

# Hornby Educational Trust

## Leadership and Management Skills Development for ELT Instruction Supervisors in Zambia

Zambia

2022-2023 Alumni Project Report

George Kanyama



# Hornby Alumni Projects

## Project Overview

<b>Title</b>	Leadership and Management Skills Development for ELT Instruction Supervisors in Zambia
<b>Country</b>	Zambia
<b>Dates of project</b>	2022-2023

### 1. Background and rationale

What are the main issues in your English teaching and learning context? How did these issues influence your choice of project? Were there also other important contextual factors to consider?

#### **Rationale:**

*(Please use no more than 500 words to give the background and rationale of the project including how it fits with local needs)*

Among the various interventions by the government, its cooperating partners and other stakeholders to improve various areas of ELT in Zambia made in recent years, very few have focused on developing the leadership and management skills of ELT instruction supervisors. This is despite the admission by the Ministry of Education (MOE 1996) and the discovery by the Parliamentary Committee on Education (GRZ 2021) that most of those holding supervisory roles in learning institutions lack the requisite skills to effectively supervise instruction and overall curriculum implementation and evaluation. Presently, a bachelor's degree in education with English Language major and a two-year teaching experience are the minimum qualifications for promotion to a supervisory role. No formal management and leadership training is required for the promotion or provided afterwards, leaving those appointed to sink or swim for professional survival.

Besides difficulties in transitioning from the classroom to management, instruction supervisors juggle between teaching and management adding complexity to their job for which no formal preparation is available or provided. This dual-role management system sometimes leads to one role suffering hence the need for this carder of language teaching to receive appropriate support as they perform it. Considering the significance of leadership and management skills in today's complex and ever-changing school systems and the insufficient effort being made to address the observed skill-deficit, there is need for initiatives that will ignite conversation and action aimed at addressing the matter.

This project therefore seeks to ignite discussion and action around this important but often neglected aspect of language teaching by organising a small-scale intervention aimed at providing leadership and management skill support through in-service training workshops, Creation of a Community of Practice for ELT Instruction Supervisors' networking, and development of a handbook instruction supervisors.

### **Needs Assessment**

Partly, the management and leadership needs of ELT instruction supervisors were identified in the MA Dissertation research conducted by the applicant. However, a more intervention focused needs assessment survey will be used to clarify these needs and aid in planning and implementation of intervention. It will further reveal participants' understanding of good leadership both as holders of the supervisory roles and the teachers under their supervision. Participant will also be exposed to various ways of obtaining feedback about the 'goodness' or 'badness' of their leadership from their subordinates and how it affects the effective delivery of ELT.

### **Workshop**

At least fifty participants from among ELT practitioners serving or aspire to serve as instructional supervisory positions in primary and secondary schools or desire to improve their leadership skills for their career development will be recruited through the teacher association networks and platforms to take part in the workshop. Workshop content will be delivered through group discussions/activities, plenaries, and role plays.

Proposed topics to be covered include:

- Principles of instructional leadership and management
- Performance Management
- Human Resource Management
- Planning and Budgeting
- Curriculum management and innovation
- Record management.
- Decision making techniques.
- Researching Classroom Instruction

**Note: The above topics will be subjected to a selection process in which participants will be asked to rank them in the order of preference to come with the top three that will be covered at the workshop. Participants will also be asked to list other topics they consider important to their work. The remaining topics will be spread among the continuous online engagements for discussion and possible inclusion in the handbook.**

**An action plan for self-improvement will be agreed upon with regular reports to be made during follow-up online meetings.**

### **Networking COPs**

From the workshop interaction, a Community of Practice for networking and sharing experiences as ELT instruction supervisors will be formed for continued professional interactions. It is envisaged that a social media platform (most likely WhatsApp which is popular) will be created exclusively for continued interaction beyond the project. It is also hoped that the community created by the project will in time culminate into a leadership and management special interest group that will feed into the teacher association structure for the wider ELT community.

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## Instruction Supervisor's Handbook

Workshop content, discussion notes and follow-up feedback meetings will culminate in an Instructional Supervisor's Handbook which will be shared electronically among participants and the wider ELT community for reference. This handbook will be compiled by the project team using resources from the workshop and follow up online meetings as well as feedback from participants. Participants will be asked to contribute ideas to given chapters of the handbook.

## 2. Project objectives

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As stated in the proposal, below are the objectives the project set out to achieve.

- Organise and Conduct ELT Instruction Supervisors' Leadership and Management Workshop
- Establish a network for ELT supervisors for providing Continuous Management and Leadership Skills Support
- Develop a Language Instruction Supervisor's pocket Handbook for management and leadership tips.

