

# REPORT ON: T-TEL LEARNING SUMMIT FOR TEACHER EDUCATION PRACTITIONERS



**Venue:** Mensvic Grand Hotel, Accra

**Date:** 11 August 2017

Organized by:



**National Council for Tertiary Education**  
Leading Tertiary Education to Greater Heights

Supported by:



**Ministry of Education**  
REPUBLIC OF GHANA

# Summary of decisions by Summit participants

- Colleges of Education and MoE should intensify their efforts towards adopting student-focused instruction.
- School inspection routines need to be reformed accordingly by GES, to become more supportive of these methods.
- NCTE will intensify efforts at addressing constraints to College effectiveness, particularly in the areas of financing and staffing.
- NTC pledged to accelerate efforts towards making teacher licensing more proficiency-driven, in line with the new curriculum framework.
- MoE should lead an effort to restore dignity and status to the teaching profession and to make it more attractive.
- MoE and NCTE should reflect on how College principals are appointed and supported to develop their leadership abilities.
- MoE must accelerate measures to make the teacher education curriculum more practical.
- MoE should take steps to ensure that Student Teachers are better informed about the curriculum reform process.
- Colleges ought to take steps to ensure that teacher assessment routines prioritise Teaching Practice and mentorship more seriously.
- NCTE will spearhead the formulation of a blueprint for ICT development, in collaboration with NITA.

# Introduction

Transforming Teacher Education and Learning (T-TEL) is a four-year (2015-18) Government of Ghana programme funded by UK aid. It was designed **to transform the delivery of Pre-service Teacher education in Ghana by improving the quality of teaching and learning through support to all 40 public Colleges of Education**. The programme was designed specifically to respond to four key elements:

- Passage of the Education Act in 2008 (Act 778), and the creation of the National Teaching Council to regulate and license the teaching profession
- Introduction of the Pre-Tertiary Teacher Development and Management Policy in 2012 to streamline career progression of teachers based on established standards and competencies
- Passage of the Colleges of Education Act in 2012 (Act 847) to upgrade Colleges of Education into tertiary institutions
- Persistent under achievement of basic education system in Ghana

The T-TEL has been implemented through strong collaboration and partnership with national institutions relevant to teacher education in Ghana.

After two years of programme implementation, some 150 education sector stakeholders converged in a one-day learning forum at the Mensvic Grand Hotel to share key findings emerging from the programme, and to explore opportunities for taking that evidence forward in their institutions as well as in the wider teacher education policy arena.

Inspired by a speech given by the Minister for Education, Honourable Dr Matthew Opoku Prempeh, participants agreed that the success of the *“Learning Summit”* would depend on whether they acted upon the evidence and dialogue generated during the day.

The Summit’s participants heard seven presentations which sought to communicate evidence on what is working thus far in T-TEL’s and other interventions, while identifying some tensions and hurdles that have constrained progress towards T-TEL’s goals. The highlights of these presentations, along with the implications for action generated during subsequent panel and group discussions, are reported below.



# Key messages and actions agreed

**1. The T-TEL Midline Report sought to capture the change emerging so far, and to evaluate the extent of that change with reference to the programme's log frame matrix. An important finding presented was that:**

- When College Tutors adopt student-focused practices and behaviours, their students adopt similar practices.

## **Intentions going forward:**

- The Colleges and MoE were urged to intensify their efforts towards adopting these instruction methods into existing systems. Panel representatives from Colleges and Teacher Unions (namely, PRINCOF and CETAG) expressed firm support for mainstreaming these practices.
- To that end, school inspection routines also need reforming by Ghana Education Service (GES) to become more supportive of these methods.



