Content

1 Introduction ........................................................................................................... 17
  1.1 Context and relevance of the study ................................................................. 17
  1.2 Focus of the study ......................................................................................... 22
  1.3 Method .......................................................................................................... 23
  1.4 Outline of the study ..................................................................................... 24

2 Theoretical Background .................................................................................. 27
  2.1 Teaching Quality ......................................................................................... 28
     2.1.1 The concept of teaching quality .................................................................. 28
     2.1.2 Developing teaching quality: Learner orientation ..................................... 31
  2.2 Teacher Professionalism ............................................................................... 34
     2.2.1 The concept of teacher professionalism ................................................. 35
     2.2.2 Developing teacher professionalism: Professional development of teachers ............................................. 41
  2.3 Measuring educational quality ...................................................................... 45
     2.3.1 Measuring teaching quality ...................................................................... 45
     2.3.2 Measuring teacher professionalism ....................................................... 47
     2.3.3 Student outcome as indicator of quality ................................................. 54
  2.4 Research desideratum .................................................................................. 59
     2.4.1 Research questions ................................................................................ 59
     2.4.2 Hypotheses ............................................................................................ 60
  2.5 Analytical framework of this study .............................................................. 62

3 The cascade training: ‘Implementation of learner-oriented education’ ............ 65
  3.1 Context of the cascade training ..................................................................... 65
     3.1.1 The Cameroonian context for education ................................................. 66
     3.1.2 History of the cascade training .................................................................. 67
  3.2 Objectives of the cascade training .................................................................. 69
  3.3 Content of the cascade training ..................................................................... 70
  3.4 Structure of the cascade training ................................................................. 71
### 4 Methodological approach

4.1 Challenges of research in development cooperation countries

4.2 Design

4.3 Instrumentation of the study

4.3.1 Instrumentation of the teacher questionnaire

4.3.2 Instrumentation of the video survey

4.3.3 Instrumentation of the achievement test in natural sciences

4.3.4 Instrumentation of the student questionnaire

4.3.5 Instrumentation of the school questionnaire

4.4 Sample

4.5 Analysis of the empirical data

4.5.1 Pretest of the data collection instruments

4.5.2 Data analysis of the questionnaire data

4.5.3 Data analysis of the video data

4.5.4 Data analysis of the achievement test

4.5.5 Limitations of the study

### 5 Empirical findings: Effects of the cascade training of the professional development programme

5.1 School portraits

5.2 Effects of the cascade training on the self-reported teaching practice

5.2.1 Comparability of the teacher groups

5.2.2 Professional Development

5.2.3 Perceived learner orientation

5.2.4 Perceived teaching practice

5.2.5 Results of the test of the hypotheses in regards to the self-reported teaching practice

5.2.6 Summary of the effects of the cascade training on the self-reported teaching practice

5.3 Effects of the cascade training on the actual teaching practice

5.3.1 Comparison of the ratings of the single video profiles

5.3.2 Comparison of the ratings of the group video profiles

5.3.3 Statistical comparison of the group profiles

5.3.4 Result of the test of the hypotheses in regards to the actual teaching practice

5.3.5 Summary of the results of the cascade training on the actual teaching practice

5.4 Effects of the cascade training on the students’ achievement
5.4.1 Comparability of the student groups ........................................ 142
5.4.2 Effects of the cascade training on student achievement ........ 148
5.4.3 Results of the test of the hypotheses in regards to the student achievement ............................................................. 155
5.4.4 Summary of the effects of the cascade training on the students ................................................................................. 157

6  Discussion: Success and risk conditions for the implementation of cascade training in professional development ................. 159
6.1 Summary of the results ......................................................................................................................... 159
6.2 Effectiveness of the cascade training.............................................................. 160
   6.2.1 No dilution of the cascade ........................................................................ 161
   6.2.2 Professional Learning Communities as support for the effectiveness of cascade models ................................................................ 162
6.3 Success condition I: Conception & Implementation of cascade training ..................................................................................... 165
   6.3.1 Didactic and coherent structures support conceptual change of teachers .......................................................... 166
   6.3.2 School support structures ...................................................................... 168
   6.3.3 Content design of trainings with cognitive and affective-motivational components ........................................... 172
6.4 Success condition II: Indicators of effective cascade training .................. 173
   6.4.1 Improved student achievement as indicator for quality ................ 173
   6.4.2 Stronger learner orientation as an indicator for quality ................ 175
6.5 Risk conditions I: High teacher mobility ..................................................... 176
   6.5.1 Brain drain of intensely trained programme multipliers ............. 177
   6.5.2 Teacher allocation as challenge for professional development programmes .......................................................... 179
6.6 Marginalisation of non-governmental school sectors as challenging context for professional development ........................................... 180

7  Conclusion ........................................................................................................... 185
7.1 Implications for practice ...................................................................................... 185
   7.1.1 Evidence-based development of professional development programmes ................................................................ 185
   7.1.2 Lessons learnt for the implementation of cascade models .... 189
7.2 Implications for research ...................................................................................... 190
References ............................................................................................................ 193
Annex ..................................................................................................................... 227
Achieving Teaching Quality in Sub-Saharan Africa
Empirical Results from Cascade Training
Lange, S.
2016, XV, 235 p. 14 illus., Softcover