## Evaluation

### 1. Project objectives

To what extent do you feel your objectives were met? If they were not met, or only partially met, can you explain why?

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Overall, the project objectives were achieved through to varying degrees.

The project's first objective was to organise and conduct ELT Instruction Supervisors' Leadership and Management Workshop. This workshop was usefully held and received overwhelming positive feedback from participants and the district's education authorities. Despite the delay caused by numerous factors, the workshop provided the participants a unique opportunity to share experiences, aspirations, fears and hopes in their roles and professional development.

With regards to the second objective, the network for ELT supervisors to provide management and leadership skills support was successfully established even before the workshop was conducted. This network formed using WhatsApp has served two main purposes in the project: firstly, it was used to build rapport with participants in anticipation of the workshop. The project team, participants and facilitator interacted to shape the workshop's content beforehand. After the workshop, the WhatsApp group continues to stimulate discussion and networking among the participants and other teachers. While the workshop could only accommodate only 50 participants, the WhatsApp group has grown to 204 members and has teachers, some ministry officials, and Heads of Department.

Due to the delay in holding the workshop, the third objective of the project, which is to develop a

language instruction supervisors' pocket handbook for management and leadership tips, has not been concluded yet but will be fully achieved by the end of June 2024. This is because, though, some topics to be included in the booklet had initially been agreed in the WhatsApp group, two more topics were born out of the face-to-face interaction and facilitators were engaged to help put together content for the same which they said would take a month to complete.

## 2. Project impact

What was the impact of your project on:

a) You

The greatest impact of the project on my professional development has been the enhancement of my negotiation skills to navigate around unforeseen circumstances. Here were numerous challenges ranging from epidemics to government directives that derailed the timeline of project activities. I had to approach different people skilfully and patiently in authority to be authorised to hold the workshop.

Secondly, I have learnt more about project management that had immensely enhanced my capacity to handle much bigger and complex projects. I am able to coordinate and collaborate with individuals with diverse skill sets and attributes. In addition, this project has improved my overall knowledge and application of leadership and management skills that I have extended to the running of my institution and the teacher association.

b) your Association(s) / Institution(s)?

Besides me, the project has had a huge impact on my teacher association. The initiative to conduct this project and the actual trainings have enhanced the image credibility of the association to both Ministry of Education Officials and the language teaching community. Since the day of the workshop, the convenor had been invited to give a talk at three high profile ministry of education events. The testimonies of the participants have increased the visibility of the association among language teachers and those of other subjects. As a result of the project's impact, the Ministry of Education in Choma district in conjunction of the Head Teachers' Association of Zambia has assigned the Language Teacher' Association of Zambia to organise a similar workshop that will involve Heads of Department of other subject areas. The training is scheduled to take place in June 2024. Through this project the association's capacity to handle funded projects has continued to develop and many members have learnt collaboration skills. Some of the leadership and management principles covered in the project have been used to conduct orientation sessions for newly elected chapter committees of the association. See <https://classroom.google.com/u/0/c/NTkwMTgyMjQyMTU3> (Code: lrxp7wi)

c) the people involved in your project.

All the people involved in the project gave a lot of positive feedback with regards to the impact of the project on their professional work. Project team members such as



facilitators indicated that they gained better insight into leadership and management through the activities of the project. (See [https://drive.google.com/drive/folders/1DJIKL7rJF4LnZdGJLtf2c5AiUBkvRtPa?usp=drive\\_link](https://drive.google.com/drive/folders/1DJIKL7rJF4LnZdGJLtf2c5AiUBkvRtPa?usp=drive_link))

Equally, the headteachers that attended the training workshop were inspired to organise to more of such to benefit other officers occupying supervisory roles in schools. One of them said, “I am excited to be part of this historic training and I would like a similar one to cater for other HODs (Heads of Department).”

Similarly, officials from the the Ministry of Education who participated found the project impactful and expressed desire to use the resources from the project to build continuing professional development programmes that pay more attention to leadership and management skills development.

One of the facilitators, a member of the Social Science Teachers Association of Zambia (SOSTAZ) indicated that the project had also inspired him to engage his colleagues to organise similar programmes that build leadership and management skills among its members.

For the participants, many of whom had no prior or in-service training in leadership and management, the project was both an eye opener to their own levels of inadequacy and an opportunity to learn and improve their own skills.

d) the wider community?

As far as the wider teaching community is concerned, the project has illuminated the language teaching community and is now held in a very positive light as an association of choice. Further, more attention is being paid to leadership and management programmes development programmes in the education sector.

