning materials*" (C3HT).

4.5.3.3.3 Support of the community

The support of the community was seen as one of the propelling pedagogical leadership enactment factors in the school setting. This was made known by one teacher participant according to the analysis of the interview data. The community was said to be visible in the activities and programs of the school and was considered a healthy development that enhanced pedagogical leadership roles in the school. For instance, C3KG2T stated that "*When we organize programs, they [community] are here to support, sometimes they make donations to the school, they help in sanitary situations and other things.*"

4.5.3.3.4 Programs initiated by international organizations and government

Analysis of the data revealed that the support of international organizations in education and some educational initiatives by some donor countries in public schools have been phenomenal and helpful to Ghana's education. These inputs from the international partners and donors like the USAID and the Korean government were perceived by participants to be one of the most influential factors to the enactment of pedagogical leadership in the school setting. The

headteacher recognized the contributions of these educational partners at all levels of Basic Education in Ghana and her school. She stated concerning her school that:

The Korean government has also instituted a program that is supposed to help Mathematics and Science in the Ghana Education Service. My school is part of few schools which were selected to be beneficiaries of this program, and the program is ongoing. (C3HT)

She reiterated that:

USAID has brought a new program called learning. They organize it once a term. What they do is that they train facilitators from the Metro Education Directorate then they come and train the teachers on new methods of teaching so they teach teachers on how to go about those new methods of teaching so they can teach [the children]. (C3HT)

4.5.3.3.5 Government of Ghana's capitation grant

The government of Ghana's financial grants to schools known as the capitation grant was believed to be an external factor that supported participants enactment of pedagogical leadership at the school level. This was identified through the analysis of the interview data. Participants acknowledged that capitation grant funds came to support the school in diverse ways to make teaching and learning activities successful. C3HT stated:

The government supports us with some money. We call it a capitation grant and then we also have internally generated funds, so I go into those funds, take a little money and buy those teaching materials for the use of teachers.

4.5.4 Challenges of pedagogical leadership

Research question four of this study investigated the challenges that participants encountered when they enacted pedagogical leadership roles in the school setting. The challenges

participants shared are put into two major themes namely internal school challenges and external school challenges. Table 4.15 shows the main results.

Table 4. 15

Challenges of pedagogical leadership

Themes	Subthemes/examples
Internal challenges	Teachers shirking teaching responsibility Teaching and learning materials Teaching load of class teachers Weekly PLC meetings Lack of respect from colleague teachers Dealing with underage children in KG Pupils with no writing materials and textbook
External challenges	Cost of attending workshops Implementation of new curriculum Parents attitude towards teachers

4.5.4.1 Internal challenges

4.5.4.1.1 Teachers shirking teaching responsibilities

Results showed that enacting pedagogical leadership roles are hindered when teachers tend to shirk their teaching responsibilities in the school setting. The headteacher highlighted this concern as a challenge to enacting pedagogical leadership during the interview conversation. She enumerated a number of things that some teachers tend to do in the school setting which made it difficult for teaching and learning to thrive in the school. She stated:

I have a challenge with a teacher who will simply not come to school, she doesn't have any reason for not coming to school, she is not regular in school, she is not punctual in school, when she comes to school, she has difficulty sitting and teaching the children, she won't prepare her lesson notes, she won't prepare learning teaching materials. (C3HT)

4.5.4.1.2 Teaching and learning materials

Again, results indicated that availability of teaching and learning materials was a challenge to pedagogical leadership enactment of participants in this school setting. Due to the government's inability to provide the necessary teaching learning materials for schools, participants had to purchase teaching and learning materials where they could not prepare these materials themselves. One teacher participant, C3P2T, stated, "*we buy everything ourselves and we prepare the charts and the TLMs because up till now the government has not brought anything, so we buy them ourselves.*" Another participant, the headteacher C3HT, reiterated, "*I use my own resources to go and buy those teaching learning materials for them sometimes with my own resources when the resources are not forthcoming with the government.*"

4.5.4.1.3 Teaching load of class teachers

Also, the teaching load of teachers was perceived by participants as a challenge to enacting pedagogical leadership roles in the school setting. Public Basic schools in Ghana do not engage in subject teaching at the lower primary and kindergarten levels. Participants who were class teachers found their role of teaching all the subjects on the timetable as challenging and burdensome. One teacher participant stated, "*seriously there is no way one person [teacher] can teach all five subjects a day and come to school the next day and be strong enough, so we are managing with the little strength to do whatever is within our power to do*" (C3P3T).

4.5.4.1.4 Weekly PLC meetings

One hour weekly professional learning community (PLC) meetings was perceived as a hindrance to enacting pedagogical leadership in the school setting, according to the analysis of the interview data. One teacher participant who highlighted this explained that instructional hours was reduced an hour weekly on Wednesdays to make room for PLC meetings. This according to some teachers cumulatively and negatively affects the total instructional time for the term. As an indicative example, C3P2T stated:

What I have realized is that we are supposed to close at 3 o'clock but every Wednesday we close at 2 o'clock and we go and do that [PLC] meeting every Wednesday, which is too much. I think it is eating into the children's academics so they should cut it a bit at least if it is once a month. It will be better than just every week doing those things [PLC meetings]. I know it helps but it is just too much so that is one of the challenges. I think the program is eating into the children's timetable.

4.5.4.1.5 Lack of respect from colleague teachers

Results indicated that the lack of respect some teachers exhibit towards their colleague teachers who teach at the early childhood education level affect the interrelationships among teaching staff. One teacher participant who expressed this concern perceived it as discouraging and a challenge to enacting pedagogical leadership in the school setting. She said:

Internally I think those who teach in upper classes especially JHS feel they are better than those who teach in the KG and other things, that one to me is not well or good because I am sure anybody [teacher] who is in KG can equally teach in JHS. And I don't see why people think when you are in KG it means you are not good because for me the best ... are supposed to be placed in KG because that is where the foundation is laid.

4.5.4.1.6 Dealing with underage children in kindergarten

Dealing with underage children in early childhood education classrooms according to the results, was seen as an internal challenge to enacting pedagogical leadership in the school setting. One teacher participant who expressed this concern during the interview conversation disclosed that most underage children are not developmentally ready for the class and tend to disrupt class activities. She stated that:

Most of the children are underage ... they make a lot of noise, and you have to go round chasing them up and down in the classroom. When we are doing examinations, you can't organize it for the underage except those who can write and can cope with what you are doing in the class. (C3KG1T)

4.5.4.1.7 Pupils with no writing materials and textbooks

Results showed pupils who come to school without writing materials and textbooks posed a great challenge to the enactment of pedagogical leadership in the school setting. Three teacher participants highlighted that some children came to school without exercise books, textbooks and other writing materials. Thus, such children could not participate actively in classroom teaching and learning activities. C3KG1T stated "*most too [children] don't have books and pencils even though the parents have brought them they don't mind giving them books or pencils*". Similarly, C3P3T said "*I have about eight learners in the class who are not having books...*" Correspondingly, C3P2T reiterated:

Most of the pupils don't buy their textbooks. Here we have textbooks for all the subjects but most of them don't have them, so we use one book, we teach on the board, and they copy it from the board into their homework books and then their exercise books but because most of them are not buying the books so given them assignment and others are very difficult.

It was noted that some teachers resort to making personal financial investment to purchase textbooks and other relevant teaching and learning materials that help them teach in their classrooms. This action was also considered a management strategy used to manage the government's inability to supply the relevant textbooks and teaching learning materials to their school settings. For example, C3HT said, "*I use my own resources to go and buy those learning teaching materials for them when the resources are not forthcoming with the government.*" Similarly, C3P1T stated "*... the books are not there for us to use so I have to provide them, I have to go to the market to look for them and then buy.*"

4.5.4.2 External challenges

4.5.4.2.1 Cost of attending workshops

Cost of attending workshops and programs organized outside the school, according to the analysis of the interview data, was identified as an external challenge to enacting pedagogical leadership in the school setting. These workshops and programs which came with a fee were organized for teachers either by the Ministry of Education (MoE) or agencies and organizations approved by the MoE. From the headteacher's perspective, C3HT stated, "*Teachers attend workshops with their own resources, sometimes if I don't have, I encourage them because I myself attend workshops with my own resources.*" She explained that it was a challenge for all teaching staff, especially now that teachers were required to build a portfolio of the workshops and training, they have attended for their promotion.

4.5.4.2.2 Implementation of the new curriculum

Results showed that the implementation of the new curriculum, pre-tertiary education curriculum dubbed the standard-based curriculum, was considered a challenge to the enactment of pedagogical leadership at the school setting. Three teacher participants (C3P3T, C3P1T, C3P2T) repeated this concern during the interview conversation with participants of the study in the school setting. One teacher participant explained that the implementation of the curriculum has been a challenge at the school level due to lack of relevant textbooks. She stated:

The curriculum has been a challenge because we don't have textbooks to explain the extent to which we should present information to the children, and nobody is coming to our aid to say that oh do A, B, or C. (C3P3T)

Another teacher participant repeated that lack of textbooks is a challenge. C3P1T mentioned:

The new curriculum is very good but then we don't have textbooks to use to teach the little ones therefore I have to go and buy textbooks on my own to come and help. Sometimes you can go to the market, and you cannot even get the textbook that you think can really help in teaching. So, some of the subjects we don't have textbooks, that has been a challenge for me.

One teacher participant explained the difficulty of accessing lesson notes to teach. She said:

We have the lesson notes online, that one is so expensive to access and print ... after printing you are supposed to revise before you use it to teach. Also, we don't have lesson notebooks that we are supposed to write our lesson notes in and there are no textbooks to use as guides for our lessons. I must go to the market to look for textbooks to buy. (C3P1T)

Some teacher participants repeated that the government is yet to provide schools with textbooks and getting the relevant teaching and learning materials to teach is a challenge. For instance, C3P2T said, "*The government hasn't brought textbooks so ... we buy everything ourselves and we prepare the charts and the teaching learning materials because up till now the government has not brought anything, so we buy them ourselves.*"

Further analysis showed headteachers supported teachers in overcoming or minimizing curriculum challenges teachers face. Headteachers admonished teachers to do research and improvise teaching and learning materials as helpful strategies for teachers to manage their challenges they encounter with the curriculum. From the perspective of the headteacher, C3HT stated, “*what I tell my teachers is to improvise, they should do some little background, little research on it and teach whilst we wait...*” Some teachers also contacted colleagues when they encountered challenges with respect to handling certain challenging curriculum subjects and topics. For example, C3P1T stated:

The other time I was teaching mathematics and it was on division I quite remember I went to a class four (BS4) teacher, and she gave me TLMs that she has already made, and it really helped me to come and teach it well. It was so practical that the learners understood it very well.

4.5.4.2.3 Parents attitude towards teachers

Results showed that community and parent’s attitude towards teachers was a challenge to the enactment of pedagogical leadership in the school setting. Participants highlighted that some parents and members of the community were non cooperative, abusive, and disrespectful. C3P2T stated, “*the community in which we find ourselves now if a child misbehaves and you correct him or her, they go to the house and call the parents to come and insult the teacher.*” She reiterated:

They don't respect the teachers here, because the community themselves don't respect the teachers they have given their children that authority not to respect us so dealing with the kids in this school and society is a little bit difficult. (C3P2T).

Some teachers indicated that some parents and community members have not been cooperative and participating in the activities of the school. For example, C3P3T mentioned “*parent involvement is not encouraging even when there is a challenge, and you send for them they*

[parents] don't come.” C3KG2T reiterated, “Since I came not to this school ... I have not seen the community as a whole participating in my classroom activities or contributing to how the class is to be ran.”

The attitudes of illiterate and irresponsible parents were identified as a challenge to enacting pedagogical leadership in the school setting. Two teacher participants expressed this concern during the interview conversation. It was identified that most of the parents are illiterate and irresponsible as far as providing for their children's need for school:

What I see is that some of the parents, most of them are illiterates to be frank with you most of them are illiterates. They don't understand the word education itself, what they know is that everything is free, the feeding is free, and they just bring their child [to school] that is all. They don't give them money to buy food, [they tell their wards] take your bowl and go, they will give you food. Someone [a pupil] comes to school; he doesn't do anything just to eat and go home. (C3KG1T)

Another teacher participant also reiterated, “*Most of the parents are not able to provide their children with the things they need in class*” (C3KG2T).

Additional analysis revealed that the headteacher and some teacher participants managed pedagogical leadership challenges they encountered from parents through sensitization and education. They educated parents through PTA meetings and direct conversational encounters. For example, C3P2T stated:

By organizing PTA meetings, when you call them, you tell them they should respect us and by giving us their respect it means buying the learning materials for your kids. If a teacher tells you to buy these things for your kids for them to learn well for ... when you do it, it means you respect the teacher. So, through the organization of the PTA meetings, we tell them ... they should give us the necessary respect.

C3KG1T reiterated that:

Those[parents] who don't provide their children with books, with pens, pencils we educate them ... to understand that even though it's free it's not everything that is free but only feeding, you have to provide them with their needs. So, during PTA meetings, you interact with the parents advise them small, small. I hope gradually they will understand it and help us to bring the children up to be [good] people in the future.

4.5.5 Case summary

The within case analysis and the presentation of the results of the interview data of case three again centered on the conceptualization of pedagogical leadership, enactment of pedagogical leadership, enabling factors of pedagogical leadership, and challenges confronting the enactment of pedagogical leadership in the school setting.

In case three pedagogical leadership was understood by participants to be consisting of three main elements or themes namely, methods of leading and teaching, investment in educational leaders, pupils, and teaching and learning materials, and managing the classroom. The conceptualization that pedagogical leadership includes methods of leading [and teaching] and investment in educational leaders, pupils, and teaching and learning materials were identified as common themes that both teacher participants and the headteacher repeated during the interview conversation. Uniquely, the understanding that pedagogical leadership connotes managing the classroom was shared among teacher participants.

Twelve (12) subthemes emerged, from the analysis of the interview data, as ways through which participants in case three enacted pedagogical leadership in the school setting. The analysis of the interview data within the case revealed that six of the themes and four of the themes on enacting pedagogical leadership were uniquely attributed to teacher participants and the headteacher participants respectively. Two of the themes, according to the results, were commonly

shared by both teacher participants and the headteacher. They were organizing and facilitating professional learning community meetings and supervising morning assembly and cleaning of school compound. However, in line with the research literature and the purpose of the study the ten (10) subthemes were categorized as general leadership roles, specific classroom leadership roles, and instructional/teaching leadership roles. Hence pedagogical leadership was enacted as participants engaged in general leadership roles, specific classroom leadership roles, and instructional/teaching leadership roles in the school settings.

Enabling factors of pedagogical leadership which participants highlighted during the interview conversations were put into three main categories by the researcher. The three categories are personal factors, school-based factors, and outside school factors. A total of eleven (11) subthemes emerged from the results as enabling factors to the enactment of pedagogical leadership in the school setting. One enabling factor of enacting pedagogical leadership in the school setting which was reiterated by both teacher participants and the headteacher was educational qualifications and background of educational leaders. Seven themes were uniquely shared among the teacher participants while three themes were only shared by the headteacher participant.

Participants in case three identified several challenges that they considered as hindrances to the enactment of pedagogical leadership at the school setting. A total ten (10) subthemes emerged as challenges to enacting pedagogical leadership in the school setting and were put into two main categories, internal school challenges and external challenges. In unique instances, both teacher participants and headteacher participant respectively identified seven and two challenges to the enactment of pedagogical leadership. However, both teacher participants and headteacher participant reiterated a common theme which they considered as a challenge to the enactment of

pedagogical leadership in the school setting. They repeated that lack of teaching and learning materials was a challenge to the enactment of pedagogical leadership in the school setting.

Overall, the within case study summaries and findings of Case 1, 2 and 3 are combined to facilitate further cross-case analysis to answer the four research questions guiding this study in the subsequent sections of Chapter 5.

CHAPTER FIVE: CROSS-CASE ANALYSIS

5.1 Introduction

This chapter focuses on cross-case analysis of the three cases. Within case study analysis and findings from the previous chapter identified several subthemes based on the main themes, conceptualization, enactment, enabling factors, and challenges of pedagogical leadership and the four research questions guiding this study. Findings from the three cases are combined to identify overarching themes to answer the research questions. The aim is to obtain more compelling findings and greater reliability of results (Yin, 2003). Cross-case analyses are based on the combined findings and summaries of the within case analyses (Sections 4.3.5; 4.4.5; 4.5.5).

5.2 Conceptualization of pedagogical leadership

To further answer research question one, data generated from the within case analysis were subjected to cross-case analysis. This culminated in four overarching subthemes: capacity of using methods of teaching, support for leading teaching and learning, partnerships and engagement of multiple stakeholders, investments in educational leaders, pupils, and teaching and learning materials. Table 5.1 shows the major and subthemes on conceptualization of pedagogical leadership, code description of participants, number of participants who reiterated an explanation, and number of cases where themes were shared.

Table 5. 1*Conceptualization of pedagogical leadership*

No.	Subthemes of Conceptualization	Description of Participants by codes	No. of Participants	No. of Cases
1	Support for leading teaching and learning	C1HT, C2HT, C2P1T, C2KG2T, C3HT, C3P3T, C3P2T, C3P1T, C3KG2T	9	3
2	Capacity of using methods of teaching	C1HT, C1P3T, C1P2T, C1P1T, C1KG2T, C2P3T, C2P2T, C2P1T, C2KG1T, C3P2T, C3KG1T	11	3
3	Partnerships and engagement of multiple stakeholders	C1HT, C1P3T, C1P2T, C1P1T, C1KG2T, C1KG1T, C2HT, C2P3T, C2P2T, C2KG2T, C3HT, C3P1T, C2KG1T	13	3
4	Investments in educational leaders, pupils, and teaching and learning materials	C3HT, C3P3T, C3P1T	3	1

5.2.1 Support for leading teaching and learning

Cross-case findings showed that the conceptualization of pedagogical leadership as embracing support for leading teaching and learning in early childhood education or school setting featured across nine participants, including all three headteachers (C1HT, C2HT, C3HT), four teacher participants (C3P3T, C3P2T, C3P1T, C3KG2T) at case three and two teachers in case two (C2P1T, C2KG2T). All headteachers and almost all teachers in Case three reiterated a similar idea of pedagogical leadership. Although no participant from Case 2 identified support for leading teaching and learning as a way of conceptualizing pedagogical leadership, the shared views of participants from the other cases are still critical.

5.2.2 Capacity of using methods of teaching

Across the three cases, a total of eleven (11) participants shared that pedagogical leadership is the capacity of using diverse methods of teaching to teach pupils in the classroom. Participants explained further that this capacity of using diverse methods of teaching enabled them to have control over the teaching and learning discourse in the classroom. The headteacher participant (C1HT) and four teacher participants (C1P3T, C1P2T, C1P1T, C1KG2T) at case one, four teacher participants (C2P3T, C2P2T, C2P1T, C2KG1T) at case two, and two teacher participants (C3P2T, C3KG1T) at case three shared this understanding of pedagogical leadership. This conceptualization of pedagogical leadership shared by a majority (61%) of the total participants of the study emphasizes a narrow understanding of the concept viewed in terms of teachers work with children in the classroom setting. Succinctly it brings to focus educational leaders' ability to employ diverse and appropriate teaching methods to teach and manage the classroom.

5.2.3 Partnerships and engagement of multiple stakeholders

This understanding of pedagogical leadership was shared repeatedly by majority of the participants (13) across all the three cases of the study. Significantly, all three headteacher participants shared this understanding of pedagogical leadership. A majority of the teacher participants, ten (66.67%), across the three cases repeated this understanding of pedagogical leadership. They explained that pedagogical leadership involves three levels of partnerships namely school community partnerships, home-school partnerships, and school level partnerships and engagements. These partnerships and engagements involve headteachers, pupils/students,

parents, community members, curriculum experts, and educationist working in both government and private educational organizations and institutions. These partnerships are manifested in areas such as in-service education and training, professional learning community, Parent Teacher Associations aimed at equipping teachers with the relevant content knowledge and pedagogies and generally at resourcing schools with the needed teaching and learning materials and facilities.

5.2.4 Investments in educational leaders, pupils, and teaching and learning materials

The conception that pedagogical leadership involves investments made in educational leaders, pupils, and teaching and learning materials was a theme uniquely identified with participants in case three. The headteacher participant (C3HT) and two teacher participants (C3P3T, C3P1T) in case three made this assertion when they responded to interview questions on conceptualization of pedagogical leadership. Though this theme was only highlighted by three participants and in only one case setting I still consider it a major subtheme of pedagogical leadership since it brings another dimension of pedagogical leadership which is investment.

5.3 Enactment of pedagogical leadership

To further answer Research Question 2 on how pedagogical leadership is enacted in early childhood settings in Ghana, data generated from the within case analyses on enacting pedagogical leadership were subjected to cross-case analysis. This culminated in two overarching subthemes: general leadership roles, and specific classroom, instructional and teaching leadership roles. Table 5.2 presents the major and subthemes on enactment of pedagogical leadership, code description of participants, number of participants who reiterated an explanation, and number of cases where themes were shared.

