

# Collaborative Leadership and Understanding of Quality Education at Secondary Schools in Bangladesh

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## EXECUTIVE SUMMARY

The project investigates and reports understanding and perceptions of collaborative leadership and quality education in some rural and urban schools in Bangladesh. With globalisation and a rapidly changing environment which necessitates innovation in organisations particularly in learning atmosphere, the education sector in developing countries across the world is facing challenges that require extraordinary leaders. Researching the nature and role of school leadership continues to be important because strong research evidences show that school leadership is second only to classroom teaching as an influence on student learning. As a qualitative study, the project has employed in-depth interview, key informant interview (KII), focused group discussion (FGD) and case study to extract qualitative data.

Results show that the stakeholders possess very little amount of understanding and perceptions of collaborative or shared leadership. They also foster ideas and views on quality education which are quite different, if not binary opposite, from the framework for quality education the UNESCO provided in 2000. The researchers highlight the importance of the governmental policy change regarding school leadership, innovation in curriculum, assessment and evaluation system and finally continuing professional development through training and motivation programmes for teachers, SMC members and other stakeholders related to school improvement.