What evidence do you have to demonstrate this?

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### Survey Quotes

Before the project, some participants lacked confidence in performing their duties. Inadequate understanding of their own roles filled them with uncertainty and sense of failure. Participant 2, when asked about the training's impact on him, said: “Improvement on understanding of what constitutes management and leadership in matters of goal achieving, improvement in filing of information in the department. Improvement in teacher monitoring in the department. And generally, improvement of results especially as a result of lesson on what can be done on students that aren't able to read.”

having been left to swim or sink since their appointment, some participant benefited from the project in as far as understanding their roles and building their confidence to in their own abilities.

Another participant 3: “My professional work as HoD has really been impacted in a lot of areas including that of Self-Leadership and Management, Team Leadership, supervision and monitoring because now I will definitely know what I will be looking for whenever I go to class to observe a lesson or better still, carry out my departmental work. From now onwards, it will never be trial and error type of work, but I will be working with certainty.”

A representative from the Ministry of Education said, “The training that was undertaken was to have the trained staff retrain others. However, it would be impactful if it is done at a large scale

of provincial level so that its effectiveness is determined at a higher level. The project is very useful because sound and visionary leadership is the path to quality education provision.”  
As shown in the screenshot below, many participants found the project impactful on their work.

4. As a result of your participation in the project, to what extent do you agree with the statements below concerning the impact of the training on your work.

[More Details](#)



Participant 4 believed the project improved his/her decision-making processes: “Enlightened me on the need to provide leadership and act like a manager in certain situations to avoid confusion, poor performance and truancy among staff members. It also opened my eyes on how to deal with staff monitoring issues and lesson evaluation”

For Participant 5, the project acted as an induction programme as he/she had just been appointed and as the trend had been, to figure things out or be a laughing stoke. She said, “I have now known the duties of the HOD and the differences between manager and a leader. Not forgetting the files that should be found in the office of the HOD. It has equipped me with management and leadership skills that will help me run my department with minimal challenges”  
The photos, videos and survey results can be accessed in Google Drive via this link  
[https://drive.google.com/drive/folders/1DJIKL7rJF4LnZdGJLtf2c5AiUBkvRtPa?usp=drive\\_link](https://drive.google.com/drive/folders/1DJIKL7rJF4LnZdGJLtf2c5AiUBkvRtPa?usp=drive_link))

### 3. Sharing with a wider audience

Who did you share information about the project with? Why, when, and how did you do this? Immediately after the award was confirmed, I wrote to the Provincial Education Office to seek authority to hold workshop the workshop because the other components of the project did not need such authorisation. She was so happy about it that she decided to increase the number of participants from the initial thirty-five to 150. Three planning meetings were held with her and her staff, but the plans were ground to a halt when the country's COVID-19 cases began to rise. Within that period, she retired from public service. Unfortunately, her successor was not as enthusiastic so, the project team was referred to the district office.

The District Education Board Secretary was thrilled to authorise the project in January 2024, but the cholera epidemic ruined the timeline. During this period, the online sessions were ongoing in Google Classroom and Microsoft Teams. The office saw it through and is actively involved in the handbook development.

Head Teachers' Association of Zambia got involved because its members are directly responsible for the supervision of the project participants in their schools. The team that represented head teachers was very excited about the project and went on to influence others to organise similar training for deputy head teachers and other subject HODs. Do you have any further plans for sharing more widely?

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Once the book is concluded, it shall be shared on the association website and a copy sent to the Permanent Secretary in the Ministry of Education to write the foreword and share with Heads of department from other districts and provinces.



## 4. Overall reflections

As a result of planning, implementing, and disseminating the project, what did you learn about:

a) organising/managing a project?

This project had taught me a lot about project management, but cardinal among them is:

- i) the realisation that projects do not always go as planned – one has to learn to navigate challenges to finally get things done.
- ii) risk is often inevitable in a project and must always be anticipated.

b) In the strengths/weaknesses and future needs of your TA(s) /Institution(s) and/or working context.

- Leadership and management skills in both the association, public schools and education system need capacity-building.
- Education leaders from the middle to top levels need to allocate time and resources to the development of leadership and management skills among teachers through in-service training in order to achieve quality education.
- Leadership and management skills development programmes should not just target heads of institutions but all teachers who are potential leaders of the future.
- Teacher training institutions should include management and leadership as core modules for final-year students.
- Education authorities should not end up wanting to have leadership and management development programmes, but they should be willing to avail and invest resources into such programmes.