Table 5. 2: Enactment of pedagogical leadership

No	Subthemes	Description of participants by codes	No. of Participants	No. of Cases
General leadership roles				
1	Setting school goals	C1HT, C1KG1T	2	1
2	Organizing and attending PLC, INSET and workshops	C1HT, C3HT,	2	2
3	Organizing and working with staff, PTA/SMC and SGC	C2HT, C3HT, C1HT	3	3
4	Supervising routines and other activities (of teachers and children)	C1HT, C2HT, C2KG2T, C3HT, C3P3T, C3P2T, C3P1T	7	3
5	Providing teaching and learning resources	C1HT, C2P3T, C2KG2T, C2HT	4	2
6	Partnering with stakeholders	C1P1T, C1HT, C1KG1T, C1KG2T, C2P3T, C2P2T, C2KG2T, C1KG2T, C3P1T C2HT, C2KG1T	11	3
7	Mentoring and motivating Specific classroom, instructional and teaching leadership roles	C1HT, C3HT	2	3
8	Setting classroom expectations	C2KG2T, C2P2T, C2P1T, C1KG1T	4	2
9	Registering and receiving children	C1KG1T, C1P3T, C2KG2T, C2HT, C3P3T	5	3
10	Correcting children's misbehaviors and attending to their needs	C2KG2T, C2KG1T, C3P3T	3	2
11	Preparing classrooms, teaching, and learning	C1P1T, C1P2T, C1P3T, C3KG2T, C3KG1T, C2P1T, C2KG2T, C2P3T	8	3
12	Preparing teaching and learning materials	C3P3T, C3P1T	2	1

5.3.1 General leadership roles

5.3.1.1 *Setting goals*

The cross-case study findings revealed that setting goal as a strategy of enacting pedagogical leadership in the school setting was uniquely highlighted in case study one. It was also shared by only two participants, the headteacher and one teacher participant, in case one. Yet it forms an important strategy through which educational leaders can enact pedagogical leadership. For example, the headteacher participant pointed to the importance of setting school goals. He explained that goal setting helps teaching staff to know what the school is set to achieve in a school term or an academic year. He stated, “We [headteacher and teachers] set goals … Every teacher is made aware of the direction we want to go and how we want to achieve results” (C1HT). Similarly in the classroom settings teachers enacted pedagogical leadership through setting goals and targets. One teacher participant remarked, “as a class teacher we set our target for the term and for the week” (C1KG1T).

5.3.1.2 *Organizing and attending PLC, INSET and workshops*

Across two of the case studies (1 & 3) organizing and attending professional learning community (PLC) meetings, in-service education, and training (INSET) and workshops was shared as a way of enacting pedagogical leadership in early childhood education and school settings. Two headteacher participants (C1HT, C3HT) shared this strategy during the interview conversation. Two headteacher participants from case studies one and three and one teacher participant from case study three reiterated that enacting pedagogical leadership involves organizing PLC, INSET, and workshops. To help teachers update their knowledge and skills C3HT

indicated, “I sometimes organize Inservice training courses on methods of teaching”. Similarly, the headteacher of case one noted, “I also do training for them so that they [teachers] will be abreast with new changes that are coming … every Wednesday at PLC meeting” (C1HT).

5.3.1.3 Organizing and working with staff, PTA/SMC/SPAM and SGC

Cross-case findings showed that all three headteacher participants shared that they enacted pedagogical leadership at the school setting through organizing and working with staff, PTA/SMC and SGC. This approach of enacting pedagogical leadership in early childhood education and the school setting was unique to headteachers. As a pedagogical leader, case three headteacher, C3HT mentioned, “I occasionally organize parent teacher association meetings” to discuss pressing issues about pupils, staff, and the general progress of the school. Correspondingly, case one headteacher also disclosed, “We have what we call school performance appraisal meetings (SPAM) which I organize for teachers and the parents to meet to assess ourselves and set goals for the ensuing years” (C1HT). Case two headteacher again disclosed that he works with the school PTA, SGC on issues concerning the welfare of both students and staff and the general progress of the school. He said, “We have PTA executive meetings very often for me to brief them intermittently on what is going on in the school” (C2HT).

5.3.1.4 Supervising routines and other activities (of teachers and children)

Cross-case findings showed that supervising routines and other activities of teachers and children as a way of enacting pedagogical leadership featured multiple times across seven participants in all the three case studies. The composition of the participants included all three headteachers (C1HT, C2HT, C3HT) and four teacher participants (C2KG2T, C3P3T, C3P2T,

C3P1T) from case studies 2 and 3. The routine activities of headteachers which included supervising teachers and children at the school is a way of enacting pedagogical leadership. For example, as part of supervising routines and other activities, case three headteacher participant stated, “I make sure that at morning assembly I am present … if there are any issues for us [staff & student] to discuss, sometimes we discuss it after the morning assembly” (C3HT). Correspondingly, as part of what he does routinely, case two headteacher noted, “checking teachers’ attendance” (C2HT). Similarly, teachers also engaged in routines such as marking of registers. One teacher in case two, C2KG2T stated, “I do mark the register everyday … to know the number of children in the class.” To ensure that teaching and learning start as scheduled, another teacher participant mentioned: “In the morning we come early to make sure they [children] sweep the school compound and the classrooms.” Also, the findings showed that vetting of teachers’ lesson notes was part of headteachers’ supervising roles. For example the headteacher of case three noted, “*as the leader of the school, I am supposed to vet the lesson notes and see how best it can help in teaching the various classes*” (C3HT).

5.3.1.5 Providing teaching and learning resources

Across all the three case studies the analyses revealed that enacting pedagogical leadership involved the task of providing teaching and learning resources to aid teaching and learning activities in early childhood education or school settings. Four participants made up two headteachers (C1HT, C2HT) and two teacher participants (C2P3T, C2KG2T) repeated that providing teaching and learning resources for teaching and learning purposes in the classroom is a way of enacting pedagogical leadership in the school setting. For example, to help facilitate teaching and learning in the classroom, C2P3T stated, “I provide teaching materials” since the

school might not always be able to provide for teachers. Also, case one headteacher as part of enacting pedagogical leadership mentioned, “I try as much as possible to provide the needed resources for them to make their teaching effective” (C1HT).

5.3.1.6 Partnering with stakeholders

Enacting pedagogical leadership through partnering with stakeholders was shared multiple times across the three case studies. Analysis of the results revealed that nine participants across cases 1, 2, and 3 shared this strategy of executing pedagogical leadership. As it was highlighted in the with-in case analysis, partnering with stakeholders occurred at three levels for varied purposes. On a broader level, only case one headteacher participant, C1HT, stated, “*we try to get the community involved, the families, ... and parents to discuss issues of concern with them.*” For teaching purposes partnerships also occurred among teachers and parents. For example, C2P2T disclosed that in teaching certain Religious and Moral Education (RME) topics, “I get ideas from parents as well” Teachers also partnered with resource persons from the community. C3P1T mentioned, “we invite resource persons to come and support some of the things we do in the classroom.” Partnerships for enacting pedagogical leadership again occurred at the school level. At the school level, teachers partnered with each other in dealing with their individual classroom challenges. C1P1T noted, “... we all come together to solve [our] problems so that teaching and learning will be effective” in the school.

From the cross-case analysis, only three participants enacted pedagogical leadership by engaging with parents through their class social media platforms. This was a dominant view at only case two. For example, as the headteacher, C2HT mentioned, “every class has a [social media/ WhatsApp] platform and then I have to be on all the platforms to monitor whatever that is going

on.” One teacher participant also highlighted how she explored this strategy of enacting pedagogical leadership. She said, “*I connect with parents through my WhatsApp page, and it has really been helpful because sharing ideas is really good*” (C2P2T).

5.3.1.7 Mentoring and motivating

Mentoring and motivating teachers as a way of enacting pedagogical leadership was a view peculiar to headteachers in Case One and Three. In case one, the headteacher participant shared that pedagogical leadership is enacted through delegating and mentoring. Although the assertion is limited to one participant, it still forms an important strategy of enacting pedagogical leadership in the school setting. For example, C1HT disclosed that at the school setting he mentors staff both old and new for peculiar purposes, “... I mentor some of them (teaching staff) and those who have just been posted, I do orientation for them... I try to prepare some of them for future leadership so that they can fit in anytime when duty calls.” Unique to Case Three, the cross-case study findings revealed that only the headteacher participant echoed that motivating and encouraging rapport among teachers was a means of enacting pedagogical leadership in early childhood education schools. This approach to pedagogical leadership was considered significant in promoting healthy working relationships among all staff in school setting. C3HT stated, “*as a pedagogical leader my first and foremost duty is to make sure that I establish a good rapport with my teachers otherwise the running of the school will not be effective.*”

5.3.2 Specific classroom, instructional and teaching leadership roles

5.3.2.1 *Setting classroom expectations*

The findings revealed that four participants (C2KG2T, C2P2T, C2P1T, C1KG1T) from two case study sites repeated that setting classroom expectations involves the process of enacting pedagogical leadership in early childhood education or the school setting. This strategy of enacting pedagogical leadership was not commonly shared by a majority of participants across all the three cases, yet it represents one of the critical ways through which some participants enacted pedagogical leadership. To ensure that classroom expectations in terms of teaching and learning are met, participants employed classroom rules and delegation of responsibilities to pupils. For instance, C2KG2T mentioned, “I have rules for them[pupils] to obey when I am teaching.” Also, to ensure that classroom activities are expedited, a case two teacher participant disclosed that she employed delegation of responsibilities to pupils. She remarked “I delegate the [classroom] task to them [pupils/prefects] …” (C2P2T).

5.3.2.2 *Registering and receiving children*

The cross-case study findings revealed that four participants across two case studies (1 & 2) shared that, registering children is a means of executing pedagogical leadership in the school setting. The assertion was not dominant among participants and was not common across all the three case studies. However, it represents a critical role that some teacher participants and headteacher participant enacted pedagogical leadership. From the perspective of a headteacher, C2HT disclosed that he supervises the marking of registers to ensure that teachers perform this important task in their classrooms. He said “I look at the register” to ensure that teachers are daily

registering students for enrolment and reporting purposes. A teacher participant also said that “marking registers is important … to know the number of children in the class …” (C2KG2T).

Another teacher participant revealed that she registers students before she starts teaching. She remarked “on a typical day … we register the kids then you start teaching” (C1KG1T).

Relatedly, receiving children from parents into the classroom and school setting as a means of enacting pedagogical leadership was uniquely shared by one teacher participant in case study three. She noted that “in the morning we come early to receive the children …” (C3P3T).

5.3.2.3 Correcting children’s misbehavior and attending to their needs

Across the three case studies, the findings showed that correcting children’s misbehavior as a way of enacting pedagogical leadership featured once across the participants in case study three. One participant uniquely expressed this theme during the interview conversation. For example, C3P2T said, “*when we come to school … If someone is misbehaving, you correct the person.*” Also, during teaching C3P2T mentioned, “*I make sure I tell them they should respect, anytime I am teaching or aside teaching I’ll be telling them when a teacher tells you something or teacher gives you command make sure you follow it.*”

Findings across the three case studies showed that attending to children’s needs as a way of enacting pedagogical leadership in the school settings is peculiar to case study two. Only two teacher participants in this case study site echoed this theme as a way of enacting pedagogical leadership. Although the theme was not dominant among the participants in case study one and was not repeated in cases two and three, it is considered a key pedagogical leadership role aimed at helping pupils to cope with their developmental tasks and challenges. One teacher participant expressed how vital this role is when she stated, “*when the food is brought, we would share the*

food and we help some of the children to eat" (C2KG2T). Similarly, another teacher participant noted, "when they come from Nursery 2 to my class, we teach the children how to wash their hands with soap and clean their buttocks [anus] ..." (C2KG1T).

5.3.2.4 Preparing classrooms, teaching, and learning

Preparing classrooms, teaching, and learning as a means of enacting pedagogical leadership was shared by eight participants across the three case studies. This was featured multiple times among only teacher participants across the three case studies. For instance, one teacher participant explained what she does in the classroom. She stated, "I take care of the subjects; I teach them [pupils] what is on the timetable" C1P3T. Another teacher participant also explained how she enacted pedagogical leadership in the classroom. She noted, "I do remediation too for students who are weak" (C1P1T). Also, a third participant explained the methods and assessment procedures that teachers use to enact their pedagogical leadership in the classroom. She indicated, "we use group work method ... we give project work as homework for children to do" (C3KG1T).

5.3.2.5 Preparing teaching and learning materials

According to the findings of the cross-case studies, preparing teaching and learning materials as a way of enacting pedagogical leadership in the school was mentioned twice among the participants (C3P3T, C3P1T) in only case study three. The lack of funding for school activities and programs meant that teachers must find their own means of preparing or acquiring teaching and learning materials for teaching. For instance, one teacher participant indicated "Sometimes if you have to teach something you need to go and buy [teaching and learning materials]" (C3P3T).

5.4 Enabling factors of pedagogical leadership

Within case analyses on enabling factors of pedagogical leadership in early childhood settings were combined for cross-case analysis to further answer Research Question 4. This resulted in three overarching subthemes: personal factors, school-based factors and outside school factors. Table 5.3 indicates the major and subthemes on enabling factors of pedagogical leadership, code description of participants, number of participants who reiterated an explanation, and number of cases where themes were shared.

Table 5. 3: Enabling factors of pedagogical leadership

No	Subthemes	Description of participants by codes	No. of Participants	No. of Cases
Personal factors				
1	Leadership and professional learning	C1HT, CIKGIT, C1P2T, CIPIT, C1KG2T, C2HT, C2P3T, C2P2T, C2KG1T, C2P1T, C2P2T, C3P3T, C3HT, C3P3T, C3HT C3P1T	16	3
2	Teaching philosophy and goals	C1KG1T	1	1
School-based factors				
3	Collaborations and support of teachers	C1KG2T, C1P1T, C1HT, C2P3T, C2P1T, C2KG2T, C3P1T	7	3
4	Professional learning community (PLC)	C1P2T, C1KG2T, C3P3T, C3P2T, C3KG1T	5	2
5	Headteacher and school administration support	C1KG1T, C1P1T, C1P2T, C2P2T, C2KG2T, C2P3T, C3P3T	7	3
6	Availability of teaching and learning resources	C2HT, C2KG2T	2	2
Outside school factors				
7	Training and professional development	C1P2T, C1HT, C1KG2T C1P2T, C2HT, C2P3T, C3P2T, C3KG2T C1P3T, C1P1T, C3HT	11	3
8	Supervision of teaching and learning	C1P3T	1	1
9	Parent and community involvement and support	C1P2T, C1P3T, C1KG2T C1P2T, C2P1T, C2P3T, C3KG2T	7	3
10	Financial and material support	C3HT	1	1

5.4.1 Personal factors

5.4.1.1 Leadership and professional learning

Cross-case findings showed that leadership and professional learning as an enabler of pedagogical leadership in early childhood education featured multiple times across 16 participants in the three case studies. All three headteacher participants from the three case studies and many of the teacher participants mentioned in various ways that leadership and professional learning is key to enacting pedagogical leadership in early childhood education and school settings. For example, one head teacher participant said, “I have been attending leadership training seminars on educational leadership … I also attend school, upgrade my knowledge each and every time. I also read a lot …” (C1HT). One teacher participant also shared that “I do a lot of research … apart from the textbooks that I have, sometimes I go online to look at how I can gain some skills, and methods … to teach the children” (C2P1T). Another teacher participant from case study three, C3P1T, mentioned, “I do a lot of research on the internet … to get the [relevant] knowledge to help the learners.”

5.4.1.2 Teaching philosophy and goals

Findings across the three case studies revealed that teaching philosophy and goals as a key enabler of enacting pedagogical leadership was uniquely shared by one teacher participant in case one. The personal goals and philosophy of teachers led them to enact pedagogical leadership in the school setting. As an indicative example C1KG1T indicated, “I have set a goal for myself which I want to achieve by the time that I am on retirement.” Although this theme is uniquely

shared by one teacher participant in one case study site, it is considered as an important enabling factor of enacting pedagogical leadership in early childhood education.

5.4.2 School-based factors

5.4.2.1 Collaborations and support of teachers

Findings across the three case studies affirmed that collaborations and support of teachers as an enabling factor of enacting pedagogical leadership was shared repeatedly across seven participants. The seven participants included one headteacher and six teacher participants across the three case studies. Participants shared that the support of colleagues in the same school setting were critical for executing pedagogical leadership. For example, case one headteacher talked about the trust that teachers reposed in his leadership. He stated, “The trust that I have gained from the teachers, I have been able to command their trust and they know that I will be able to lead them to achieve whatever goals that we have [set]” (C1HT). One teacher participant acknowledging the support of teachers indicated, “It is not all about official or formal education but learning from your colleagues...” (C2P3T).

5.4.2.2 Professional learning community (PLC)

Professional learning community (PLC) meetings held weekly in the school settings as an enabling factor of executing pedagogical leadership was repeated multiple times by five teacher participants (C1P2T, C1KG2T, C3P3T, C3P2T, C3KG1T) in case studies one and three. Only teacher participants shared this enabling factor of pedagogical leadership. They explained that the teacher-teacher learning interactions that occur because of the PLC contributed positively to the

enactment of pedagogical leadership in the school settings. For example, one teacher participant said, “in the school … every week we go to PLC where opportunity is created for us to share ideas to help ourselves as teachers” (C3P3T). Another teacher participant remarked, “the PLC is helping us to sharpen our professional skills” (C1P2T).

5.4.2.3 Headteacher and school administration support

Across the three case studies results indicated that headteacher and school administration support as enabling factor of pedagogical leadership featured several times across seven teacher participants. Teacher participants from all the three case studies made up of three case one teacher participants (C1KG1T, C1P1T, C1P2T), three case two teacher participants (C2P2T, C2KG2T, C2P3T), and one teacher participant (C3P3T) from case three shared that the role of the headteacher and the school administration has been very helpful in enacting pedagogical leadership. Although this number of teachers are less than half of the total teacher participants, the enabling factor shared by these participants are critical for enacting pedagogical leadership. for example, one teacher participant C1KG1T mentioned that “the headteacher has been very productive. When you need something for the class, he does not hesitate, he gets it for you.” Another teacher participant noted, “the headteacher normally comes round for supervision and if maybe there is something you are not getting it you can go to the headteacher for assistance...” (C2P2T). Similarly, one case three teacher participant, C3P3T said, “*… and in the school too our head teacher is very supportive.*”

5.4.2.4 Availability of teaching and learning resources

Across the cases the results of the interview data revealed that availability of teaching and learning resources as an enabling factor of enacting pedagogical leadership was shared in only case study two. Two participants, the headteacher (C2HT) and one teacher participant (C2KG2T) shared this assertion during the interview conversation. For instance, C2HT, remarked; “In terms of support from the angle of the school I think the materials you need the school make sure they are provided.” In the same case study setting one teacher participant confirmed that, “If we [teachers] need materials for teaching, we will go and talk to him [headteacher], and … whatever we need he helps us” (C2KG2T).

5.4.3 Outside school factors

5.4.3.1 Training and professional development

The cross-case findings affirmed that training and professional development as an enabling factor of pedagogical leadership was shared by participants in all three case study sites. Significantly all three headteacher participants repeatedly shared that training and professional development organized for educational leaders by stakeholder ministries, departments, and private organizations are critical to the enactment of pedagogical leadership in the school setting. Eight of the ten teacher participants also expressed the similar views shared by the headteachers. For example, Case two headteacher participant revealed, “Ghana Education Service (GES) has also played a role. Recently we even had a workshop with them with respect to the new curriculum”. One teacher participant from Case one echoed that, “*sometimes the school or the cluster talks to University of Cape Coast (UCC) and they organize some workshops for us*” (C1P2T). In case study

three. one teacher participant shared that, “The government [MoE] also organizes workshops for teachers … we get a lot of knowledge for teaching the kids” (C3P2T). The headteacher participant of case study two also shared that: “Ghana Education Service (GES) has also played a role. Recently we even had a workshop with them with respect to the new curriculum” (C2HT).

Participants further revealed that several training and professional development programs have been organized to equip educational leaders to effectively implement the new national pre-tertiary education curriculum and the ‘learning’ program initiative under the auspices of GES and USAID in all public basic schools in Ghana. For instance, concerning the learning program initiative under the auspices of GES and the USAID one teacher participant disclosed that teachers have been supported with the necessary documents to work. She stated “GES [and USAID] has provided us with all the necessary documents for us to teach” (C1P1T). The headteacher of case three also disclosed that the Metro Education Unit and USAID through learning program workshops equip teachers with effective methods of teaching. She stated, “they [USAID/Metro] teach teachers on … new methods of teaching so they can teach” (C3HT).

