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## **Leading for Improvement and Collaborative Professionalism in Schools with a focus in Kenya, Uganda and Tanzania**

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### **Abstract**

There is a growing demand for quality education which is seen as the solution to the many unending problems facing humanity key among them: - climate change, food insecurity, conflicts - all which need urgent attention otherwise the future of mankind is at stake. Education leaders - who seem not to have clearly comprehended the precise meaning of the terms '*Change*', '*Leading Improvement*' and '*Collaborative Professionalism*' as used in education – are put to task in reviewing their strategies for better learning outcomes. This is so because despite their numerous efforts through several education review commissions, their forthcoming results have always been way below the expectations. The leaders have many a times underestimated the complexity of the existing challenges facing education sector thus leading to poor designs which often result to poor results. Doing the same thing in the same way over and over again with little improvement to show off calls for a change in approach - identify the real problem for correct diagnosis. This involves going deeper to the beliefs and values of teachers and other education leaders, as it is these beliefs and values which yield to specific actions, which later result to intentional or unintentional consequences. *Leading improvement, collaborative professionalism* and *positive change* is challenging the status quo through building trust in teams and focusing on continuous improvement at all levels of learning process. It is calling education leaders to be bold agents of improvement, systems players and education enablers where they model teaching and learning and shape conditions for all to learn. This research work focuses on education

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in the East African region with the member states Kenya, Uganda and Tanzania. The three countries have a lot in common in their education patterns having been all under British Protectorate rule before they gained their independence. The research is guided by three key research questions and it employs survey methods, the target population being selected teachers, school heads and education system leaders. The study will review key documents that have influenced the understanding of the terms *change, leading improvement and collaborative professionalism* in schools. It then concludes with a call for all education system leaders, school heads and teachers to work together in improving learning outcomes of all the students.

**Keywords:** Leading for Improvement, Collaborative professionalism, Change, Universal Education, Education Inputs Processes and Outputs, SMART Goals, Kaizen