Would you do anything differently next time?

- Considering how quickly it responded, I should have probably approached the district education office level before wiring to the provincial office to obtain quicker authorisation to conduct the activities.

Would you like to suggest anything to other alumni planning to undertake a similar project?

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This project is great and worth all the time and resources put into it. If one wishes to embark on a similar project, please anticipate possible drawbacks and draw up a backup plan to stay the course of the project.

## 5. Next steps

How do you plan to continue and / or build on what has been achieved through this project? Why? How might you begin?

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As stated in the application, this project served to ignite interest in and conversation about leadership and management skills development for middle managers in the education ladder. I therefore intend to ride on the goodwill generated by the project to escalate the conversation to superior education authorities and get them to pay more attention to the skill deficit among instructional supervisors. I will prepare and give a presentation at each provincial and national conference to raise awareness and advocate for attention. I also intend to engage the Head Teachers' Association and seek a platform to raise more awareness. Where resources allow, I will keep organising small group workshops and growing the established network to include heads of department for other subject areas in the conversation.

## Permissions

This report is primarily for the Hornby Trustees and British Council internal review and records. However, we do want to promote your hard work and would like to share what you have done with other Hornby awardees and publicly via the Internet.

- Can you please tick here if you give your permission to share your report?
- Please tick here if you would like your project to be considered for presentation at the 2025 IATEFL conference (the Hornby Trust will select from reports submitted and will support one team member from each of these projects to attend the conference).

Please indicate who would give the presentation if selected:

George Kanyama (Name of presenter)

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**Name**

George Kanyama

**Date**

19/05/2024

# Appendices

## Appendix 1: Expenditure

Were there any **significant differences** from your planned budget? By significant we mean you spent far more than planned, or you were given a donation from a partner that was not expected, for example.

*There were no significant changes in the expenditure.*

Note any costs below that exceeded the original budget by £200 (below this amount does not need including). Please also tell us what caused these changes in the *Reflection* section below the two tables.

### a. local funding

Description	Breakdown	Total cost	Final cost
Language Teachers Association	Leaders' participation	£30	Transport for leaders
Ministry of Education	Communication	£20	Official Invitation letters
<b>Totals:</b>		<b>£50</b>	

### b. Hornby funding

Description	Breakdown	Total cost	Final cost
Room Hiring	£100	£100	Workshop Venue
Transportation of Participants	£10*50	£500	Refunds
Meals	£5*60	£300	Lunch and snacks

Consultancy Services	£100	£100	Workshop Training Content
Training Materials	£50	£50	Stationary
Accommodation- selected participants	£150	£150	From faraway places
Equipment Hire	£200	£200	Projector, PA System
Miscellaneous	£50	£50	Unforeseen expenses
<b>Totals:</b>			

Reflections:

Please share your thoughts here:

## Appendix 2: Planned activity

Review your planned activity below and then reflect on any changes that were needed and explain why these were necessary.

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Dates	Description	Duration
Nov - Dec 2022	Concept development & team constitution	1 month
Nov - Dec 2022	Application for funding	1 month
Jan – Feb 2023	Needs Assessment Survey & participant registration	2 months
Mar - Apr 2023	Workshop planning/Materials Development	2 months
May - Jun 2023	Workshop	1 day
Jul - Aug 2023	Online Follow-up Meetings (4)	2 hrs each
Sep 2023	Handbook final distribution (electronic copies)	1 month
Oct – Dec 2023	Evaluation	2 months
January 2024	Reporting	1 month

**Reflections:**

Please share your thoughts here: While the first four activities (from concept development to workshop, planning went on as planned, the next five activities on the timeline underwent significant changes. For example, the workshop which should have been conducted in June 2023 was only held in April 2024 due to public health emergencies that engulfed the nation and restrictions thereof. The online meetings that should have been follow-ups were conducted earlier than the workshop. Further, the evaluation that was planned for two months was reduced to a month and the subsequent booklet is not fully ready for distribution as it needs two chapters demanded by the participants after the workshop.

**Appendix 3: Workshop Invitation Letter**



All correspondence should be addressed to  
The District Education Board Secretary  
Not to any individual by name  
Tel: 220 164  
Fax: 220 164



In reply please quote

No.....

REPUBLIC OF ZAMBIA  
**MINISTRY OF EDUCATION**

OFFICE OF THE DISTRICT EDUCATION BOARD SECRETARY  
P.O. BOX 630035  
CHOMA

10<sup>th</sup> April, 2024

All Head Teachers - Secondary Schools  
CHOMA

**RE: INVITATION TO THE LANGUAGE INSTRUCTION SUPERVISOR'S LEADERSHIP  
AND MANAGEMENT SKILLS DEVELOPMENT WORKSHOP**

Reference is made to the above subject.