5.4.3.2 Supervision of teaching and learning

One teacher participant in case study one, according to the cross-case study findings, uniquely shared that supervision of teaching and learning enables pedagogical leadership in early childhood education school settings. The teacher participant C1P3T acknowledged the supervisory role of circuit supervisors in enacting pedagogical leadership in the school setting. As an indicative example, she said, “*The Circuit Supervisors at times come around so if you have any challenge, and you tell them … if they have the solution they help*” (C1P3T). Although this enabling factor of enacting pedagogical leadership is unique to one teacher and one case study site it is considered

as an important external school factor of enacting pedagogical leadership in early childhood education.

5.4.3.3 Parent and community involvement and support

Parent and community involvement and support for teaching as an enabling factor for enacting pedagogical leadership in early childhood education school settings featured multiple times among seven participants across the three case studies. This enabling factor according to the cross-case study findings was highlighted by only teacher participants in all the three case studies. Participants repeated the support of parents, and the community members in enacting pedagogical leadership at the school settings in the areas of teaching, school programs and motivation of teachers. For instance, one teacher participant in case study three mentioned, “*when we organize programs, they [community] are here to support, sometimes they make donations to the school, they help in sanitary situations and other things.*” Another teacher in case study two, remarked, “*some of the parents are very motivational*” (C2P1T). In terms of some community members serving as resource persons, one teacher participant in case one said, “*maybe what you are teaching is very practical, you don't have any idea about it. After doing the theory then you can invite a resource person in the community*” (C1P2T).

5.4.3.4 Financial and material support

Financial support from the government as an enabling factor for enacting pedagogical leadership in early childhood education, according to the cross-case findings, was shared in one case study site and by one participant. Case three headteacher who mentioned this enabling factor

of pedagogical leadership acknowledged that financial support received from government or internally generated are critical for supporting the teaching and learning activities of teachers in the school. As an indicative example, the headteacher indicated “the government supports us with ... capitation grant and then we also have internally generated funds” (C3HT). According to the headteacher some of these funds are used to purchase the needed teaching and learning materials to support teaching and learning in the school.

Relatedly, across the three case studies, findings revealed that only one participant identified that material support for enhancing teaching and learning is an enabling factor of pedagogical leadership in early childhood education school settings. The headteacher of case three uniquely mentioned that the supply of teaching and learning materials from sources such as the Ministry of Education, Ghana Education Service are critical contributing factors to the enactment of pedagogical leadership. As the head of the school who takes delivery of textbooks and other teaching and learning resources from GES/MOE, she disclosed, “they [MOE/GES/Metro supply materials to the school, they supply materials such as children course books and teaching learning materials” (C3HT).

5.5 Pedagogical leadership challenges

To further answer Research Question 4, data generated from the within case analyses on challenges to pedagogical leadership in early childhood settings in Ghana were combined for cross-case analysis. This resulted in seven overarching subthemes: attitudinal challenges, material and facilities challenges, professional development challenges, teaching and learning challenges, financial challenges, human resources and disruptions in teaching and learning. Table 5.4 indicates the major and subthemes on challenges to pedagogical leadership, code description of participants,

number of participants who reiterated an explanation, and number of cases where themes were shared.

Table 5. 4: Challenges to pedagogical leadership

No	Subthemes	Description of participants by codes	No. of Participants	No. of Cases
1	Attitudinal challenges	C1P3T, C1KG2T, C1KG1T C1HT C2P3T, C3KG2T, C2P2T, C2P1T, C2KG2T, C2HT, C3P2T, C3P3T, C3KG1T, C3HT	14	3
2	Material and facilities challenges	C2HT, C2KG2T, C2KG1T, C1P3T, C3P2T, C3HT	6	3
3	Professional development challenges	C1P1T, C2P1T, C3P2T, C3HT	4	3
4	Teaching and learning challenges	C1P3T, C1KG2T, C3KG1T, C1P2T, C2P2T, C2P1T, C2KG2T, C3P3T, C3P2T, C3KG1T	10	3
5	Financial challenges	C2P3T, C2HT	2	1
6	Human resource challenges	C2HT	1	1
7	Disruptions in teaching and learning	C1HT, C1KG1T, C1P1T, C1KG2T, C3P3T, C3P1T, C3P2T	7	2

5.5.1 Attitudinal challenges

Across the three cases, fourteen participants including headteachers and teachers dominantly shared the view that attitudes of multiple individuals including headteachers, teachers, pupils, and circuit supervisors impede the enactment of pedagogical leadership in early childhood education school settings. Different attitudinal challenges as imparting pedagogical leadership

were identified at each case study. At case study one for example the attitude of pupils towards teaching and learning were found to be problematic as far as enacting pedagogical leadership in the school setting. One teacher participant C1P3T shared that “some pupils don’t pay attention or play games when you are leading or teaching.” Another teacher participant, C1KG1T, noted that “absenteeism is a big challenge.” Also, analysis of the cross-case findings revealed that teacher participants in cases 1 and 2 expressed that the attitude of headteachers negatively imparted their pedagogical leadership in the school setting. They shared concerns about the attitude of headteachers during classroom observations and the manner in which headteachers scheduled meeting times without proper consultation with the teaching staff. Again, the analysis of the cross-case findings showed that the attitude of colleague teachers hindered pedagogical leadership in the school setting. Teachers at the early childhood education level complained about the attitude of colleague teaching in the upper primary and Junior High School levels. They shared that this category of teachers disrespected and underestimated their contribution towards the overall academic development of pupils in the school. Another attitudinal challenge to pedagogical leadership that related to the community was shared in case study one. The headteacher and one teacher participant echoed that the socio-cultural setting of the community served as a challenge to enacting pedagogical leadership in early childhood education school settings. For instance, the headteacher disclosed that “help externally is not coming because of the socio-cultural setting of the community” (C1HT). Further analysis of the cross-case findings revealed that the perceptions and attitudes of parents as a challenge to the enactment of pedagogical leadership featured across teacher participants in all the three cases. These attitudes involved non-cooperative attitude, lack of respect, and perception of parents, attributed to low level of education and illiteracy. As noted in the excerpts of one teacher participant from case one, parents’ “perception about kindergarten

education” imparted teachers’ pedagogical leadership prospects. Moreover, the analysis identified that participants at cases 1 and 2 expressed that the attitude of circuit supervisors from Ghana Education Service and the Cape Coast Metropolitan Unit hindered the enactment of pedagogical leadership.

5.5.2 Material and facilities challenges

Across the three case studies, six participants highlighted inadequate teaching and learning resources and facilities as a challenge to enactment of pedagogical leadership. They expressed concerns such as lack of a proper playground, and teaching learning materials. For example, teacher C3P2T from case three remarked, “we buy everything ourselves and we prepare the charts and the TLMs, so we buy them ourselves.” The headteacher participant of case study two indicated, “the challenge for … KG is that we don’t have a proper playground for them [children]” (C2HT). Two teacher participants (C2KG2T, C2KG1T) in case 2 highlighted location of washrooms for pupils as a challenge to enacting pedagogical leadership in the school setting because it impacted teaching and learning in the classroom. As an indicative example, C2KG2T stated, “children at the preschool level including the lower primary do not have a separate washroom. Children who seek permission to go out to use the washrooms come back late and sometimes miss a major part or whole lesson.”

5.5.3 Professional Development Challenges

Four participants, including two headteachers and two teachers shared that professional development challenges greatly affect enactment of pedagogical leadership in the school setting. From the cross-case analysis, these challenges include inadequate training workshops, weekly PLC

meetings, and cost of attending workshops and programs. While only one teacher in case two indicated inadequate training and workshops organized for teachers made pedagogical leadership challenging, another teacher participant (C3P2T) found the one-hour weekly PLC meetings as a challenge to effective use of instructional time for teaching and learning activities in the school setting. Uniquely, the headteacher participant of case three identified that the cost of attending workshops and programs organized by accredited institutions, departments, and agencies of the Ministry of Education outside the school setting created a challenge to enacting pedagogical leadership in early childhood education school settings.

5.5.4 Teaching and learning challenges

Cross-case analysis revealed that 10 teacher participants across the three cases shared that teaching and learning challenges in the school setting hindered the enactment of pedagogical leadership. These challenges centered on pupils' learning, teaching load and large class size, age differences among children, teaching English as a subject, and lack of quality textbooks. As indicated in the within-case findings, five teachers from case studies one and three (C1KG2T, C1P2T, C3P3T, C3P2T, C3KG1T) shared this challenge of pedagogical leadership. They disclosed that pupils were faced with challenges including poor handwriting and lack of textbooks and writing materials. Three teachers (C2P2T, C2P1T, C2KG2T) in case study two and one teacher (C3P3T) in case study three explained that teaching load and large class size affect enactment of pedagogical leadership in early childhood education school settings. According to C2P2T, "the class size at the moment is large so sometimes those weaker students I can't really help them to the fullest." From the cases, two teachers (C1KG2T, C3KG1T) from case study one and three shared the view that age differences among pupils affect how to enact pedagogical leadership. The

case three teacher participant mentioned that “most of the children are underage ... they make a lot of noise, and you must go round chasing them up and down in the classroom” (C3KG1T). Similarly, only one teacher in case one found teaching English language as a subject in lower primary three as another challenge. Cross-case analysis showed that only one teacher participant uniquely echoed content extensiveness and rigidity of the suggested methodology of teaching English problematic to how teachers enact pedagogical leadership. In another unique instance, one teacher participant highlighted that GES approved textbooks for schools are below quality with content and methodological challenges. As an indicative example, she stated, “the books are not at their [pupils] level [kindergarten] but they [GES] have supplied them for us to use.”

5.5.5 Financial challenges

From the cross-case analysis, financial challenges as a hindrance to the enactment of pedagogical leadership was shared by participants in only case study two. The headteacher participant (C2HT) and one teacher participant (C2P3T) expressed this concern as a critical setback to the enactment of pedagogical leadership in the school setting. As noted in headteacher C2HT extract, lack of funds for school projects and for acquiring teaching learning resources are “major external challenge [of the school].”

5.5.6 Human resource challenges

Human resource as a hindrance to pedagogical leadership was uniquely shared by the headteacher participant in case study two. From the headteacher’s data, concurrent taking of maternity leave by female teaching staff especially class teachers led to human resource gaps that affected teaching and learning in the school setting.

5.5.7 Disruptions in teaching and learning

From the cross-case analysis, only seven participants comprising one headteacher and six teachers in Cases one and three shared the view that disruptions in teaching and learning, emanating from the administrative nature of Ghana's education system, implementation of the new curriculum, and incessant changes in the national school calendar, are barriers to effective pedagogical leadership. The challenges due to the administrative nature of Ghana's education system was uniquely highlighted in case study one, as noted in the extract of headteacher CIHT. Four teacher participants in the two cases highlighted implementation of the new curriculum as a challenge to pedagogical leadership, citing concerns such as lack of textbooks, cost of accessing lesson notes online, and inadequate training of teachers to implement the curriculum. These created disruptions that impact how teachers lead pedagogically. Unique to only one teacher in case one, erratic changes in the national school calendar for basic schools that resulted in inconsistencies and sudden disruptions and changes in instructional hours or school closures affect teachers' leadership practices in early childhood education school settings.

CHAPTER SIX: DISCUSSION OF CROSS-CASE FINDINGS

6.1 Introduction

This chapter discusses cross-case findings based on the within and cross-case analyses and the four research questions guiding the study. The discussion is supported with relevant published literature. Four overarching themes that answer the research questions are discussed: conceptualizing pedagogical leadership, enacting pedagogical leadership, enabling factors of pedagogical leadership, and challenges of pedagogical leadership.

6.2 Conceptualization of pedagogical leadership

Understanding pedagogical leadership is important for the day-to-day practice of headteachers and teachers in early childhood settings and schools (Coughlin & Baird, 2013). Cross-case findings indicate educational leaders conceptualize pedagogical leadership in four different but interrelated ways. These differing understandings include (1) capacity of using methods of teaching, (2) support for leading teaching and learning, (3) partnerships and engagement of multiple stakeholders, and (4) investments in educational leaders, pupils, and teaching and learning materials. From the analysis, the differential conceptualizations and meanings reflect some of the similar ways other studies explain and contextualize pedagogical leadership (Fonsen, 2013; Fonsen & Soukainen, 2019; Fonsen & Ukkonen-Mikkola, 2019; Heikka & Waniganayake, 2011; Male & Palaiologou, 2015, 2019; Modise, 2019; Sergiovanni, 1998). Because many teachers and headteachers across the cases shared these similar understandings, it means they are more likely to effectively implement pedagogical leadership in the early childhood settings and schools.

Further the analysis showed that conceptualizations can be categorized as broad or narrow understandings of pedagogical leadership. Broader conceptualizations see pedagogical leadership to extend beyond the school and classroom setting and involve teachers leading and organizing extracurricular activities in the community. As one teacher stated, “*It [pedagogical leadership] is not confined to the classroom setting; it goes beyond the classroom setting...we go for nature walks and ensure activities are done outside*” (C1KG2). Broadly, pedagogical leadership encompasses “internal and external” relations and engagement:

We try to get the community involved, the families, because it's important to have a linkage between what they learn at school and the home so that it will be in synergy. We get the parents to discuss issues of concern... come and observe, assess their children's exercise, what the children are really learning in school. (C1HT)

Leading pedagogically is thus not limited to the teaching and learning of classroom subjects:

Pedagogical leadership is not limited to the classroom setting; it goes out as well because if you say it is limited to the classroom setting it is just the subject. We also have extracurricular activities, as I said we have the physical activity that we do outside, we have the club meetings that we also do it out. I would say once you are a teacher, a pedagogical leader ... whether it is a classroom or outside wherever you find yourself ... the teaching job is still there even at home, on the phone as well, everywhere. (C2P2T)

These broader conceptualizations of pedagogical leadership are highlighted in the literature. Researchers (Male & Palaiologou, 2013; Heikka & Waniganayake, 2011) found that pedagogical leadership extends beyond the classroom and the school settings. For example, it extends beyond the classroom to include a threefold development involving interactions in the ecology of the community, activities with all participants, and the construction of knowledge (Male & Palaiologou, 2013).

6.2.1 Capacity of using methods of teaching

Conceptualizing pedagogical leadership as the capacity of using methods of teaching was a shared view of 11 participants across the three cases. The teacher participants dominantly expressed such understanding of pedagogical leadership. As noted in C2HT extract, it means, to lead pedagogically, headteachers need to have knowledge of using diverse and relevant methods in order to support and equip teachers to employ appropriate teaching methods to teach in classroom settings. This understanding of pedagogical leadership reflects an important role of educational leaders, especially what teachers should do in the classroom setting (Male & Palaiologou, 2015, 2019, OECD, 2019; Sergiovanni, 1996). This finding also indicates that the educational leaders' use of effective and appropriate teaching and learning methods in early childhood education classrooms is influenced by their understanding of pedagogical leadership. The employment of different methods was perceived to enhance teachers' competence and proficiency, enabling them to effectively instruct, control and manage classrooms. This means without such capability to use teaching methods proficiently in early childhood settings, the pedagogical leadership and teacher practice is more likely to be affected.

6.2.2 Support for leading teaching and learning

The understanding of pedagogical leadership as support for leading teaching and learning in the early childhood education school settings was shared across all the three cases. Significantly, ten of the 18 participants, including all three headteachers noted that this understanding of pedagogical leadership could ensure educational leaders provide the needed support to both teachers and learners at the school setting. They may show leadership in terms of providing

teaching and learning resources and ensuring teachers to take advantage of programs to enhance their effectiveness in the school settings. As the headteacher at Case One (C1HT) noted, providing necessary support for teaching and learning is what ensures educational leaders can holistically train children to reflect the domains of learning and prepare them for the world of work and society. Because both headteachers and teachers shared this understanding of pedagogical leadership, they may collectively contribute to improving teaching effectiveness at the school. It can be argued further that pedagogical leadership in some school settings might be effective in terms of the headteacher providing leadership to teachers to enhance teaching and learning that will benefit children. The commonly shared understanding of the three headteachers about pedagogical leadership implies that the focus of leadership in the schools is on curriculum and pedagogical support to teachers that will enhance teaching and learning for the benefit of children. This understanding of pedagogical leadership is significantly highlighted in early childhood education literature. Ord et al. (2013 cited in Modise, 2019) explained that pedagogical leadership is “the way in which the central task of improving teaching and learning takes place in educational settings as leadership focuses on curriculum and pedagogy rather than on management and administration” (p. 119).

6.2.3 Partnerships and engagement of multiple stakeholders

The understanding that pedagogical leadership involves partnerships and engagement of multiple stakeholders was shared in two cases across 10 participants. Two headteacher participants (66.7%) expressed this dominant understanding of pedagogical leadership, as well as eight teacher participants across the cases. This is significant to ensure that partnerships and engagement of educational leaders with all stakeholders thrive in the school setting to ensure that educational

goals and objectives are achieved to the benefit of children, teachers, and parents. Partnerships at all levels including school-level partnerships and engagement, home-school partnerships and engagement, school-community partnerships and engagement can thrive to support teachers to be effective with their roles in the school. Case One headteacher disclosed that the school has partnership with universities and some departments and agencies of the Ministry of Education to support teachers improve upon their content and pedagogical skills. In Case Two three (60%) teacher participants also share this understanding of pedagogical leadership. Putting them together they indicate a majority of four (66.7%) participants have this understanding which will motivate to explore partnerships to lead pedagogically in the school setting. Pedagogical leadership in the school setting will turn to be skewed towards partnerships and engagements with relevant stakeholders including teachers, parents, community members and educational organizations to ensure that educational goals are met. This understanding of pedagogical leadership is consistent with some of the elements of pedagogical leadership identified by MacNeill, Cavanagh and Silcox (2005). That pedagogical leadership includes elements such as engagement and empowerment of staff, creation and sharing of knowledge throughout the school, and development and relationships and sense of community (MacNeill, Cavanagh and Silcox, 2005). Unfortunately, this understanding of pedagogical leadership might not be evident in Case Three since no participants was identified to have shared this conception of pedagogical leadership.

6.2.4 Investments in educational leaders, pupils, and teaching and learning materials

The understanding that pedagogical leadership embraces investment in educational leaders, pupils, and teaching and learning materials was shared in only Case Three. In Case One where it was expressed half (50%) of six participants shared this understanding. This implies that this

understanding of pedagogical leadership was less dominant among both headteachers and teachers. The headteacher (C3HT) and two teacher participants (C3P3T, C3P1T) agreed that pedagogical leadership involves all the intentional efforts educational leaders make to acquire the relevant knowledge and skills to perform their roles in the early childhood education school settings. The headteacher participant (C3HT) emphasized that it is an investment in both teachers and pupils. It includes all the financial investment committed to organize workshops for teachers and sometimes financial sponsorships given to teachers to attend professional development training programs to update their knowledge and equip their capacities to engage in effective teaching and learning for the benefit of children. C3P3T believes that it involves direct financial investment to prepare teaching and learning materials and to engage in research that enriches and facilitates the teaching and learning that go on in the classrooms to benefit children. This understanding of pedagogical leadership is captured in early childhood education leadership literature. Sergiovanni (1998) explained that “pedagogical leadership invests in capacity building by developing social and academic capital for students, and intellectual and professional capital for teachers” (p. 37). This is in line with what Case Three headteacher participant shared, that educational leaders must invest in their pupils through quality research driven teaching and lesson delivery in the classroom and support teachers financially to attend workshops and training to enhance their effectiveness in the classroom for the benefit of the children. Although this understanding was not explicitly shared in Cases One and Two as connoting pedagogical leadership, the headteachers and teachers also made financial and material investments to develop themselves and acquired teaching and learning resources to support teaching and learning their school settings.

6.3 Enactment of pedagogical leadership

Cross-case findings indicated educational leaders enact pedagogical leadership in two major ways by undertaking both general leadership roles and specific classroom, instructional and teaching leadership roles. This section discusses first the general leadership roles, followed by the specific classroom, instructional and teaching leadership roles.

6.3.1 General leadership roles

Educational leaders found seven general leadership roles for enacting pedagogical leadership. The major overarching roles include setting goals, organizing and attending PLC, INSET and workshops, organizing and working with staff, PTA/SMC/SPAM and SGC, supervising routines and other activities (of teachers and children), providing teaching and learning resources, partnering with stakeholders, and mentoring and motivating.

6.3.1.1 Setting goals

The study found that setting goals including both school goals and classroom objectives and goals as ways that educational leaders enacted pedagogical leadership in early childhood education settings in Ghana. This way of enacting pedagogical leadership was only shared in Case One by two participants, the headteacher and one teacher participant. This implies that enacting pedagogical leadership will be effective in Case One since the headteacher of the school is able to set school goals that staff can work to achieve within the term or for an academic year. The headteacher (C1HT) disclosed that goal setting helps teaching staff to know what the school is set to achieve in a term or an academic year. This finding is compatible with a study in Finland about

the essence of pedagogical leadership in early childhood which highlighted the importance of setting goals. Heikka and Hujala (2013) identified that early childhood education leaders are responsible for the quality of early childhood programs in terms of creating goals for early childhood education, creating support structures for collaboration and the provision of sufficient resources. More specifically educational leaders particularly pedagogical leaders develop or craft the vision (Caldwell, 2006) and equip the staff or team with the necessary resources (Brundrett & Crawford, 2008) to work towards the realization of the vision in the interest of the school.