**2. The ongoing CoE Longitudinal Study identified some critical issues on the pathway to change. Despite progress in several areas of teacher education and learning, it found that:**

- A range of tensions constrain Colleges' ability to deliver deeper and more sustainable change. There are hurdles for example to do with:
- the freeze on public sector recruitment;
- routine delays in releasing operational funds to Colleges;
- restrictive traditions that prevent Colleges from treating their students as members of tertiary institutions and no longer of second-cycle Teacher Training Colleges (TTCs);
- an overriding fixation on formal examinations as the primary means of assessing Student Teachers. This was observed to discourage staff and students from investing their energies into other areas of Teacher Professional Development (TPD) that are not examinable.

## **Intentions going forward:**

- The National Council for Tertiary Education (NCTE) will intensify efforts at addressing these bottlenecks to College effectiveness.
- The National Teaching Council (NTC) also pledged to accelerate efforts towards making teacher licensing more proficiency-driven, in line with the new curriculum framework.
- The longitudinal study further revealed that, overall, Student Teachers perceive teaching to be merely a stepping stone to a different career.
- It is vital for stakeholders to face this reality maturely and transparently, with a view to restoring dignity and status to the teaching profession and to make it more attractive. MoE should lead this effort.



**3. The Evaluation of T-TEL Learning Materials reflected on the utilisation of the T-TEL guides for Teacher Professional Development (TPD) and Teaching Practice (TP). Its key messages were that:**

- The guides for TPD and TP are making a difference, but levels of use by target audiences are sub-optimal.
- Proactive leadership by College Principals is critical to ensuring the effective implementation of T-TEL’s strategies.

**Intentions going forward:**

→ To achieve this, further reflection would help on how College principals are appointed and supported to develop their leadership abilities.



**4. A Perception Study distilled views from Colleges on the need for curriculum reform and the process of consultation. Key findings were that:**

- The Colleges see teacher education curriculum reform as necessary to help them improve their results.
- Student Teachers do not understand much about the reform process.

**Intentions going forward:**

→ The teacher education curriculum must be made more practical for Colleges to be able to integrate it into their existing systems.

→ Student Teachers need to be better informed about the curriculum reform process.



**5. The presentation on Improving Students' Learning During Teaching Practice assessed T-TEL's investment in strengthening mentor effectiveness within the Teaching Practice component. The evidence showed that:**

- Mentors find the training useful.
- There is very little use of the handbooks supplied to mentors, however.
- Teaching Practice is under-prioritised by Student Teachers.

**Intentions going forward:**

→ Colleges ought to take steps to ensure that teacher assessment routines prioritise Teaching Practice and mentorship more seriously.



**6. An Evaluation of the Fast-Track Transformational Teaching Programme (F-TTT) shared evidence from an initiative by the Sabre Trust to improve early childhood education (ECE) outcomes. The findings included, among other things, that:**

- Student Teachers are implementing the ECE curriculum though, without ongoing support, their level of implementation drops after they qualify.
- Teachers' professional wellbeing declines once they graduate.

**Intentions going forward:**

→ The findings tell us that there are issues (e.g. in-service support, re-training and supervision) which are beyond the remit of the Colleges. These must also be addressed holistically by the teacher education sector.



## 7. The ICT Capacity Survey reflected on ICT capacity within Colleges. It revealed that:

- ICT capacity is very low across the Colleges.
- Colleges' ICT systems are extremely vulnerable – to malware, data loss, abuse, etc.

### Intentions going forward:

→ Summit participants agreed that a blueprint for ICT development is desperately needed. NCTE committed to spearheading this effort, in collaboration with NITA.

## Facilitator's closing comments

The multiplicity of tensions and diversity of remedial actions identified in the presentations require all teacher education stakeholders to work together, in mutually-reinforcing ways, to achieve the national vision of teacher education set out by the government and others and to ensure the sustainability of T-TEL's impact.


Similarly, in the spirit of shared learning, action and mutual accountability, the Summit community will need to continue communicating the results of their jointly agreed actions so that they can keep learning from each other and further achieve success in teacher education for better trained teachers across Ghana as a whole.







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