This letter serves to invite the under-listed to the Language Heads of Department Workshop in Leadership and Management that will be conducted by the Language Teachers' Association of Zambia with support from the A.S. Hornby Education Trust at the District Resource Centre on 18<sup>th</sup> April, 2024 from 08:00 hours to 17:00 hours.

Invited to the workshop are:-

1. Mr. Passmore Ntiindu - Headteacher, Batoka Secondary School - Facilitator
2. Mr. Chuma Himabilo - Choma Day Secondary School - Facilitator
3. Mr. George Kanyama - Choma Secondary School - Organiser/Facilitator
4. Mrs. Rita Tembo - Former Headteacher Masuku
5. Mr. Gandula - Subject Associations Coordinator - Headteachers' Association
6. Mr. Ngosa - CPD Coordinator - Ben Mulalu
7. Heads of Department for Languages - Secondary Schools.

This workshop is part of the Language Instruction Supervisors' Leadership and Management Skill Development project being undertaken by the Hornby Education Trust Alumni Network in Zambia and aimed at empowering Language HODs with essential leadership and management skill to enable them effectively to manage the teaching and learning of language for improved learner performance. Upon completion, the project will culminate in the production of a **handbook** on leadership and Management for HODs to help them perform their duties better.

The workshop organisers will provide refreshments, transport refunds and lunch. Institutions, where the participants are based, are encouraged to provide any additional logistical support where necessary to enable them to attend this important workshop.

Dennis Hameja  
DISTRICT EDUCATION BOARD SECRETARY  
CHOMA DISTRICT

## Appendix 3: Workshop Programme

### MINISTRY OF EDUCATION LANGUAGE INSTRUCTIONAL SUPERVISORS' LEADERSHIP AND MANAGEMENT WORKSHOP

18<sup>th</sup> APRIL 2024

18 <sup>th</sup> APRIL 2024		
Time	Session	Theme/Facilitator
07.30-08.45	1. Preliminaries	1.1. Registration 1.2. Official Opening - National Anthem & Prayer 1.3. Opening Remarks DESO Choma Workshop Convener 1.4. Expectations 1.5. Ground rules
09.00-10.00	2. Self-Leadership and Management 3. Job Description:	2.1. Understanding your Duties and Responsibilities of a Subject Head of Department – SESO Languages 2.2. Expected Competencies and Standards
<b>10.00-10.30</b>		<b>Health Break</b>
10.30 – 11.30	3. Team Leadership and Management  Mr Kanyama	3.1. Defining Leadership and Management – Kanyama 3.2. Distinguishing Leadership from Management 3.3. Leadership Styles and their application in HOD's Roles 3.4. Managerial tasks of the HOD
11.30-12.30	4. Supervision and Monitoring - Chuma	4.1. The HOD's Files 4.2. Classroom Observation 4.3. Checking Teachers' Files
12.30-13.30	5. Planning and Budgeting (Resources)	5.1. Individual and Departmental Work Planning 5.2. Resource Acquisition, Storage, Utilisation & Disposal
<b>13.30-14.00</b>		<b>Lunch Break</b>
14.00-15.00	6. Performance Management <b>DRCC</b>	6.1. Teacher Performance Tracking/Management 6.2. Learner Performance Tracking 6.3. Performance Monitoring Tools 6.4. Staff Discipline – New Disciplinary Code Highlights
15.00-16.00	7. Staff Management <b>PRCC</b>	7.1. Team building/management/ communication. 7.2. Administration (record management) 7.3. Decision-Making & Communication 7.4. Continuing Professional Development
16.00-17.00	8. Supervising Assessment Mrs Tembo, R. C	8.1. Formative assessment – quality of class exercises, tests and test items. 8.2. Item setting techniques for HOD 8.3. Summative Assessment – preparing pupils for national examinations – HOD's role.
<b>16.00 hrs</b>		<b>Certification, Closure and Departure</b>



Figure 1: Participants posing with their certificates of attendance



Figure 2: Following closely





*Figure 3: Mr Chuma providing insight in Records Management*



*Figure 4: The District Education Standards Officer stressing a point*



*Figure 5: Mr Daucet Walubita taking the participants in performance Management*





*Figure 6: Mr James Mwiyi Conducting a Session on Team Building*



*Figure 7: Facilitator Mrs Tembo Rita engaging the participants in Managing Assessment*