6.3.1.2 Organizing and attending PLC, INSET and workshops

Organizing and attending PLC, INSET and workshops is another way that educational leaders enacted pedagogical leadership. The study found that only headteacher participants enacted pedagogical leadership through organizing and attending PLC, INSET and workshops. Two of the three headteacher participants enacted pedagogical leadership in this sense. This way of enacting pedagogical leadership will help educational leaders to be effective in organizing and coordinating professional development programs at the school level for teachers to attend to enhance their content knowledge and pedagogical skills for effective teaching learning in the school setting. It is evident from the study that teachers in school settings where educational leaders for example headteachers enact pedagogical leadership through PLC, INSET and workshops will have more opportunities to attend professional development programs since such avenues will be created than schools where such opportunities are lacking due to lack of pedagogical leadership in this direction. Thus, teacher effectiveness in terms of content knowledge and pedagogy will be high in schools such Cases One and Two where educational leaders enacted pedagogical leadership through PLC, INSET, and workshops. As noted in the literature professional development is one

of the main vehicles for shaping teachers' pedagogical leadership for early childhood education (Ackah-Jnr, 2014; Winton & McCollum, 2018).

6.3.1.3 Organizing and working with staff, PTA/SMC/SPAM and SGC

The study found that organizing and working with staff, PTA/SMC/SPAM and SGC is a way that educational leaders enact pedagogical leadership in early childhood education settings. All three headteacher participants across the cases commonly shared this view that engagement with such principal stakeholders enhance their roles as pedagogical leaders. This means that pedagogical leadership roles may be effectively carried out through the coordination and support of key stakeholders who work collaboratively to ensure successful implementation of school programs. It can be argued that schools where educational leaders enact pedagogical leadership may tend to have effective staff, PTA, SMC, SPAM, and SGC meetings to effectively pull support of members to deal with pressing school issues. As evident in one headteacher participant excerpts that "I occasionally organize parent teacher association meetings" to discuss pressing issues about pupils, staff, and the general progress of the school". However, teachers in all the three cases did share in this way of enacting pedagogical leadership because they tend to see this role as unique to headteachers even though some teachers attend such meetings based on the invitation of headteachers. Studies have shown that parent involvement, through PTA and SPAM, influences pedagogical leadership and provides a significant support in the education of children (Ackah-Jnr, 2021; Epstein, 2018; Wolf, 2020; Wolf et al., 2019; Yaro, 2015).

6.3.1.4 Supervising routines and other activities of teachers and children

The pedagogical leadership roles of children included supervising routines and other activities of teachers and children. The study found this to be a way that educational leaders enacted pedagogical leadership in early childhood education. All the headteacher participants commonly shared that they engaged in supervising daily routines and activities that concerned teachers and children in their early childhood school centers. This role of supervision that headteachers or educational leaders engage in is identified in the literature as the most common role performed by early childhood professionals in a study conducted on 79 early childhood professionals in UK (Rodd, 1997).The supervisory activities that educational leaders engaged in included observing and vetting lesson notes, checking of teachers' attendance, checking and ensuring that classroom registers are marked, and attending morning assembly and cleaning of school compound. Enacting pedagogical leadership in this sense will ensure that teachers effectively perform their core duties of teaching and supervising children's activities in the school setting. Pedagogical leadership enacted this way will also ensure that children actively engage in their role of learning to enhance their academic achievement. Less than half of the total teacher participants also shared that they enacted pedagogical leadership through performing routine roles and other activities concerning children. For instance, majority of the teacher participants in Case Three commonly shared this role of enacting pedagogical leadership. This will ensure that daily supervisory roles are effectively carried out by teachers in the school setting to enhance the academic achievement of children. Such teachers will not need the supervision of the headteacher to perform what they consider as their pedagogical leadership roles since they deem themselves as leaders.

6.3.1.5 Providing teaching and learning resources

Providing teaching and learning resources is identified as a means educational leaders lead pedagogically in early childhood education settings. Two of the three headteachers shared that they enacted pedagogical leadership role of providing teaching learning resources for teachers to make teaching and learning effective in the school settings. Educational leaders or headteachers who see this role as part of their pedagogical leadership can support teachers in diverse ways to ensure that teaching and learning resources are available for teachers to use to enhance effective teaching and learning in the school. However only two teachers shared this role as part of enacting their pedagogical leadership in the school settings. Such teachers or educational leaders will not find it burdensome to provide teaching and learning resources to support their teaching in their classrooms since they find it as a pedagogical leadership role. One teacher participant, C2P3T disclosed that she provides her own teaching and learning materials since the school is not always able to provide these resources for teachers. Heikka and Hujala (2013) noted that early childhood educational leaders are responsible for the provision of sufficient resources to ensure program success in early childhood education school settings. As one headteacher stated “I try as much as possible to provide the needed resources for them to make their teaching effective” (C1HT).

6.3.1.6 Partnering with stakeholders

The study found that educational leaders enact pedagogical leadership through partnerships with relevant and multiple stakeholders in education. Across the three cases, many headteacher and teacher participants (10) shared this sense of pedagogical leadership and perceived partnering with stakeholders as an important means of resourcing teaching and learning in the early childhood

setting. As Rodd (1997) found in his study with 79 early childhood professionals in the UK, contact with stakeholders including parents and other professionals is the second most common role and responsibilities performed by early childhood education professionals. This approach to enacting pedagogical leadership reflects the extent to which educational leaders connect with stakeholders at different levels including the school, home, and the community within which the school is situated. Engagements with stakeholders affords them the opportunity to mobilize the needed financial, technical, and human resources to support the teaching and learning and other school programs and activities. Teacher C2KG2T in Case Two for instance shared that she interacts with parents to identify those who can help in an area to serve as either a facilitator or resource person for teaching a topic. Enacting pedagogical leadership role through this avenue of partnering stakeholders shows the effective ways through which educational leaders distribute their roles to subject experts and professionals to collectively work to benefit children in early childhood education settings (Colmer et al., 2015; Heikka & Waniganayake, 2011; Siraj-Blatchford & Manni, 2007).

6.3.1.7 Mentoring and motivating

Mentoring and motivating are avenues that educational leaders in early childhood education settings enact pedagogical leadership. This avenue of enacting pedagogical leadership was only shared among headteacher participants. A majority of two of the three headteacher participants shared this role of enacting pedagogical. This avenue of enacting pedagogical leadership reflects educational leaders' capacity to effectively provide leadership in terms of training and professional guidance to subordinate and novel educational professionals in the school settings (Rodd, 1997). Educational leaders build their capacities through attending professional

development workshops and programs to enhance their competence to offer mentoring experiences and opportunities in their school settings. Educational leaders who enact pedagogical leadership this way also motivate, support, and encourage subordinates to attend workshops, in-service education, and professional developments programs (Waniganayake et al., 2008). Educational leaders including headteachers and teachers who do not enact pedagogical leadership in this sense might tend to create leadership gaps in their school settings. It is thus unfortunate that one of the headteacher participants and all teacher participants do not share this role of executing pedagogical leadership.

6.3.2 Specific classroom, instructional and teaching leadership roles

6.3.2.1 Setting classroom expectations

The study found setting classroom expectations and goals a way that leaders in early childhood education enact pedagogical leadership in the school settings. This strategy of enacting pedagogical leadership in the school settings was shared among four teacher participants across two cases. This implies that majority of teacher participants or educational leaders fail to set classroom expectations and goals to guide their classroom teaching and learning activities. It also implies that teachers who set goals to guide the execution of pedagogical leadership will be effective in achieving both classroom and school goals to the benefit of children and parents. Such educational leaders tend to acquaint themselves with the curriculum needs of children and can put in place checks and balances to create an enabling classroom environment to promote effective teaching and learning. Educational leaders who enact pedagogical leadership in this sense are able to ensure that pedagogical practices regarding teaching, learning, and assessment are ensured in

the classrooms and school settings (Kivunja, 2015). As one teacher participant in Case Two remarked “I have rules for them to obey when I am teaching” (C2KG2T).

6.3.2.2 Registering and receiving children

The cross-case study also found registering and receiving children a way educational leaders enact pedagogical leadership in early childhood education settings. Five participants across the three cases mentioned this role as a way of enacting pedagogical leadership in the school setting. One headteacher participant and four teachers made this known during the interview. Such educational leaders develop capacity to foster effective partnerships with parents to meet the needs of children in the classroom and school settings. They tend to develop interest in the individual needs of children as they create partnerships with parents to collectively address these needs. Headteachers who enact pedagogical leadership in this sense are able to develop the capacity to develop stronger interactions with children and parents and to be responsible and accountable of pupils in their classrooms.

6.3.2.3 Correcting children’s misbehaviors and attending to their needs

The study found that correcting children’s misbehaviors and attending to their needs are ways that educational leaders in early childhood executed pedagogical leadership. This pedagogical leadership role is shared by only three teachers across two cases. This reflects that few educational leaders show capacity to address children’s behavior and other needs apart from the academic needs of children in their classrooms and school settings. They tend to see pedagogical leadership roles to extend beyond just teaching academic content to children in the

classroom. Educational leaders who exhibit this pedagogical leadership role tend to develop capacity to offer moral education, and guidance and counseling services to children to ensure that children develop holistically (MacNeill, Cavanagh & Silcox ,2005). It is imperative for educational leaders to take interest in enacting pedagogical leadership broadly to meet all the developmental domain needs of children.

6.3.2.4 Preparing classrooms, teaching, and learning

The study found preparing classrooms, teaching, and learning a pedagogical leadership role that early childhood education leaders enact in their school settings. This role is uniquely shared among the teacher participants across the three case studies. A majority of eight teacher participants and no headteacher participant shared this role of enacting pedagogical leadership in the school settings. This reflects that majority of educational leaders in early childhood education school settings understand pedagogical leadership as basically engaging children in teaching and learning experiences in the classroom. Educational leaders who share this role of enacting pedagogical leadership focus on developing the requisite content knowledge and teaching strategies to meet the academic needs of children in a well-prepared classroom environment. They tend to exhibit leadership in the classroom to ensure that their children succeed. One teacher participant noted “I am a pedagogical leader because I am the leader in my class and since I am the leader in my class, I use different approaches and different methods in teaching the children to solve their problems” (C1P2T). They consider pedagogical leadership as a pedagogic role aimed at ensuring that children succeed in the classroom (Male & Palaiologou, 2015).

6.3.2.5 Preparing teaching and learning materials

A key specific classroom, instructional and teaching leadership roles that educational leaders were found to enact is preparing teaching and learning materials to facilitate teaching and enhance children's understanding. Across the three cases only two teacher participants from case three shared this role of enacting pedagogical leadership. Educational leaders with this sense of enacting pedagogical leadership seek to strengthen their capacity to prepare and use diverse teaching and learning resources in their classrooms. In most public basic schools where there is lack of financial support to enable teachers purchase teaching aids, enacting pedagogical leadership roles in terms of preparing teaching and learning materials is helpful to support teaching and learning activities in the school setting. One teacher participant said during the interview that "this term I have spent a lot of money to prepare flashcards and sentence cards to enable me teach my colleagues on the topic word reading at our PLC meeting" (C2P1T). In the early childhood education settings teaching learning materials are helpful to motivate children to learn in the classroom settings (Monda, 2012).

6.4 Enabling factors of pedagogical leadership

From the cross-case findings three key enablers of pedagogical leadership were identified. They are personal factors, school-based factors, and outside school factors. This section of the study discusses the personal factors, the school-based factors, followed by outside school factors.

6.4.1 Personal factors

Two personal factors, identified from the cross-case findings, are discussed in this section—leadership and professional learning and teaching philosophy and goals.

6.4.1.1 Leadership and professional learning

One key personal enabler of pedagogical leadership that leaders in early childhood education identified is leadership and professional learning. This enabling factor of pedagogical leadership was dominantly shared among thirteen (13) participants across all the three cases. Significantly all three headteachers and majority of the teacher participants commonly shared this factor of pedagogical leadership. This finding indicates that most educational leaders are aware of empowering and equipping themselves through leadership and professional programs to be effective in executing their pedagogical leadership roles. The finding also implies that most educational leaders take advantage of various leadership and professional learning and other training opportunities to enhance their capacities to lead pedagogically. For example, Case One headteacher indicated that he has been attending leadership programs, upgrading his knowledge by attending school, and engaging in personal research on the internet to enhance his capacity to lead. This factor of enacting pedagogical leadership resonates in the literature as professional development has been highlighted in research as key to enhancing teachers' pedagogical leadership for early childhood education (Ackah-Jnr, 2014; Ackah-Jnr & Udah, 2021; Agbenyega, 2008; Winton & McCollum, 2008; Wolf, 2018).

6.4.1.2 Teaching philosophy and goals

Another key personal enabling factor of pedagogical leadership educational leaders is teaching philosophy and goals. While only one teacher uniquely shared this perspective, this factor is also not dominant across the three cases and among the teacher and headteacher participants, goal setting is a critical guiding statement that influences and communicates the educational leaders' pedagogical leadership beliefs, actions, and approaches to their roles in the school settings. This finding indicates, fundamentally, that having personal goals for pedagogical leadership practices and outcomes, can motivate and propel early childhood educational leaders to engage in certain agentive activities such as learning to lead pedagogically in schools. As teacher C1KG1T noted "I have set a goal for myself which I want to achieve in my instruction or lesson". Such educational leaders are goal-oriented in enacting pedagogical leadership in early childhood education settings (Muijs et al., 2004).

6.4.2 School-based factors

The study found four key school-based factors as enabling factors to pedagogical leadership in early childhood education. They include collaborations and support of teachers, professional learning community (PLC), headteacher and school administration support, and availability of teaching and learning resources.

6.4.2.1 Collaborations and support of teachers

Across the three cases the study found that collaborations and support of teachers is an enabling factor of enacting pedagogical leadership in early childhood education settings. Seven

participants including one headteacher and six teachers shared in this factor as supporting the enactment of pedagogical leadership of educational leaders. Altogether they represent less than half of the total of eighteen (18) participants. However, collaborations and support are important for educational leaders to perform their roles in early childhood education and school settings. Recent technological changes and teaching innovations in education and particularly in early childhood schools call for teacher collaborations (Truijen, Sleegers, Meelissen, & Nieuwenhuis, 2013). Educational leaders who collaborate at the school level are able to meet accountability standards, design professional development plans, manage issues concerning differences in abilities and cultures of students (Dettmer, Thurston, Knackendoffel, & Dyck, 2009). Thus, educational leaders who take opportunities for collaborations in the school settings can trade content and pedagogical expertise to enable them to execute their duties as they lead pedagogically in the school settings. One teacher participant, (C2P3T) explained that learning from colleagues is important since official or formal education will not always suffice to execute your role as a teacher.

6.4.2.2 Professional learning community (PLC)

Analysis of the cross-case study revealed that professional learning community (PLC) is an enabling factor of pedagogical leadership in early childhood education school settings. This view was shared across two cases among all the ten (10) teacher participants. PLC meetings are organized weekly at the school level for educational leaders, particularly teachers to interact and share expertise to address classroom teaching and learning challenges. As one teacher participant shared “the PLC is helping us to sharpen our professional skills” (C1P2T). It is evident that PLC is helpful in resourcing educational leaders with the requisite content knowledge and current

pedagogies in education to teach effectively in the school settings. Again, through PLCs educational leaders get the opportunity to collaborate and share research ideas on current pedagogies and content knowledge and dialogue with colleagues to clarify ideas to enhance their pedagogical leadership roles in the school settings. Thus, classroom engagements with students are improved to enhance their academic achievements. The literature on PLCs in early childhood education reveals that it contributes to collaborations and shifts in educational leaders' thinking about their content and pedagogical strategies about their teaching (Damajovic & Blank, 2018).

6.4.2.3 Headteacher and school administration support

The study also revealed that headteacher and school administration support is an enabling factor for enacting pedagogical leadership in early childhood education school settings. This was only shared among seven teacher participants across the three cases. Although less than half of the total teacher participants of the study shared this view about enabling factors of enacting pedagogical leadership, the support of headteacher and school administration is critical for ensuring that educational leaders, specifically teachers carry out their teaching roles successfully in the school settings. One teacher participant, C2KG2T, disclosed that the headteacher supports teachers in diverse ways including providing teaching and learning materials and pedagogical and content knowledge ideas to enhance teaching and learning in the classroom. It is, again, evident from this finding that the support of headteachers and school administration enhances teacher effectiveness and self-efficacy to enact pedagogical leadership roles in school settings. It is evident from the literature that headteacher/principal or school administration support enhances teacher's effectiveness in terms of delivery of instruction (Sehgal, Nambudiri & Mishra, 2017).

6.4.2.4 Availability of teaching and learning resources

Availability of teaching and learning resources was found to be an enabling factor that enhanced participants to enact pedagogical leadership in the school setting. This factor was shared in only Case Two by two participants, the headteacher participant and one teacher participant. The view was not dominant among participants even in Case Two where it was shared. The headteacher of Case Two, C2HT, shared that the school ensures that materials that teachers need for delivering instruction are provided. This implies that making teaching and learning materials available for instructional purposes is seen as key to effective lesson delivery that enhances children's understanding and academic achievement. Further educational leaders, particularly headteachers, saw it as a responsibility to ensure that teachers teach lessons effectively with the aid of teaching and learning resources. Several research studies on the factors of pedagogical leadership stress the need and availability of teaching and learning resources or materials to enhance effective content delivery (Doyle 1986, Eicher et al., 1982 & Farrant, 1980). It is evident from literature that ensuring availability of curriculum materials is an important contextual factor that influences pedagogical leadership in early childhood education (Lloyd & Janine, 2011).

6.4.3 Outside school factors

The study found four outside school factors as enabling factors to pedagogical leadership in early childhood education. They are training and professional development, supervision of teaching and learning, parent and community involvement and support, and financial and material support.

6.4.3.1 Training and professional development

The study found training and professional development as an outside school factor that enabled the enactment of pedagogical leadership. Across the three cases ten (10) participants shared this factor as an avenue which equipped them in diverse ways to enact their pedagogical leadership roles. Significantly all three headteachers referred to training and professional development that are organized outside the school setting by the Ministry of Education, Universities, NGOs and curriculum experts in education as pivotal to enacting pedagogical leadership in the school settings. The headteacher of Case Two recognized the contribution of Ghana Education Service in equipping his school with the requisite knowledge to implement the new curriculum. He said “Ghana Education Service has played a role. Recently we even had a workshop with them (GES) with respect to the new curriculum”. The finding is an indication that educational leaders recognize the important role that professional development programs have on their pedagogical leadership in the school setting. They also understand that their background educational qualifications are not sufficient to help them keep up to speed with the rapid changes that have characterized educational systems. While research (Ackah-Jnr, 2014; Winton & McCollum, 2018) recognizes the importance of professional development and training in shaping teachers’ pedagogical leadership, programs and training courses are not inadequate (Ackah-Jnr, 2014; Ackah-Jnr & Udah, 2021; Agbenyega, 2008; Wolf, 2018).

6.4.3.2 Supervising teaching and learning

Another key study finding of enabling pedagogical leadership was supervision of teaching and learning. Although only one teacher participant in Case One uniquely shared or identified this enabling factor, the supervisory roles of circuit supervisors from the district directorates of the Ministry of Education and Ghana Education Service are pivotal to promoting the work of educational leaders in schools. For example, these supervisors provide teaching and learning support through workshops to educational leaders in the school settings (Esia-Donkor & Ofosu-Dwamena, 2014). They sometimes serve as external facilitators for external workshops that the Ministry of Education and its departments and agencies like the Ghana Education Service (GES) organize to support teachers to acquire new knowledge and skills or pedagogies for teaching. As one teacher from Case one asserted, “circuit supervisors come around... if you have any challenge, they can help you” (C1P3T). This finding indicates that the supervisory role of circuit supervisors providing teaching support, is critical for equipping staff of basic public schools to effectively enact pedagogical leadership. While one teacher uniquely shared this view, educational leaders must see supervision as a conduit to gain insights and knowledge for enhancing their pedagogical leadership at the school setting.

6.4.3.3 Parent and community involvement and support

An outside school factor which was found from the study was parent and community involvement and support. This enabling factor to educational leaders' pedagogical leadership enactment was shared across six teacher participants in all the three cases. Although less than half of the total teacher participants shared this enabling factor of pedagogical leadership, the critical

role of parents and community involvement and support cannot be underestimated. One teacher participant who shared the contribution of community members serving as facilitators for instructional delivery in her classroom said “*Maybe what you are teaching is very practical, you don't have any idea about it. After doing the theory then you can invite a resource person in the community*” (C1P2T). This finding indicates that the support and involvement of parents and other members of the community can contribute to the overall enactment of pedagogical leadership of educational leaders in the school settings to the benefit of children. This suggests that educational leaders must be alert to identify and harness the support of parents and the community to enhance their pedagogical leadership roles that will benefit children in the school settings. The literature of this study has shown that parental involvement is significant in the education of children (Epstein, 2018; Wolf, 2020; Wolf et al., 2019; Yaro, 2015).

6.4.3.4 Financial and material support

The study found that financial and material support provided by the government of Ghana through the Ministry of Education to public basic schools was an enabling factor of pedagogical leadership. These support by the government which serve as a critical enabling factor of pedagogical leadership was shared by only two headteacher participants. This suggests that government intentions and support in terms of material and finance can contribute significantly to educational leaders’ enactment of pedagogical leadership. As the headteacher of Case Three indicated “the government supports us with … capitation grant …” (C3HT). These funds are used in diverse ways to support the teaching and learning activities in the school settings.

6.5 Challenges of pedagogical leadership

From the cross-case findings, key challenges to pedagogical leadership were evident. This section of the study discusses the challenges of pedagogical leadership. In this section all seven overarching themes are discussed—attitudinal challenges, material and facilities challenges, professional development challenges, teaching and learning challenges, financial challenges, and human resource challenges. These are internal and external challenges. The internal challenges relate to issues concerning children, teaching and non-teaching staff within an early childhood setting of the study. The external challenges emanate from parents, community members, staff of the education office, government officials and policies and programs of the Ghana government, and local and international non-governmental organizations.

6.5.1 Attitudinal challenges

The study found the attitude of pupils, headteachers, and teachers as a critical challenge to the enactment of pedagogical leadership in early childhood education school settings. Fourteen (14) study participants shared this challenge across the three cases. Significantly this view was shared by all three headteacher participants and majority of the teacher participants. They shared attitudinal challenges such as lack of respect from teachers, teacher perceptions, attitude of pupils, attitude of headteachers, attitude of parents, and attitude of education officials. These challenges are explained briefly in the previous chapter under the analysis of the results, challenges of pedagogical leadership. For example, one teacher participant mentioned that pupils have the attitude of staying away from school. She mentioned “absenteeism is a very big challenge ...” (C1KG1T). Again, a teacher participant disclosed that teachers teaching in higher grades or classes

have the attitude of disrespecting teachers handling the lower grades. She indicated “Internally I think those who teach in upper classes especially Junior High Schools (JHS) feel they are better than those who teach in the KG.” Also, the attitude of parents within the community was a challenge to teacher’s pedagogical leadership. A teacher participant mentioned “they don’t respect the teachers here, because the community themselves don’t respect the teachers …” (C3P2T). The finding suggests that the attitudes of both educational leaders and pupils within the school setting may serve as a serious impediment to the overall enactment of pedagogical leadership in a school setting. Again, the attitude of community members including parents towards teachers may affect the zeal and effectiveness of teachers to display their pedagogical leadership roles to the benefit of children. It is important therefore for educational leaders to be circumspect in dealing with negative tendencies and attitudes of teachers and community members including parents.

6.5.2 Material and facilities challenges

The study again found material and facilities challenges within the school setting as a crucial challenge to the enactment of pedagogical leadership in early childhood education school settings. This was a challenge that six participants including headteachers and teachers shared across the three cases. A majority of the headteacher, two of the three, participants and few teacher participants shared this challenge. The challenge included a lack of teaching learning materials and location of washroom facilities in early childhood education school settings. As indicative evidence the headteacher of Case Two disclosed the challenge that his school was grappling with, in terms of facilities. He said, “the challenge for … KG is that we don’t have a proper playground for them [children]” (C2HT). Other specific explanations to this challenge were offered in the previous chapter under analysis of the cross-case findings (5.5.1.2). This finding suggests that lack

of materials for teaching and learning and physical infrastructural facilities may serve as impediments to educational leaders' effectiveness in implementing pedagogical leadership.

6.5.3 Professional development challenges

Professional development related challenges the study found to be stumbling blocks to educational leaders enacting pedagogical leadership in the school setting included inadequate training workshops, weekly PLC meetings, and cost of attending workshops and programs. A total of six participants comprising two headteachers and four teachers across the three cases shared these professional development concerns which are found to be barriers to pedagogical leadership. Although the number of participants who shared in these concerns are less than half of the total eighteen participants, professional development has been highlighted as key to enhancing teachers' pedagogical leadership for early childhood education (Ackah-Jnr, 2014; Ackah-Jnr & Udah, 2021; Agbenyega, 2008; Winton & McCollum, 2008; Wolf, 2018). However, one participant reported inadequate training workshops in the school setting. She said "internally [in the school] we have not organized a workshop this term ..." (C2P1T). Another participant reported the cost of attending workshops when they are organized for teachers. The financial cost that workshops and educational programs bring to teachers is huge and serves as a demotivation factor for them to attend. The headteacher participant of case three indicated "teachers attend workshops with their own resources..." (C3HT). The finding suggests professional development challenges exist and affects educational leaders' capacities to effectively enact pedagogical leadership in the school settings. Addressing these professional development related challenges will go a long way to enhance the effectiveness of educational leaders' capacity to effectively carry out their pedagogical leadership roles to benefit children.

6.5.4 Teaching and learning challenges

The study also found challenges associated with teaching and learning in the school settings as a core challenge to enacting pedagogical leadership. Teaching and learning challenges manifested in areas such as pupils' learning challenges, teaching load and large class size, age differences among children, and teaching English as a subject. This challenge was only shared among teacher participants. Ten (55.56%) of the eighteen (100%) participants who were all teachers shared this challenge across the three cases. For example, one teacher participant talked about her challenge with handling large class size. She said, "the class size at the moment is large so sometimes those weaker students I can't really help them to the fullest" (C2P2T). This finding agrees with research on the effect of large class size as it deprives teachers the opportunity to individualize instruction and provide remedial teaching to weak students (Yelkiperi et al., 2012, Blatchford et al., 2007). Another teacher participant reported about the challenge of lack of exercise books for children to use for class exercises. She indicated "most [children] too don't have books and pencils ..." (C3P3T). Also, the teaching load of class teachers was a challenge that teachers explained affected their effectiveness. A class teacher in Case Three stated "seriously there is no way one person can teach all five subjects a day and come to school the next day and be strong enough [to teach] ..." (C3P3T). This finding suggests that several teaching and learning challenges exists in the school settings and are seriously affecting educational leaders particularly teachers to effectively enact pedagogical leadership. Further the finding suggests that when these challenges are addressed educational leaders can effectively discharge pedagogical leadership roles to improve children's learning and academic achievement.

6.5.5 Financial challenges

The study identified financial challenges such as the payment of school fees and funding for school projects and teaching and learning resources as serious hindrances to the enactment of pedagogical leadership in the school setting. This challenge was uniquely shared in Case Two by two participants, the headteacher and one teacher participant. Although this challenge was divulged in one case and by only two participants it is important because many challenges in education appear to revolve around school financing. The teacher participant explained her challenge she encountered with handling children whose parents have not paid their fees. She said, “sometimes the children have not paid their fees and they would tell you to mention their names, sometimes you have to sack some of them so that when they go, they would be able to inform their parents” (C2P3T). The headteacher, C2HT, shared the challenge in getting funds for school projects. C2HT stated, “the major external challenge [of the school] has to do with funding” and that “... sometimes it takes three years for the school administration to get approval from management for [internal]funds to be released for an intended project so it is a challenge.” This finding suggests that financial challenges can have serious repercussions on school physical facilities and infrastructural development. It also disrupts classroom teaching and learning activities as teacher’s concentration is directed to sacking of pupils for non-payment of school fees. It implies school financing must be seriously addressed to allow educational leaders to concentrate on their pedagogical leadership roles.

6.5.6 Human resource challenges

Human resource gaps, evident with female teachers, was a challenge that affected the enactment of pedagogical leadership in early childhood education school settings. Across the three cases, one headteacher participant in case two uniquely reported this challenge. This human resource challenge is considered important because every school depends greatly on its teaching force for execution of teaching and learning (Omebe, 2014). Human resource gaps, emanating from concurrent maternity leave for female teachers in the same school term period, affect enactment of pedagogical leadership. Certain internal school policies and national labor laws affect pedagogical leadership enactment of headteachers:

There was a case where three ladies gave birth in the same period and the school would not allow you to employ somebody so you strategically manage with the little resources... it came to a point I had to beg the PTA to employ a part time teacher to support because the school was not ready to employ somebody... according to labor law, if somebody gives birth, the person must also go on maternity leave with pay. (C2HT)

6.5.7 Disruptions in teaching and learning

The study uncovered that disruptions in teaching and learning affect enactment of pedagogical leadership. These disruptions that seven participants from two case studies shared manifest from the administrative nature of Ghana's education system, the implementation of the new school curriculum, and the national school calendar. The headteacher participant highlighted the challenge with regards to the administrative nature of Ghana's education system. He said "limitations [from the Ministry of Education/ Ghana Education Service] are too much ... they don't allow the leaders to own the school and then innovate, they just have to impose ..." (C1HT). Another teacher participant noted that implementing the new curriculum was disruptive to teaching

and learning at the schools that affected their curriculum leadership exertions. She stated that, “the curriculum has been a challenge because we don't have textbooks to explain the extent to which we should present information to the children” (C3P3T). School times were incessantly disrupted without given due regard to pupils especially children at the kindergarten level. She mentioned that “today you hear news that you should close at 4pm, tomorrow another news from the same source that you are closing at 3pm or 1pm...” (C1KG1T). This finding suggests that erratic changes in curriculum policies and programs of the government impact enactment of pedagogical leadership at the school setting. To enhance pedagogical leadership, educational leaders need the opportunity to contribute to curriculum policy and program formulation at the national level to enable them to support policy implementation at the school level. Educational leaders must also engage in planning and coordination with stakeholders to ensure that school programs and activities are not thrown overboard.

CHAPTER SEVEN: CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

7.1 Introduction

This qualitative cross-case study examined pedagogical leadership in early childhood education in Ghana, focusing on the views of headteachers and teachers purposely selected from three early childhood education settings. These early childhood education sites engage in practices that promote pedagogical leadership. As evident in Chapter one and two, there is limited research about pedagogical leadership in Ghana, so the literature reviewed relied mostly on international perspectives. The study is thus designed to answer the question: how is pedagogical leadership enacted in early childhood education settings? Four questions guided the study:

1. How do educational leaders in early childhood education in Ghana conceptualize pedagogical leadership?
2. How is pedagogical leadership enacted in early childhood education settings in Ghana?
3. What factors enhance the enactment of pedagogical leadership in early childhood education in Ghana?
4. What challenges do leaders in early childhood education settings face in enacting pedagogical leadership?

The study used a qualitative multiple case study approach. Semi-structured interviews were used to collect data from three headteachers and 15 teachers at three early childhood education settings. Observation and documents on some aspects of pedagogical leadership were also collected to complement the interview data. Individual and cross-case thematic data analyses and findings are presented in Chapters 4 and 5, while the overarching cross-case findings are further discussed in Chapter 6. This final chapter focuses on conclusions, limitations of the study implications for further research and recommendations of the study.

7.2 Conclusion

Some conclusions are drawn from this cross-case study that add to the body of knowledge on pedagogical leadership in a developing country or different context. Essentially, the study contributes to little known research evidence about pedagogical leadership practices, obtained from headteachers and teachers spearheading early childhood education. Four main conclusions are made in line with the answers to research questions, as well as the findings and conceptual framework of the study.

7.2.1 Conceptualization of pedagogical leadership

Cross-case analysis and findings noticed that while there were different but integrated conceptualizations of pedagogical leadership, it was dominantly understood as the capacity of headteachers and teachers to use diverse and suitable methods of teaching to support the learning needs of children, as well as partnering and engaging with multiple stakeholders to sustain teaching and learning to ensure attainment of education goals. This calls for empowering headteachers and teachers to have the requisite pedagogies or pedagogical knowledge and competencies for leading early childhood settings. It is also important that partnership and engagement of stakeholders are enhanced and sustained to support effective pedagogical leadership. As a concept, pedagogical leadership is important and the understanding that headteachers and teachers have of it influences their practice and how they can realize or meet expectations in early childhood education.

7.2.2 Enactment of pedagogical leadership

The second major finding of the study showed that headteachers and teachers enact pedagogical leadership roles through executing general leadership roles and specific classroom, instructional

and teaching leadership roles. Essentially, the key general leadership roles focused on setting goals, organizing and attending PLC, INSET and workshops, organizing and working with staff, PTA/SMC/SPAM and SGC, supervising routines and other activities (of teachers and children), providing teaching and learning resources, and partnering with stakeholders. Specific classroom, instructional and teaching leadership roles in which pedagogical leadership is enacted includes setting classroom expectations, registering and receiving children, correcting children's misbehaviors and attending to their needs, teaching and learning and preparing teaching and learning materials. It was evident that these pedagogical leadership roles are broad, diverse, and evolving but not static and that both headteachers and teachers require additional knowledge and competencies to effectively enact these changing roles in school settings and beyond. Headteachers for example should not exempt themselves from professional learning community meetings and in-service education and training programs that equip teachers with relevant and current pedagogies and content knowledge to teach in classrooms. This will help headteachers to take teaching roles when there are limited teachers on staff. Similarly, teachers should not see certain roles in the school settings as unique to the headteacher but develop capacities to perform all roles in the school settings and beyond as required of pedagogical leaders. To ensure that pedagogical leadership roles are effectively enacted to serve the maximum interest of students, headteachers and teachers must effectively coordinate among themselves the performance of general leadership roles and specific classroom, instructional and teaching roles in schools.

7.2.3 Enabling factors of pedagogical leadership

Personal, school-based and outside school factors were found to enable headteachers and teachers' enactment of pedagogical leadership. The personal factors enhancing pedagogical leadership at

the school setting include leadership and professional learning and teaching philosophy and goals. Principally, collaborations and support of teachers, professional learning community (PLC), headteacher and school administration support, and availability of teaching and learning resources are school factors identified to enable pedagogical leadership. Outside school factors, including training and professional development, supervision of teaching and learning, parent and community involvement and support, and financial and material support foster enactment of pedagogical leadership. The fundamental conclusion drawn from this finding is that the three factors interactively enable headteachers and teachers to effectively enact pedagogical leadership in early childhood education school settings. Whereas educational qualifications and background of headteachers and teachers are necessary, they are insufficient to enable them keep pace with the changing trends and demands of pedagogical leadership roles. It is imperative that educational leaders continue to make personal efforts at enhancing their capacities and equally take advantage of both school-based and outside school professional training opportunities to enhance their effectiveness in leading pedagogically. Headteachers and teachers must also recognize the importance of stakeholder support and involvement and work to sustain parent and community partnerships to enable broad participation of pedagogical leadership. Such stakeholder partnerships are vital to harness material and financial support for schools to ensure teachers enact pedagogical leadership roles.

7.2.4 Challenges of pedagogical leadership

Pedagogical leadership challenges, evident from the findings, included attitudinal and material and facilities challenges, as well as challenges related to professional development, teaching and learning, financial and human resource. Attitudinal challenges that are reflected in negative

attitudes and perceptions of headteachers, teachers, parents and children hinder effective classroom teaching and learning activities and general school programs. Professional development challenges emanated from inadequate professional development at the school setting and cost of attending workshops and professional development programs, which impacted pedagogical leadership. Finding also shows that educational stakeholders need to change attitudes towards their roles and individuals that they work with. It was consequential that some participants rejected headteachers' idea of imposing teaching methodologies on teachers at the point of instructional delivery in the classroom. Thus, headteachers must learn to change and carry out their supervisory roles in a manner that respects teachers. They need to be ethical in going about classroom observations and suggestions they expect teachers to implement. Again, teachers in higher grades must learn to show respect to those in the lower grades. The negative attitudes and dispositions of stakeholders were identified to greatly affect effective enactment of pedagogical leadership in schools. Because of some parents' attitude of disrespecting teachers and not providing for their children educational needs affected pedagogical leadership, parental education and encouragement at PTA meetings was deemed important to promote healthy collaboration and partnerships for effective pedagogical leadership. Limited in-service education and training at the school level and the attendant cost of professional development programs affect enactment of pedagogical leadership, so the Ministry of Education and its allied agencies must address these concerns to enhance how educational leaders can lead pedagogically.

7.3 Limitations of the Study

Some limitations are evident with this qualitative multiple case study. First, there are methodological limitations in terms of using a small sample of headteacher and teacher participants and case sites. The research used only three public early childhood education schools, which were

selected from one metropolitan area in Ghana. As such, the findings drawn from the study cannot be generalized to all public early childhood education schools. However, the multiple case study approach that permits the collection of information with multiple research tools, including interviews, observations and documents, ensured data triangulation and credibility of findings. The interviews ensured the headteacher and teacher participants deeply and broadly explained their pedagogical leadership experiences, which were confirmed in some of the observations made and document reviewed.

Some participants were reluctant when they realised that the interviews were to be recorded, particularly where the interviewer was coming from an oversea university. As such, they preferred that their views were written in ink or wanted to complete a survey instead. However, based on assurance of privacy and confidentiality of recorded interviews and subsequent storage, they consented to participate in the interviews. Some participants' concerns were mainly about ethical issues or expressing their views publicly. The researcher constantly reminded them about the ethical issues and use of data captured in the consent letter at the beginning of interviews.

7.4 Implications and Suggestions for Further Research

Whereas this qualitative study adds to literature on the conceptualization and enactment of pedagogical leadership in early childhood education, other areas for further exploration regarding pedagogical leadership practice are suggested. Some issues arising because of the study's scope and research methods warrant future investigation.

First, there is the need to study pedagogical leadership in early childhood education settings with a larger population of headteachers and teachers so that a more comprehensive picture of its enactment, and other contextual factors that conspire for effective pedagogical leadership are

identified. It is also suggested that this research is replicated using more in-depth and additional qualitative methods than what were used in this study. Quantitative methodologies could be used in conjunction with the study's qualitative methods to extensively capture perspectives of more headteachers and teachers from different early childhood settings, other than the case region.

Additionally, the study can be conducted on other educational stakeholders who work closely with headteachers and teachers including, circuit supervisors, parents, and curriculum experts to obtain broader perspectives of pedagogical leadership in the Ghanaian setting.

Since this study covered public basic school headteachers and teachers in the Ghanaian setting, future studies can use teachers, headteachers, and school owners in private schools to garner holistic views on pedagogical leadership conceptualization, enactment, enabling factors and challenges.

7.5 Recommendations for Practice, Policy, and Research

Regarding the findings and discussions, these recommendations are proposed to guide effective pedagogical leadership in early childhood education schools: shared conceptualizations of pedagogical leadership, improved enactment of pedagogical leadership, enabling factors of pedagogical leadership, and strategies in overcoming challenges to pedagogical leadership.

7.5.1 Shared conceptualizations of pedagogical leadership

Findings show how teachers and headteachers conceptualize pedagogical leadership shape practice. To improve and promote shared conceptualizations of pedagogical leadership, it is proposed that:

1. Professional learning opportunities be provided to empower and extend the knowledge and understanding of teachers and headteachers in order to augment their capacities and

- competencies to appropriately and effectively use diverse and effective methods of teaching, as they lead pedagogically in early childhood education schools;
2. Sustained partnership and engagement with educational stakeholders be forged because it is considered as a way of understanding and enacting pedagogical leadership.
 3. Headteachers and teachers continue to develop mutual and shared conceptualizations of pedagogical leadership to guide practice contextually.

7.5.2 Improved enactment of pedagogical leadership

The study findings revealed that headteachers and teachers engaged in general leadership roles and specific classroom, instructional and teaching leadership roles as ways of enacting pedagogical leadership in school settings. Based on the findings, it is recommended that:

1. Headteachers and teachers at public basic schools be empowered to take ownership and innovate teaching and learning activities of early childhood education settings;
2. Headteachers and teachers coordinate to mutually set school and classroom goals and expectations;
3. Headteachers and teachers be encouraged to partner with the community, parents, and other stakeholders to effectively enact pedagogical leadership;
4. Headteachers adequately resource teaching and learning;
5. Teachers diligently prepare content and materials for effective teaching and learning outcomes.

7.5.3 Enabling pedagogical leadership

Enabling pedagogical leadership enactment is considered important, so it is suggested that:

1. Government through the Ministry of Education adequately resource public basic schools with the necessary teaching and learning resources to enhance professional learning community activities to maximize the capacities of teachers to lead pedagogically.
2. The Ministry of Education empowers its regional/metropolitan/district departments/units with financial and material logistics to enable education personnel to intensify the supervision of professional learning activities of teachers in all public basic schools.
3. Headteachers and teachers are encouraged to create and engage actively in professional learning community meetings to enable them to perform their pedagogical leadership functions. To attract the requisite motivation for participation, these PLCs should also be considered as one of the criteria for renewing teachers license and promotion. This could ensure that professional learning community activities are intensified and properly organized to support teachers' professional development and pedagogical leadership.
4. School community partnerships and engagement be encouraged and strengthened, with intensified efforts and activities to ensure effective mobilization of resources to support the pedagogical leadership practices of headteachers and teachers in public basic schools.

7.5.4 Overcoming challenges to pedagogical leadership

Findings identified internal and external challenges to pedagogical leadership enactment such as attitudinal, professional development, financial, material and facility, and teaching and

learning challenges. It is proposed that support systems are established to overcome these challenges to enacting pedagogical leadership. Specific considerations are suggested.

7.5.4.1 Attitudinal changes

1. Circuit supervisors show positive attitude towards supervision of public basic school teachers;
2. Teachers respect their colleagues at the early childhood education level of basic education (BS3-KG1) to enhance collaborative learning for effective practice and leading.
3. Community members, including parents, respect teachers and demonstrate positive attitudes towards early childhood education.
4. Headteachers adopt proper supervisory approaches to classroom observation of teachers

7.5.4.2 Enhanced Professional development

1. Headteachers ensure periodic school-level professional development programs or in-service education and training are organized to address classroom challenges of teachers.
2. Headteachers ensure that teachers engage in weekly professional learning to address specific pedagogical or content needs of teachers.
3. Teachers are supported financially to attend national and regional professional development programs that enhance the pedagogical competencies.

7.5.4.3 Financial empowerment and improved material and facilities

1. Government increases its commitment to early childhood education through provision of adequate funds for resourcing schools.
2. Government invests adequately in school infrastructure and related facilities for play and recreation, so that teachers can use appropriate pedagogies when working with children.

7.5.4.4 Improving Teaching and learning and overcoming disruptions

1. Adequate and appropriate teaching and learning resources be provided for teachers' practice;
2. Supply adequate textbooks and other curriculum related materials to enhance teaching and learning;
3. Government ensures the MoE has standard educational policies and programs that are well coordinated to avoid inconsistencies and disruptions to instruction in early childhood education schools during their implementation.
4. Broad consultations be made to formulate and implement educational curriculum for basic schools that limit the pressure on headteachers and teachers.

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Appendix

Appendix A: IRB Information

MEMORANDUM

DATE: November 16, 2021

TO: IRB Administration, Office of Research Compliance, Auburn University

FROM: John Appiah, Ph.D. student, Department of Educational Foundations,
Leadership and Technology.

SUBJECT: Appiah Protocol Review Request # 21-526 “Enacting pedagogical leadership
in early childhood education settings in Ghana. Across case analysis of three
schools”

I have addressed the issue raised concerning the EXEMPT application I submitted for my study on the topic, Enacting pedagogical leadership in early childhood education settings in Ghana.

Across case analysis of three schools.

I have received the permission letter from the Cape Coast Metropolitan Education Office for my study. I have attached the permission letter to the EXEMPT application form and merged as a single PDF document for submission.

Revised 10/06/2021

AUBURN UNIVERSITY HUMAN RESEARCH PROTECTION PROGRAM (HRPP)

EXEMPT REVIEW APPLICATION

For assistance, contact: **The Office of Research Compliance (ORC)**

Phone: **334-844-5966** E-Mail: IRBAdmin@auburn.edu Web Address:
<http://www.auburn.edu/research/vpr/ohs> Submit completed form and supporting materials
 as one PDF through the [IRB Submission Page](#)

Hand written forms are not accepted. Where links are found hold down the control button (Ctrl) then click the link..

1. Project Identification

Today's Date: November 1, 2021

Anticipated start date of the project: January 11, 2022 Anticipated duration of project: 1 Year

- a. Project Title: Enacting pedagogical leadership in early childhood education settings in Ghana. A cross case analysis of three schools.

b. Principal Investigator (PI): John Appiah Degree(s): PhD Candidate Rank/Title:
 Doctoral Student

Department/School: Educational Foundations, Leadership, and Technology

Role/responsibilities in this project: To carry out the research including all aspects of study design, participant recruitment and consent, data collection, analysis, and write up.

Preferred Phone Number: **334-524-4391** AU Email: jka0026@auburn.edu

Faculty Advisor Principal Investigator (if applicable): Dr. Lisa A. Kensler

Rank/Title: Professor Department/School: Educational Foundations,
 Leadership, and Technology

Role/responsibilities in this project: Support the Principal Investigator (PI) throughout the study.

Preferred Phone Number: 334-844-3020 AU Email: lak0008@auburn.edu

Department Head: Dr. James Satterfield
 Foundations, Leadership, and Technology

Department/School: Educational

Preferred Phone Number: 334-844-3060

AU Email: jws0089@auburn.edu

Role/responsibilities in this project: Monitor and assist the faculty advisor principal investigator in executing her supervisory role to the PI.

- c. **Project Key Personnel** – Identify all key personnel who will be involved with the conduct of the research and describe their role in the project. Role may include design, recruitment, consent process, data collection, data analysis, and reporting. ([To determine key personnel, see decision tree](#)). Exempt determinations are made by individual institutions; reliance on other institutions for exempt determination is not feasible. Non-AU personnel conducting exempt research activities must obtain approval from the IRB at their home institution.

Key personnel are required to maintain human subjects training through [CITI](#). Only for EXEMPT level research is documentation of completed CITI training NO LONGER REQUIRED to be included in the submission packet.

NOTE however, **the IRB will perform random audits of CITI training records to confirm** reported training courses and expiration dates. Course title and expiration dates are shown on training certificates.

Name: Dr. Lisa A. Kensler

Degree(s): Ph.D

Rank/Title: Professor

Department/School: Educational Foundations,

Leadership, and Technology

Role/responsibilities in this project: Principal advisor: Supervise the PI in the conduct and writing of the research.

- have influence or appear to have influence on the work conducted in this project? Yes No

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- If yes, briefly describe the potential or real conflict of interest: [Click or tap here to enter text.](#)
- Plan for IRB approval for non-AU affiliated personnel? [Click or tap here to enter text.](#)
- Completed required CITI training? Yes No If NO, complete the appropriate [CITI basic course](#) and update the revised Exempt Application form.
- If YES, choose course(s) the researcher has completed: Human Sciences Basic Course 10/2

6/2023

Name: Click or tap here to enter text.	Degree(s): Click or tap here to enter text.
Rank/Title: Choose Rank/Title	Department/School: Choose
Department/School Role/responsibilities in this project: Click or tap here to enter text.	
<ul style="list-style-type: none">- AU affiliated? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, name of home institution: Click or tap here to enter text.- Do you have any known competing financial interests, personal relationships, or other interests that could have influence or appear to have influence on the work conducted in this project? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No- If yes, briefly describe the potential or real conflict of interest: Click or tap here to enter text.- Plan for IRB approval for non-AU affiliated personnel? Click or tap here to enter text.- Completed required CITI training? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If NO, complete the appropriate CITI basic course and update the revised EXEMPT application form.- If YES, choose course(s) the researcher has completed: Choose a course Expiration Date Choose a course Expiration Date	

Name: Click or tap here to enter text.	Degree(s): Click or tap here to enter text.
Rank/Title: Choose Rank/Title	Department/School: Choose
Department/School Role/responsibilities in this project: Click or tap here to enter text.	
<ul style="list-style-type: none">- AU affiliated? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, name of home institution: Click or tap here to enter text.- Do you have any known competing financial interests, personal relationships, or other interests that could have influence or appear to have influence on the work conducted in this project? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No- If yes, briefly describe the potential or real conflict of interest: Click or tap here to enter text.- Plan for IRB approval for non-AU affiliated personnel? Click or tap here to enter text.- Completed required CITI training? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If NO, complete the appropriate CITI basic course and update the revised EXEMPT application form.- If YES, choose course(s) the researcher has completed: Choose a course Expiration Date Choose a course Expiration Date	

a. **Funding Source** – Is this project funded by the investigator(s)? Yes No

Is this project funded by AU? Yes No If YES, identify source [Click or tap here to enter text.](#)

Is this project funded by an external sponsor? Yes No If YES, provide name of sponsor, type of sponsor (governmental, non-profit, corporate, other), and an identification number for the award.

Name: [Click or tap here to enter text.](#) Type: [Click or tap here to enter text.](#) Grant #: [Click or tap here to enter text.](#)

b. List other AU IRB-approved research projects and/or IRB approvals from other institutions that are associated with this project. Describe the association between this project and the listed project(s):

[Click or tap here to enter text.](#)

2. Project Summary

a. Does the study **TARGET** any special populations? Answer YES or NO to all.

Minors (under 18 years of age) Yes No

Auburn University Students Yes No

Pregnant women, fetuses, or any products of conception Yes No

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Prisoners or wards (unless incidental, not allowed for Exempt research)

Yes No

Temporarily or permanently impaired

Yes No

a. Does the research pose more than minimal risk to participants?

Yes No

If YES, to question 2.b, then the research activity is NOT eligible for EXEMPT review. Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research is not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or test. 42 CFR 46.102(i)

b. Does the study involve any of the following? If YES to any of the questions in item 2.c, then the research activity is NOT eligible for EXEMPT review.

Procedures subject to FDA regulations (drugs, devices, etc.)

Yes No

Use of school records of identifiable students or information from instructors about specific students.

Yes No

Protected health or medical information when there is a direct or indirect link which could identify the participant.

Yes No

Collection of sensitive aspects of the participant's own behavior, such as illegal conduct, drug use, sexual behavior or alcohol use.

Yes No

d. Does the study include deception? Requires limited review by the IRB*

Yes No

2. MARK the category or categories below that describe the proposed research. Note the IRB Reviewer will make the final determination of the eligible category or categories.

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices. The research is not likely to adversely impact students' opportunity to learn or assessment of educators providing instruction. 104(d)(1)

2. Research only includes interactions involving educational tests, surveys, interviews, public observation if at least ONE of the following criteria. (The research includes data collection only; may include visual or auditory recording; may NOT include intervention and only includes interactions). **Mark the applicable sub-category below (I, ii, or iii). 104(d)(2)**

(i) Recorded information cannot readily identify the participant (directly or indirectly/ linked);

OR

- surveys and interviews: no children;
- educational tests or observation of public behavior: can only include children when investigators do not participate in activities being observed.

(ii) Any disclosures of responses outside would not reasonably place participant at risk; **OR**

(iii) Information is recorded with identifiers or code linked to identifiers and IRB conducts limited review; no children. **Requires limited review by the IRB.***

3. Research involving Benign Behavioral Interventions (BBI)** through verbal, written responses including data entry or audiovisual recording from adult subjects who prospectively agree and ONE of the following criteria is met. (This research does not include children and does not include medical interventions. Research cannot have deception unless the participant prospectively agrees that they will be unaware of or misled regarding the nature and purpose of the research) **Mark the applicable sub-category below (A, B, or C).**

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104(d)(3)(i)

(A) Recorded information cannot readily identify the subject (directly or indirectly/ linked); OR

(B) Any disclosure of responses outside of the research would not reasonably place subject at risk;
OR

(C) Information is recorded with identifies and cannot have deception unless participants prospectively agree.
Requires limited review by the IRB.*

4. Secondary research for which consent is not required: use of identifiable information or identifiable bio-specimens that have been or will be collected for some other ‘primary’ or ‘initial’ activity, if one of the following criteria is met. Allows retrospective and prospective secondary use. **Mark the applicable sub-category below (i, ii, iii, or iv).** 104 (d)(4)

(i) Bio-specimens or information are publicly available;

(ii) Information recorded so subject cannot readily be identified, directly or indirectly/linked investigator does not contact subjects and will not re-identify the subjects; **OR**

(iii) Collection and analysis involving investigators use of identifiable health information when us is regulated by HIPAA “health care operations” or “research” or “public health activities and purposes” (does not include bio-specimens (only PHI and requires federal guidance on how to apply)); **OR**

(iv) Research information collected by or on behalf of federal government using government generated or collected information obtained for non-research activities.

5. Research and demonstration projects which are supported by a federal agency/department AND designed to study and which are designed to study, evaluate, or otherwise examine: (i)public benefit or service programs;

(ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or service under those programs. (must be posted on a federal web site). 104.5(d)(5) (must be posted on a federal web site)

6. Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives and consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture. The research does not involve prisoners as participants. 104(d)(6)

**Limited IRB review – the IRB Chair or designated IRB reviewer reviews the protocol to ensure adequate provisions are in place to protect privacy and confidentiality.*

***Category 3 – Benign Behavioral Interventions (BBI) must be brief in duration, painless/harmless, not physically invasive, not likely to have a significant adverse lasting impact on participants, and it is unlikely participants will find the interventions offensive or embarrassing.*

*** *Exemption categories 7 and 8 require broad consent. The AU IRB has determined the regulatory requirements for legally effective broad consent are not feasible within the current institutional infrastructure. EXEMPT categories 7 and 8 will not be implemented at this time.*

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1. Describe the proposed research including who does what, when, where, how, and for how long, etc.

a. Purpose

The main purpose of the study is to explore how pedagogical leadership is enacted in early childhood education settings in Ghana. The study will also examine how leaders in early childhood education conceptualize pedagogical leadership, identify factors that enhances the enactment of pedagogical leadership, and to determine the challenges that leaders face in the implementation of pedagogical leadership in early childhood education settings. The focus will be to capture the pedagogical leadership views, practices, and experiences of headteachers/ administrators and teachers in three public early childhood education school settings.

b. Participant population, including the number of participants and the rationale for determining number of participants to recruit and enroll.

The participants for the study will include all the headteachers/principals/leaders and teachers of the three (3) early childhood education centers that will be selected for the study. They will include one headteacher from each of the three schools and five classroom teachers at the early childhood level (KG 1, KG 2, BS 1, BS 2, BS 3) of each school. In total, 18 participants, comprising 3 headteachers and 15 teachers will be selected.

This is because in the early childhood settings headteachers/ principals and teachers are pedagogical leaders but with different roles and responsibilities.

c. Recruitment process. Address whether recruitment includes communications/interactions between study staff and potential participants either in person or online. *Submit a copy of all recruitment materials.*

Once permission is granted from the Cape Coast Metropolitan Education Unit to conduct the research in the public schools under their jurisdiction, the headteachers and teachers of the schools who meet the study participant selection criteria will be contacted via phone, email, or in person and invited to participate.

Participants (headteachers) of the three schools will be contacted via office/school phone numbers which will be obtained from the Metropolitan Education office to seek for a convenient date and time for my first visit.

During these visits, participants' (headteachers and teachers) email addresses will be obtained to send them information on the modalities for participation and subsequent visits for data collection. Email will help provide evidence of the correspondences that will go on between the researcher and the participants. Also, participants who might not have active emails and phone numbers as a result of network and data challenges will be contacted in person during school visits. During the invitation email or conversation (phone or in person), I will brief the individuals on the study and provide information about participation.

d. Consent process including how information is presented to participants, etc.

I will plan to meet participants at their school during a time convenient for them. If COVID is an issue, then these meetings will take place online via Zoom. During these in person visits or over Zoom, I will brief potential participants on the main purpose of the study and seek their consent to participate. Subsequently, information letters will be given to participants (paper copy or electronic copy) which will spell out their rights and protections. I have chosen the 'waiver of documentation of consent' option to simplify paperwork and either in-person or electronic exchange of signed forms. Thus, I will be sure to explain that participants' participation in the study indicates their consent and they may choose to stop participating and/or withdraw from the study at any time, with no negative consequences.

a. Research procedures and methodology

The study will adopt qualitative method to explore how pedagogical leadership is enacted by educational leaders (headteachers/principals and teachers) in early childhood education settings in Ghana.

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Specifically, case study (multiple case) design will be used to conduct the study since it offers opportunities for a deeper examination of a phenomenon within a study setting or a system including an educational institution, a program, event, or a concept (Yin, 2014; Creswell, 2013, Merriam, 1998, 2009). Purposeful sampling technique will be employed to select the cases (three public schools) and participants (headteachers and teachers) within the schools for the study. Data for the study would be collected through multiple sources including interviews, observations, and documents (Merriam, 1998, 2009; Stake, 1995, 2000). All participants would be interviewed following the interview protocol (Appendices D & E). The interview session for a participant is expected to last for approximately an hour, 45 minutes to 90 minutes. Observations will be conducted in the participants' classrooms and on administrative practices to triangulate their responses with the interview questions. Policy/ early childhood education program and school administrative documents will also be examined to otherwise ascertain the pedagogical leadership practices of these educational leaders. Interpretative and thematic analysis will be employed to analyze the data (Merriam, 2001). As an example of a multiple case study research, within-case analysis would be conducted first followed by cross-case analysis (Merriam, 2001).

- a. Anticipated time per study exercise/activity and total time if participants complete all study activities.

The study activities including data collection and member checking exercises are expected to last for about six months (January 2022 to June 2022). Participants will spend 45 -90 minutes in interviews, 30 minutes of observation, and potentially another 30 minutes for member checking data. The maximum total time I will ask of any participant will be 150 minutes (2 hours 30 minutes).

- b. Location of the research activities.

The study location will be Cape Coast Metropolis in the Central Region of Ghana.

- c. Costs to and compensation for participants? If participants will be compensated describe the amount, type, and process to distribute.

Participants will not incur any monetary cost for participation except their time for both the interview and observation sessions. There will be no monetary compensation for participants, but aggregated findings will be shared with the participants to share practices for improvement of the enactment of pedagogical leadership in their school settings.

- d. Non-AU locations, site, institutions. *Submit a copy of agreements/IRB approvals.*

After Auburn University approval, I will be able to apply for and receive approval in Ghana. I will submit a copy of these approvals to the AU office prior to beginning participant recruitment in Ghana.

- e. Additional relevant information. [Click or tap here to enter text.](#)

2. Waivers

Check applicable waivers and describe how the project meets the criteria for the waiver.

- Waiver of Consent (Including existing de-identified data)
- Waiver of Documentation of Consent (Use of Information Letter, rather than consent form requiring signatures)

- a. Provide the rationale for the waiver request.

I am not sure what the state of the COVID19 pandemic may be when I travel to collect data in Ghana. I may need to collect all of my data via ZOOM. If that is the case, then exchanging signed forms is an added burden for participants. Regardless of in person or via Zoom data collection, an information letter will convey the necessary information and participation in the study may appropriately indicate consent.

2. **Describe the process to select participants/data/specimens. If applicable, include gender, race, and ethnicity of the participant population.**

Three (3) public basic schools will be purposely selected for the study and the headteachers and teachers at the early childhood education level [Pre -Primary (KG) and Primary (Lower)] of these schools will be purposely included as bounded participants of the study. All the three (3) headteachers of the selected schools will be invited to participate in the study since each public school in Ghana has one headteacher. All the class teachers at the Pre - Primary (KG 1 & 2) and Primary (Lower, P1, P2, & P3) will be invited to participate in the study. Public schools in Ghana particularly the Cape Coast Municipality do not practice subject teaching but class teaching. One teacher is assigned for teaching all the subjects in a class.

3. **Describe why none of the research procedures would cause a participant either physical or psychological discomfort or be perceived as discomfort above and beyond what the person would experience in daily life (minimal risk).**

The interviews and observations that will be conducted as part of the study will take place in the participants' familiar school settings. Interviews will be conducted in areas of the school setting where participants choose as private, confidential and comfortable. Pedagogical leadership is a professional topic and not one that participants would perceive as sensitive or uncomfortable. Thus, these activities are expected not to cause any physical or psychological discomfort to be considered above minimal risk other than the minimal inconvenience of dedicating time to interviews and class observations.

4. **Describe the provisions to maintain confidentiality of data, including collection, transmission, and storage. Identify platforms used to collect and store study data. For EXEMPT research, the AU IRB recommends AU BOX or using an AU issued and encrypted device. If a data collection form will be used, submit a copy.**

The data obtained will be uploaded in a personal folder, shared with my dissertation chair, in AU Box. Also, the names of the schools and participants will be kept confidential using pseudonyms and employing appropriate research codes. The pseudonym code list, necessary only until data collection is complete, will not be stored in the same folder and will be destroyed upon completion of data collection.

- a. If applicable, submit a copy of the data management plan or data use agreement.

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- 1. Describe the provisions included in the research to protect the privacy interests of participants (e.g., others will not overhear conversations with potential participants, individuals will not be publicly identified or embarrassed).**

Participants will select their interview location and will indicate their comfort that these locations are

adequately private spaces. The names of participants will be kept confidential using pseudonyms and employing appropriate research codes. The pseudonym code list, necessary only until data collection is complete, will not be stored in the same folder and will be destroyed upon completion of data collection.

2. Additional Information and/or attachments.

In the space below, provide any additional information you believe may help the /RB review of the proposed research.

If attachments are included, list the attachments below. Attachments may include recruitment materials, consent documents, site permissions, /RB approvals from other institutions, data use agreements, data collection form, CIT/training documentation, etc.

Click or tap here to enter text.

Required Signatures (If a student PI is identified in item 1.a, the EXEMPT application must be re-signed and updated at every revision by the student PI and faculty advisor. The signature of the department head is required only on the initial submission of the EXEMPT application, regardless of PI. Staff and faculty PI submissions require the PI signature on all version, the department head signature on the original submission)

Signature of Principal Investigator:

Date: 11-04-1.J

Date: 11-04-21

James Satterfield

Digitally signed by James Satterfield
Date: 2021.11.04 14:07:13 -05'00'

Appendix B: Information Letter

Auburn University

Auburn University, Alabama 368495221

Educational Foundations

Telephone (334) 844-4460

Leadership and Technology

Fax (334) 844-3072

(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS AN IRB APPROVAL STAMP WITH CURRENT DATES HAS BEEN APPLIED TO THIS DOCUMENT.)

INFORMATION LETTER

for a Research Study entitled

ENACTING PEDAGOGICAL LEADERSHIP IN EARLY CHILDHOOD EDUCATION SETTINGS IN GHANA: A CROSS CASE ANALYSIS OF THREE SCHOOLS

You are invited to participate in a research study to explore how pedagogical leadership is enacted by educational leaders (school principals and teachers) in early childhood education settings in Ghana. The study is being conducted by John Appiah, a doctoral student, under the direction of Professor Lisa Kensler, at the Department of Educational Foundations Leadership and Technology of Auburn University.

You were selected as a possible participant because you are an early childhood educational school principal or teacher and are aged 19 or older. Your participation is voluntary. If you choose to participate in this research study, you will be interviewed and observed in your school setting. Your total time commitment will not exceed 2 hours and 30 minutes (60-90 minutes of interviewing, 30 minutes observation, and up to 30 minutes for member checking the data). If you change your mind about participating, you can withdraw at any time. Your decision to participate or not will not jeopardize your future relations with your employer, Auburn University or the Department of Educational Foundations, Leadership and Technology.

The researcher expects no risks or discomforts associated with this study. The interview data that will be recorded will be kept confidential.

No personal benefits are provided to participants in this study. There will be no compensation provided to the study participants.

Any data obtained in connection with this study will remain confidential, including participant names and the school names. We will protect your privacy and the interview data you provide using pseudonyms and delete all identifying information. Data collected through your participation may be published in a professional journal and/or presented at a conference, seminar, and professional workshops and we will never share your personal information or the actual name of your school in these venues.



If you have questions or would like a copy of the results when they are ready, please contact John Appiah by phone at 334-524-4391 or by email at jka0026@auburn.edu; his advisor, Prof. Lisa K. Kensler by phone at 334-844-4460).

We would very much appreciate your help in completing this research work as we envisage that this study will help us to understand how educational leaders enact pedagogical leadership in early childhood education settings in Ghana.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone at 3348445966 or email at IRBAdmin@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE, THE DATA YOU PROVIDE WILL SERVE AS YOUR AGREEMENT TO DO SO. THIS LETTER IS YOURS TO KEEP.

Best Regards,

John Appiah, Investigator

Investigator's signature

Date:

Prof. Lisa K. Kensler, Co-Investigator



Appendix C: Permission Letter to The Metropolitan Director of Education, Cape Coast, Ghana.

The Metro Director Ghana Education Service

Cape Coast

November 1, 2021

Dear Madam,

PERMISSION TO EMBARK ON DATA COLLECTION EXERCISE IN THE CAPE COAST METROPOLIS IN THE CENTRAL REGION OF GHANA

I write to seek permission to embark on qualitative data collection exercise in three public basic schools within your jurisdiction on my dissertation topic, "Enacting pedagogical leadership in early childhood education settings in Ghana. A cross case analysis of three schools". The participants for the study will include headteachers and teachers serving at the early childhood education level of the selected schools.

If granted permission, school visits and subsequent data collection exercise would commence at the beginning of the new term in January 2022. The data collection exercise would include face to face interview sessions with headteachers and teachers (60-90 minutes), observation of lessons and staff leadership roles and practices (30 minutes), and inspection and analysis of administrative/early childhood policy documents. The confidentiality of the schools and the participants would be supported using pseudonyms and the removal of all identifying information.

I am envisaging that the findings from my research will have a practical significance of enhancing the pedagogical practices of stakeholders particularly educational leaders in early childhood education settings of public basic schools. Also, the scientific significance of the study would help fill the gap in literature on pedagogical leadership from the contextual perspective of the Ghanaian school settings.

I hope your office will grant me the needed permission to conduct the data collection exercise in any three public schools that will meet the rationale of the study. Feel free to contact me on my mobile phone at (334) 524-4391 or by email at jka0026@auburn.edu.

Thank you.

Yours faithfully,

John Appiah

(Ph.D Candidate, Auburn University, Alabama, USA)

Appendix D: Recruitment Letter

RECRUITING MESSAGE

Date

Participant address

Dear Prof/Dr./Sir/Madam

I am currently studying for Doctor of Philosophy (Educational Leadership, Supervision and Curriculum) at the College of Education of Auburn University. My research is focused on “Enacting pedagogical leadership in early childhood education settings in Ghana. A cross case analysis of three schools”. I am envisaging that the findings from my research will inform stakeholders, particularly educational leaders in early childhood education on pedagogical leadership practices. Participants for the study include headteachers and teachers serving at the early childhood level of public basic schools. I hope that you can participate in the study.

Participation in the study will involve (1) an initial familiarization visit to your school, (2) face to face interview session (or over Zoom, if the conditions warrant), which will last 60 to 90 minutes and (3) classroom observation that will last for a lesson or period of 30 minutes.

The interview and observation will be arranged at your suitable time. There will be a one-week interval between the interview and observation. The interview session will be audio recorded. After both sessions I will send you a written summary for your review.

I have attached an ethical consent form from Auburn University for your attention and retention. Engaging in the interview with me will indicate your consent of participation in the study. The report of the study will use pseudonyms for all participants to protect their identity. Your participation in this study is completely voluntary and you can withdraw from the study at any time with no negative consequences.

I will telephone you within the next three days to ascertain your willingness to participate and to answer any questions that you might have. If you consent to participate, we will agree on a suitable time for my first visit. At the end of the study, I hope to send you summary findings on the study to help enhance your pedagogical leadership practice or work in early childhood. Feel free to contact me on my mobile phone at (334) 524 -4391 or by email at jka0026@auburn.edu.

Yours sincerely, John Appiah

The Auburn University Institutional
Review Board has approved this
Document for use from

11/08/2021 to —

Appendix E: Guiding Questions for Headteachers/Principals of Early Childhood Settings

CONCEPTUALIZATION OF PEDAGOGICAL LEADERSHIP

1. What is your understanding of pedagogical leadership?
2. In your view what is the scope of pedagogical leadership?
3. How does your understanding of pedagogical leadership affect your leadership

practice? ENACTING PEDAGOGICAL LEADERSHIP

1. Describe how you enact pedagogical leadership in your school setting?
2. What key roles/tasks or responsibilities are involved in enacting pedagogical leadership in your setting?
3. How do you involve stakeholders (e.g., teaching staff, administrative staff, parents, or community leaders) in enacting pedagogical leadership?
4. How has enacting pedagogical leadership brought a change in your early childhood education setting? Can you give some examples?

FACTORS THAT ENHANCE PEDAGOGICAL LEADERSHIP

1. Describe internal school factors that enhances your ability to enact pedagogical leadership in your school setting.
2. Describe external school factors that enhances your ability to enact pedagogical leadership in your school setting.
3. How are these factors initiated or implemented in your school setting? Can you give examples?

CHALLENGES OF PEDAGOGICAL LEADERSHIP

1. Describe the internal challenges you encounter in enacting pedagogical leadership roles in this early childhood education school setting.
2. Describe the external pedagogical challenges you encounter when enacting your pedagogical leadership roles in this early childhood education setting.
3. Describe how you are able to manage these challenges.

CLOSING QUESTION

1. How do you see yourself as a pedagogical leader?

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Appendix F: Teachers' Guiding Questions

CONCEPTUALIZATION OF PEDAGOGICAL LEADERSHIP

- 4 What is your understanding of pedagogical leadership?
- 5 In your view what is the scope of pedagogical leadership?
- 6 Do you see yourself as a pedagogical leader? Why?
- 7 How does your understanding of pedagogical leadership affect your leadership practice?

ENACTING PEDAGOGICAL LEADERSHIP

- 5 Describe how you enact pedagogical leadership in your school setting?
- 6 What key roles/tasks or responsibilities do you perform as part of your pedagogical leadership practice?
- 7 How do you work with the headteacher, colleagues, and other stakeholders (e.g., administrative staff, parents, or community leaders) in enacting pedagogical leadership?
- 8 How has enacting pedagogical leadership brought a change in your early childhood education setting? Can you give some examples?

FACTORS THAT ENHANCE PEDAGOGICAL LEADERSHIP

- 4 Describe internal school factors that enhances your ability to enact pedagogical leadership in your school setting.
- 5 Describe external school factors that enhances your ability to enact pedagogical leadership in your school setting.
- 6 How are these factors initiated or implemented in your school setting? Can you give examples?

CHALLENGES OF PEDAGOGICAL LEADERSHIP

- 4 Describe the internal challenges you encounter in enacting pedagogical leadership roles in this early childhood education school setting
- 5 Describe external challenges that you encounter when enacting pedagogical leadership roles in this early childhood education setting.
- 6 Describe how you are able to manage these challenges.
- 7 What challenge has the roles of the headteacher have on your pedagogical leadership practice?

CLOSING QUESTION

1. How do you see yourself as a pedagogical leader?

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11/08/2021 to _____
Protocol # 21

Appendix G: Collaborative Institutional Training Initiative (CITI Program)

COMPLETION REPORT - PART 1 OF 2 COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** John Appiah (ID: 9141870)
- **Institution Affiliation:** Auburn University (ID: 964)
- **Institution Email:** jka0026@auburn.edu
- **Institution Unit:** Educational Foundations, Leadership & Technology
- **Phone:** 3345244391

- **Curriculum Group:** IRB # 2 Social and Behavioral Emphasis - AU Personnel - Basic/Refresher
- **Course Learner Group:** IRB # 2 Social and Behavioral Emphasis - AU Personnel
- **Stage:** Stage 1 - Basic Course
- **Description:** Choose this group to satisfy CITI training requirements for Key Personnel (including AU Faculty, Staff and Students) and Faculty Advisors involved primarily in Social/Behavioral Research with human subjects.

Collaborative
Institutional Training

Initiative (CITI Program)

- **Record ID:** 36743683
- **Completion Date:** 04-Jun-2020
- **Expiration Date:** 04-Jun-2023
- **Minimum Passing:** 80
- **Reported Score*:** 85

REQUIRED AND ELECTIVE MODULES ONLY COMPLETED SCORE

		DATE
Belmont Report and Its Principles (ID: 1127) (100%)		24-May-2020 3/3
The Federal Regulations - SBE (ID: 502) (60%)		24-May-2020 3/5
Assessing Risk - SBE (ID: 503) (100%)		24-May-2020 5/5
Informed Consent - SBE (ID: 504) (100%)		04-Jun-2020 5/5
Privacy and Confidentiality - SBE (ID: 505) (80%)		27-May-2020 4/5
Students in Research (ID: 1321) (80%)		04-Jun-2020 4/5
Unanticipated Problems and Reporting Requirements in Social and Behavioral Research (ID: 14928) (80%)		04-Jun-2020 4/5

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?ka54d6c2f-8b47-4fed-b6bb-71d2bc4eeb66-36743683

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org Phone: 888-529-5929

Web: <https://www.citiprogram.org>

COMPLETION REPORT - PART 2 OF 2 COURSEWORK TRANSCRIPT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** John Appiah (ID: 9141870)
- **Institution Affiliation:** Auburn University (ID: 964)
- **Institution Email:** jka0026@auburn.edu
- **Institution Unit:** Educational Foundations, Leadership & Technology
- **Phone:** 3345244391

- **Curriculum Group:** IRB # 2 Social and Behavioral Emphasis - AU Personnel - Basic/Refresher
- **Course Learner Group:** IRB # 2 Social and Behavioral Emphasis - AU Personnel
- **Stage:** Stage 1 - Basic Course
- **Description:** Choose this group to satisfy CITI training requirements for Key Personnel (including AU Faculty, Staff and Students) and Faculty Advisors involved primarily in Social/Behavioral Research with human subjects.

- **Record ID:** 36743683
- **Report Date:** 04-Jun-2020
- **Current Score**:** 85

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES RECENT SCORE	MOST	
Students in Research (ID: 1321) (80%)	04-Jun-2020	4/5
Belmont Report and Its Principles (ID: 1127) (100%)	24-May-2020	3/3
The Federal Regulations - SBE (ID: 502) (60%)	24-May-2020	3/5
Assessing Risk - SBE (ID: 503) (100%)	24-May-2020	5/5
Informed Consent - SBE (ID: 504) (100%)	04-Jun-2020	5/5
Privacy and Confidentiality - SBE (ID: 505) (80%)	27-May-2020	4/5
Unanticipated Problems and Reporting Requirements in Social and Behavioral Research (ID: 14928) (80%)	04-Jun-2020	4/5

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?ka54d6c2f-8b47-4fed-b6bb-71d2bc4eeb66-36743683

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org Phone: 888-529-5929

Web: <https://www.citiprogram.org>

Appendix H: Ghana Education Service

In case of reply the

METROPOLITAN EDUCATION OFFICE

*Number and date of this
Letter should be
quoted*



P. O. BOX 164
CAPE COAST

REPUBLIC OF GHANA

Tel. 0244769302/024497880
Email: capecoastmeo@yahoo.com
My Ref No GESIMDIEDIVOL5/38

11th November, 2021

ALL HEADS OF PUBLIC BASIC SCHOOLS CAPE COAST

PERMISSION TO CONDUCT RESEARCH

This is to inform you that Management of the Metro Education Directorate has granted permission to

Mr. John Appiah, a Ph. D Student of the Department of Education Foundations, Leadership and Technology of the Auburn University, to collect data in Public Basic Schools in the Cape Coast Metropolis, on the topic "**Enacting Pedagogical Leadership in Early Childhood Education Settings in Ghana. A Cross Case Analysis of Three Schools.**"

The data collection, which is scheduled to be conducted in January 2022, will involve headteachers and teachers serving at the Early Childhood department of the selected schools. The method for the data collection will be face-to-face interview sessions with the headteachers and teachers, observation of lessons, staff leadership roles and practices, among others.

Please note that while we entreat you to accord him needed courtesies and assistance, we equally expect that the study should not unduly interfere with teaching and learning.

You must also adhere to all COVID- 19 protocols.

We count on your maximum cooperation. Thank you.



DORCAS BRENDA ASARE (MS.)

METRO DIRECTOR OF EDUCATION CAPE COAST

In case of reply the

METROPOLITAN EDUCATION OFFICE

*Number and date of this
Letter should be
quoted*



P. O. BOX 164
CAPE
COAST

Tel. 0244769302/024497880

Email: capecoastmeo@yahoo.com
My Ref No
GESIMD/ED/VOL.51138

REPUBLIC OF
GHANA

11th November, 2021

MR. JOHN APPIAH
AUBURN
UNIVERSITY
ALABAMA-USA

PERMISSION TO CONDUCT RESEARCH

This is to inform you that Management of the Metro Education Directorate has granted you the permission to collect data in Public Basic Schools in the Cape Coast Metropolis, on the topic "**Enacting Pedagogical Leadership in Early Childhood Education Settings in Ghana. A Cross Case Analysis of Three Schools.**"

The data collection, which is scheduled to be conducted in January 2022, will involve headteachers and teachers serving at the Early Childhood department of the selected schools. The method for the data collection will be face-to-face interview sessions with the headteachers and teachers, observation of lessons, staff leadership roles and practices, among others.

Please note that while we expect the schools to accord you the needed courtesies and assistance, we equally expect that the study should not unduly interfere with teaching and learning.

You must also adhere to all COVID- 19 protocols.

We count on your maximum cooperation. Thank you.



A blue ink signature of "DORCAS BRENDA ASARE (M.S.)" over a decorative horizontal line.

METRO DIRECTOR OF EDUCATION CAPE COAST

**Appendix I: SAMPLE TRANSCRIPT BASIC CLASS THREE TEACHER:
C2P3T
INTERVIEW TRANSCRIPT P3**

JA: Tell me about yourself and what your typical day is like in this school setting.

IP: I am Sally [Pseudonym]. I have a degree in early childhood education and also I have Master's in Administration in Higher Education. I am a teacher in Sally Basic School [Pseudonym]. I am the class three teacher here. I also attend church at Winners Chapel International, Cape Coast Branch.

JA: How is your day like, from morning to closing?

IP: From morning when I come to school, I report here latest by 7:30am to 7:45am. I engage the children on spellings, phonics. We use the sounds to help in the formation of words so they would be able to pronounce the words by themselves. So 7:45 to 8 o'clock we have our morning assembly then from up to 10 o'clock we have our morning assembly then from 8am up to 10 o'clock we have our first two lessons. From 10am to 10:30am is our first break where they take their main meal. Then 10:30am to 12:30am we have our next two lessons and 12:30 too we go for the lunch break. From 1:00pm to 2:30pm we have our next two lessons and then we close and go home.

So sometimes I even report before 7:30am and close as late as 3:30pm and sometimes 4pm and sometimes some of the children are left here so you have to even pick them to their parents so you can get home late.

JA: So, I want to find out your understanding of pedagogical leadership.

Oh okay, when we talk about pedagogical leadership, me I think is the act of guiding and helping children with the help of their parents and with the help of the principal of the school so you all come together and think of teaching practice and methods that can best help the children at a particular point in time.

JA: With your explanation what is the limit of pedagogical leadership?

I think the limit has to do with all institutions of education that is from the preschool to the higher institutions.

JA: I want to know if it is situated within the school setting, or it goes beyond the school setting?

IP: It goes beyond the school setting because I think parents also have a role to play so it goes beyond the school setting and sometimes it goes beyond because there are certain information that you would need that it is not only within the walls of the school. Sometimes you may need a resource person to come and demonstrate something and sometimes we need to go for excursions and all that and all those people help in pedagogical leadership. So, I think it beyond the boundaries of the school.

JA: So, are you are a pedagogical leader?

IP: Yes, I am pedagogical leader.

JA: Why?

IP: I am a pedagogical leader because as I told you is a method and practices of teaching and sometimes for you to give the children the best, you have to go the extra mile by not depending on only the curriculum and the textbook. You have to go for other materials. Last time we visited this place where they process the water. I have forgotten the name. I think Brimso, we were learning about how water is processed before it comes to our homes and the school to use. So, I think this is one of something I did that makes me a pedagogical leader.

JA: So, can you share with me some of your pedagogical roles in the school.

IP: Okay, what I do is that sometimes you prepare your lesson note you are coming to teach. You start the teaching process, but you realize that what you are teaching the children are not getting it quickly, you have to think fast. Sometimes you are

writing and talking. So sometimes you have to put them in groups quickly, bring materials that will make the lesson more practical to them. Sometimes you have some parents who play specific roles, for instance the Police Station, sometimes we are reading something about laws and rules, we have to invite parents to make a way either we go to the police station and sometimes too I also report issues concerning pupils to their parents because the way they relate with us in school is a different thing altogether what they do at home. So, you need their real picture so sometimes you have to talk to the parents to really tell you why they are aside the classroom setting.

JA: You have made mention of how you are able to connect with parents in enacting your pedagogical roles. How do you connect with other teachers and the headteacher to be able to enact your pedagogical leadership roles?

IP: Sometimes some of the activities here, the excursion, you need the permission of the headteacher to write note to parents to even accept. Sometimes too there are certain teaching materials that because of monetary issues you don't have all but other colleagues of yours have. Sometimes certain teachers have specialized in specific areas so sometimes you go to them when you need them and some of the children have gone through other classes before coming to my class, so sometimes I have to go to them for information concerning some of the children when I encounter any challenge. So, this is how I relate with other teachers [laughs]

JA: As a pedagogical leader and how you are enacting your pedagogical roles, what factors have helped you to be able to enact some of these roles that you are talking about?

I would say personally I am a lover of children, I think passion, my passion for children work is number one [aha]. Two I think reading early childhood education for my first degree also gave me a wide scope of knowledge to implement. so most of the things are the things I was taught so I practically implement them in my classroom. And also looking at the children and having passion for them you would like to do everything in your best to help so in my class

no child has ever repeated in my class no matter how worse you are when you come to my class whatever I would do in my capacity, not I per say but sometimes I have to contact a lot of people to help solve that problem and sometimes the love for the children, thinking about their future what they would become it helps you to go all out to help you implement and sometimes too we have been going for workshops and other educational program so as time goes on I am learning new things that helps me in implementing pedagogical practices.

JA: So how do you invest in yourself to be able to do that?

IP: How I invest in myself is that sometimes I read a lot, I use my phone, sometimes there some educational sites I go there. I have my friend in this school in Kumasi, Community School, they have a branch in the UK, so they don't do the GES curriculum they practice the Cambridge Curriculum. So sometimes I talk with her, share ideas and the sometimes like I said you have to school [ahaa]. It is not all about official or formal education but learning from your colleagues and your friends and I also have books on early childhood that I have been reading to help.

JA: Any investment in the class too or how have you prepared the classroom environment?

IP: Oh yes but for now even last week we prepared greetings cards knowing that Valentine Day was 14th February 2022 the Monday. I had to bring some colored papers some poster colors glitters and all that I bought it with my own money came to share so that we would be able to practicalize the occasion that is being celebrated. And sometimes too we do prepare teaching materials to help teach at my own expense. Because when you ask from the school by the time or sometimes it may not even come at all and maybe and sometimes, I also need it but sometimes once in a while you can talk to one or two parents that you think you have good relations, or you are close to so if they can help with some of the materials. Some of the parents also have been helping.

JA: Let talk about challenges (internal) that is not helping you to enact your pedagogical leadership roles?

IP: For instance, money is one of the issues. Like you know this is what I need but it may never come. Sometimes too as I said children themselves some of them are not willing and obedient, so it makes the work sometimes difficult. And it is not all parents who would also yield to some discussions that you want their contributions on or their involvement to be able to implement what you want to implement. Even though you are ready, and you are willing some of these things become a barrier that inhibit you from implementing your roles.

JA: Can you cite any example of a challenge that you encountered?

IP: One day the children were supposed to bring some materials to school for me to teach them how to do weaving. So, I told them to tell their parents meanwhile I have even placed it on our class platform. But one of the parents told the child to come and tell me. She said it in the local language that your teacher thinks that we pluck money from trees [aha!] so that was the feedback the parent gave, and the child came to say it as it was. So, if it is not for God you may decide to forget.

JA: How do you manage these challenges?

IP: I believe one thing that has helped me is that I am a Christian. The Bible teaches us to forgive and let things go and I am somebody who do not harbor things overnight. Yes, sometimes immediately so sometimes I even laugh over some of these things I don't really understand them. We are helping to develop your child and you are rather not coping so sometimes it is funny and some of them too you may forgive them because you think they lack understanding. They don't really know. They think you are interested in money they don't go beyond that to know that you are thinking about the development of the child.

JA: Any external influence that is helping or not helping with your enactment of pedagogical leadership roles.

IP: Okay there a lot. For instance, last two years when we were asked that the whole nation, we are changing the GES curriculum and because of that the books that were already in the system they were not supposed to be sold. They have to wait. They decided that they were implementing it last two years. Meanwhile the

books and everything lesson plan, teachers guide, they were all not ready, but they used to force that they were implementing it and all the old books too you were not supposed to buy. So, parents did not pay for books. There were no books, there were no materials so if you come to school you have to manage and if what the new curriculum, they were supposed to enlighten us about before practicalizing it or implementing. So, in fact that year teaching and learning became very challenging. Yes, because for them to say we are implementing it anything that we needed to implement it were supposed to even be ready. I asked one educational director and he said that that is how it is done. The thing if you don't start you can't accomplish it so you have to use force. But I think sometimes you have to take the children into consideration when we are trying to make some of these educational changes.

JA: Does your pedagogical leadership roles include your administrative roles?

IP: Yes, it includes administrative roles because sometimes they would come to the office they would need some information about a particular child, about a particular parent, you have to gather all information, put them down and give it to the office staff. Sometimes the children have not paid their fees and they would and tell you to mention their names, sometimes you have to sack some of them to stay under the tree here. So that when they go, they would be able to inform their parents. Sometimes too now, the way we enter our reports too have changed. Now we do it purely through online, so you even have to learn computer software and all that to be able to do it and then sometimes too homework we even give it through online. So, you have to go there and type all that.

JA: How has the headteacher and other teachers been cooperative or helpful in your enactment of pedagogical leadership?

IP: There is a saying that together we stand so no matter what the situation is he has been helpful. Because as I told you earlier on for instance the excursion when I discussed with him if he had said no there was no way we were going to implement it and sometimes he supervises our lesson plans and sometimes once in

a while in his own capacity he will contact the school management to come and organize Inservice training for us. Sometimes he would study the whole school looks at a challenge that is common to all the teachers and he would invite a resource person to come and talk to us.

JA: Has the headteacher been a challenge in some way too?

IP: His schedules for meetings and workshops. Sometimes it is helpful but the timing for the meetings is vacation and maybe vacation you would like to say this week I am traveling this week I am using it for a particular program. You will be there and all of a sudden you would be called to a particular program, an Inservice training. And sometimes too Friday after school maybe you have your plan that this weekend, I am traveling but you would be asked to stay in school to have a meeting to build your teaching capacity.

JA: How have parents facilitated the enactment of your pedagogical roles in the class?

IP: For instance, as an early childhood teacher, you are involved in the holistic development of the child. Most of the children the water that they bring to school is not enough, so they have to depend on you the teacher. So, some parents knowing this situation they buy water, and they would bring it to the class. So, like I told you the Valentine Cards that we prepared some of the parents had to help in buying the materials. And there was a time that one child his parents were not even having money to pay the fees, so the boy was staying home. One child informed the parents that his friend has not been coming to school because of school fees. So, the parents called me that they would like to pay the school fees of their ward's friend so could come. So, I was able to communicate, and they came to pay so that boy was able to come to school. Then some of them too when you give homework, they help in supervising the homework that you have given to them (children) to be successful.

JA: Let me find out again, are you a pedagogical leader and why?

IP: Yes, I am a pedagogical leader. I am because my understanding of pedagogy is using methods and practices of teaching to as I said earlier you have to involve the parents, colleague teachers to achieve a specific educational goal. So, as I said earlier sometimes what I have really prepared to teach I start the process and when I realize that it is not helping, and they are not coping so I quickly I have to change it and sometimes too we have practical lessons involving activities and you know that early childhood children learn more by the activities they are engaged in, so I think. And sometimes too we go to educational sites to learn, historical sites sometimes you bring the children around to really come and witness what I was talking about. So, think that any teacher who has the children and decide to that I am going to use any means available to help transmit the information I want because there is one thing of knowing something and there is another thing of teaching somebody to understand it. So, I think any teacher who goes the extra mile to ensure that this is what I want the children to receive today, and the teacher is able to use whatever means available to communicate his or her intention to the children is a pedagogical leader.

JA: I want to seek your understanding about leadership.

IP: Leadership is simply an act of guiding or leading an individual or group of people to achieve a specific aim or goal.

JA: With this understanding how are you doing it in the class?

IP: Sometimes you finish teaching you have given work is not enough. Sometimes you have to go round you have to check what the children are doing. Sometimes you know you have really taught but by the time you would go round somebody is doing something different all together, so you go round to help them to be able to do what you really want them to be able to do.

JA: Thank you.

Appendix J: SAMPLE TRANSCRIPT: CASE ONE HEADTEACHER: C1HT

JA: Please introduce yourself and tell me what you do in this school.

IP: My name is George (Pseudonym). I am the headteacher of OLAM Basic School (Pseudonym) in Cape Coast. Basically, I am the, in the business term we called it the CEO or the manager or the leader of the school [aha!] so I support the teachers in implementing the curriculum. I also lead by example. I lead by example to try to get the teachers onboard so that we can implement the curriculum that has been imposed on us by the government. So basically, I lead the teachers in achieving educational goals.

JA – Can you explain more by saying “I lead by example”

IP: Okay when I say I lead by example [umm] I am leading a group of teachers to achieve a particular goal, so I have to set the example for them to follow [umm hmm] so I come to school early then I participate in the supervision of the children in cleaning the school or making the school ready for learning. Also, we meet and brief the teachers on what we will be doing for the week and our plans [aha!] so that is basically what we do and then the actual teaching. So, when the actual teaching goes on, I go round to check on them, at times I sit in to observe the lessons. Then afterward we share observations, some are formal others are informal. The formal one I prompt them that I will be coming and then they prepare, and I sit in, others too as I stroll about, I peep through and see whether everything is going on as planned by us.

JA: So, from your submission I want to find out about your understanding of pedagogical leadership.

[umm] Pedagogical leadership I will say is about support for teaching and learning. Everything about teaching and learning so that you make sure that [err] we build a holistic child not [err] one sided child. Holistically we train the children to be useful citizens [aha!] so is about, my understanding, is about support for teaching and learning and how you devise strategies to achieve that. [umm hmm]

JA: What do you think is the scope of pedagogical leadership?

IP: Well we set goals, we have goals, so if you don't have goals you don't know where you will be going so we have a set of goals which we derive from our mission and then the vision of the school and what we want to achieve so goals are clearly stated and every teacher is made aware where the direction we want to go and how we want to achieve results. So maybe the scope [err] [umm]

JA: What I mean is to what extent or length do you go to get these goals done, do you consult internally or externally to be able to execute your pedagogical leadership roles?

IP: We start internally so we have to prepare ourselves before we go so is both the external and internal. With the external we try to get the community involved, the families, because they are important they have to be the linkage between what they learn at school and what they learn in the home so that it will be in synergy so we get the parents to discuss issues of concern with them and also we invite them to

come and observe, assess their children's exercise, what the children learn whether they are really learning in school.

And then internally we have been meeting to assess ourselves and how we are faring and then we combine the two [err hem]. We have what we call School Performance Appraisal Meetings (SPAM) where the teachers and the parents we meet to assess ourselves and set goals for the ensuing years, so basically that is it.

JA: So, your pedagogical roles extend beyond the school settings.

IP: Oh yes, yes because we have to get them involved, we cannot do it alone, the support from home is very important.

JA: How do you support teachers to be able to execute their pedagogical leadership roles?

IP: One they have to get the resources even though we are limited in some sense I try as much as possible to provide the needed resources for them to make their teaching effective [aha!] so recently I bought [err] projector for them so that the lessons can be interesting. The pupils can watch real life situation so that they understand the concept better even though we don't have much. I manage to provide those resources for them. I also do training for them, continuous training for them so that they will be abreast with new changes that are coming [aha!] and we also meet every Wednesday for the PLCs where I share knowledge with them and because I am not the epitome of all knowledge, so I involve some of them so that they also [err] give out what they have and when it is beyond us we invite

some people from outside, resource from outside, to come and train us or share their knowledge with us.

JA: So how has your pedagogical leadership role brought some changes in your setting?

IP: Yes, first when I came there were a lot of issues within the teaching staff [aha!] so first I need to get the support of all of them. So, I assured them that I am here to, we have a common goal, so we are here to work as a team. And then some of them were detached from the leadership you see the leader and then they will also be, so I started delegation given specific responsibilities. So, I formed what we called management committee where it comprises of various coordinators in various departments where we meet periodically to discuss issues [aha!] And it has made them, some who were laid back are now at the forefront of leading the school so if I am not there [koraaa] I am not afraid because some leaders are there to watch my back. So, this is there, it has been difficult but is coming small, small although is slow but because they are not used to that kind of leadership. So, I have made them to be responsible. Right now, I am supposed to handle cash but because I want to be transparent for them to believe that we are working as a team, I have a treasurer who handles school money and those who buy, and committees are also in place, so everybody is on board. Now they feel the sense of leadership and also assured them that they are leaders in their classroom [aha] even though I am the leader, but they are also leaders in the various classrooms, so they are responsible for what happens in their classroom [aha]. So, when it comes to admission like this, I am supposed to do the admission but I have delegated it to

each class teacher so a child come, you assess the child, and you make recommendation to me [err] that the child should be admitted. I only sign because you have entrusted me, so they go through the process, so they check. So, they feel the sense of ownership of the process.

JA: In your submission you mention that you don't handle cash so as a pedagogical leader, what other roles do you play as a pedagogical leader? Or there is a difference between your pedagogical leadership roles and your administrative roles?

IP: They are all combined so the roles they interplay there are a lot of things that I do. So, I provide the leadership, we discuss, we set the goals then we do. So, I also take feedback from the teachers as to how we are faring, and I empower them especially when it comes to challenges. I tell that before they come to me with a problem, they have to come with three alternate solutions [we laugh] so that we discuss and then we choose the best options out so as I encourage them, I mentor some of them. And those maybe who have just been posted, I do orientation for them and then I try to prepare some of them for future leadership so that they can fit in anytime the need be when the duty calls up in them, to and also to prepare them for promotion [umm hmm]. When it comes, I meet them and who will be going for promotion then I go through the process with them to prepare them and most of them pass, almost all of them.

JA: How do you develop yourself? I mean what investment do you make in yourself to be able to handle your role as a pedagogical leader of this school?

IP: Yes, [ahaa] you need the knowledge that you will also be able to impart and so myself I have been attending leadership training seminars on educational leadership and then the Metro also have been organizing those leadership training for us and on my own I also attend school, upgrade my knowledge each and every time. I also read a lot so I am abreast with most educational changes [ahaa] so that I will be able to tell them what is at stake, so they are aware.

JA: So how do you invest in your teachers and in a way invest in the school children?

IP: [We laugh] As you mentioned the work even advocate for continuous professional development, so I need them to be abreast with the challenges with the policy, so I have been organizing periodic training for them [ahaa]. We have a partnership with a department at UCC. Every year we organize and even I invite sister schools to join us so that they get that knowledge at the school level even this term we are planning to do one, but the facilitator is a bit engage so [ahaa] only that when it comes to payment they feel reluctant to pay so I try my best to do that without taking money from them at least maybe their certificate is what they pay for [ahaa]. [Laughs] I know the value of getting knowledge so if it comes with a cost I go and come but teachers and their money problem, they don't want to, I have to meet them somehow so that they can be able to access the training.

JA: Now, how do you investment in the children too?

IP: I have bought some projectors for teachers to use so through the projectors they are able to get the real-life situation, picture it stays in their memory than the abstract things they've been doing. It cost money but I am planning to buy more so that the primary will have their own. When it comes to the STEM Science, I try establishing a science lab so that children can have where to have the practical experience of the theories they've been learning. It has been difficult, but we have been able to raise some money to buy some basic science equipment so that they can practice what they learn at the classroom. So that is how I am investing in them.

JA: What internal school factors are helping you with your pedagogical leadership in this school setting?

IP: The trust that I have gained from the teachers [um hmm] I have been able to command their trust and they know that I will be able to lead them to achieve whatever goals that we have [um hmm]. The constant communication with them, I always communicate with them I don't hide things with them and I let them know the realities and the challenges that you are facing and I get their inputs, solutions and then we all work at it and we also try to be innovative where we don't have how can we go about it to achieve the results and then creating ideas on how to achieve our goals.

JA: From your submission what is your understanding about leadership?

IP: [laughs err] Okay my leadership is about involving them and influencing the teachers to achieve our goal. So, through various means I have to influence them

so that they know that this is where we are going, this is what we want to achieve. I sell it to them then they buy into it. If I sell and they don't buy it – so I sell the idea to them that this is what we have to do, how do we go about it and they also bring their inputs, so we shape it and then they own the process whilst they have their input in them, everything is about collaborative way.

JA: Let me find out the external factors? What external factors are helping you – I mean policies and other things from the government, from the Metro, from GES, from the Community.

IP: As for the external factors we get some support from the Metro Education Unit, but it is not up to what we want because there are certain things, they limit the extent to which you innovate [ahaa] so there are certain things always you have to go to them whether they agree so it makes creativity, it stifles creativity. But we are managing with that because the limitations are too much, don't do this, don't do that. Basically, your hands are tight as if they impose it on you whether you like it or not you have to implement it, they are the school owners, you are just managing for them [ahaa]. That has been just one of the problems that we have in our educational system because they don't allow the leaders to own the school and then innovate, they just have to impose, impose and then it becomes a lot of challenges, but we are hoping that one day it will be okay.

But with the community it has also been difficult because of the socio-cultural settings. Here they are a fishing community, and their understanding of education is a bit something. But through PTA engagements and then other means we try to educate them and see the essence of education [ahaa] and they understand only

that they are limited by resources and other ways of pushing the children so as external factors they are rather limiting the children rather than (err) making them open to opportunities [ahaa].

JA: Can you share one of them with me?

IP: Yea like when you call for an open day, we set a day aside for them to come and ask teachers questions so that teachers will also know that there will be cheeks and balances but when you open, they don't come so providing support through resources becomes very difficult [ahaa]. So always the little that comes we have to exhaust it on all of them, so we don't achieve much. Recently government brought some books for the children, class one to three. They said the book, is a workbook, but they said they cannot use it because that is the only book the government has supplied, and they won't supply as again that is why I manage to buy the photocopier so that we can photocopy it and we keep the original there and then they will be using it. So, I called a meeting, and they did not come. But we are managing to provide for them at our own cost [laughs] so the help externally is not coming because of the socio-cultural setting of the community (ahaa) but if you really get the support well, I believe we can do exploits [ahaa] but we are managing small.

JA: How do you manage some of these challenges?

IP: [Laughs] So with the management the little that comes I let them know what we have done with it so they see what we are doing and some are getting involved and the church is also supporting because it is their school. They are also supporting in terms of resources so – And I also do engagement, we go outreach especially the KG because there are a lot of children outside who are not in school, so I send the teachers so that we go and engage the parents one on one, and we try to bring them to school [ahaa]. Then recently too we went to the chief [ahaa] but he is not stable, but we have engaged him on how best we can get the community to support and he has promised to do that whenever he is available.

JA: Finally let me find out from you, how do you see yourself as a pedagogical leader?

IP: [Laughs] Okay I see myself as a focused leader who wants to achieve things for the school in terms of academics and other areas that in all areas that we find ourselves we are either one of the best [ahaa] So that is what I put in their minds and as a leader and as I said I lead by example. I have been able to do that and with the Metro Education. So, when it comes to leaders that they trust (ahaa) I am one of them, the young leaders [ahaa] because they know that oh this person he is doing well at the school [um hmm]. So, I have been able to get that psyche for the school, so they know that we are doing a good job [ahaa]. So as a leader I know that I am leading them to the promise land [we laugh].

JA: Thank you but if there is anything you want to share with me?

IP: One thing I also do is that we live in a setting, in a community, what I do is that I benchmark myself with the best in the Metropolis. So, I try to contact them and also learn how they are also innovating their school. I try to bring some of the things to the school, so I share knowledge and I benchmark my school with some schools and we try to be like them. [ahaa]

JA: Your teachers are talking about PLC; can you just give me some education on it?

IP: Okay the PLC is about teachers meeting to share challenges. Here we meet weekly, every Wednesday we meet all the teachers and then beginning of the term we meet to discuss challenges, so we schedule it. Those we have internal resource persons we put them there and those we do not have we schedule them. So is about discussion and sharing of knowledge about the work and about how we can improve teaching and learning. So, I lead, and I do the introduction and invite the resource person for the day to share the creative solutions with us and then we go implement, we come, we assess. So is about teachers meeting to discuss challenges among ourselves.

JA: So, is it a government initiative or internal initiative?

JA: Firstly, it was part of the school system that you organize an Inservice Training but that was at the discretion of the school but right now is government policy that every Wednesday, it came with the new curriculum, the implementation of the Standard Based Curriculum. So [err] we meet, is compulsory, every Wednesday teachers at the primary from KG to primary meet to discuss challenges

and is part of the performance contract that we sign with government that every school leader has signed a performance contract, so is a community of teachers meeting to share ideas, knowledge and how to overcome challenges and how to learn from ourselves from the various classrooms.

JA: How do you place your preference on the KG and the lower primary?

Is special to me because that is the foundation, if we get it right everything will follow so I have made everything possible for them to get things right [ahaa] so it came with some changes and it has helped. A teacher was at the JHS but when I took her there, I think there has been a massive improvement in that area and we were commended when the Metro Director visited us that we are doing well especially the classroom setting [ahaa]. So is very important so I always engage them that that place is critical because if you don't build a good foundation the super structure will not stand. So, I have been visiting them and encouraging them [umm hmm] only that the support from the house is not encouraging but whatever is within our means we are doing it, but it can be better, so if we get ideas from some of you we can implement it to improve that area but it is critical to my leadership [ahaa]. I want the KG to be exciting, the children will feel that type of learning and it will run through.

JA: So, what special thing have you done for them since you became the headteacher and the pedagogical leader of the school?

IP: First the classroom was not all that print rich (ahaa) so when a teacher muted that idea I supported. That was with the KG1. So, I want to extend it to the KG2

so I am mobilizing resources so that the same thing can be replicated in KG2 and eventually all the classes so I have been getting some materials that I want to print and enrich the classroom so that the children always they will see. Also, the environment setting, I have to change the net, it was torn, and the mosquitoes, I have to change everything [ahaa] so now the place is a little bit secured [ahaa]. Also, when they need any resource, I try as much as possible to provide for them so they have a television that they watch and learning materials to aid the teaching so they also have a television through the support of some of the teachers (ahaa) so at a particular time they will be watching other educational programs. We are getting there gradually.

JA: THANK YOU