



A Government of Ghana
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Better Leadership and Governance of COEs

National Policy Dialogue March 2015



Presentation Outline

- Tertiary Canon: Effectiveness Dimensions
- COE Act and Mandates (Act 847, 2012)
- NAB Findings (2007 & 2013)
- T-Tel Findings
- Implications for Policy-making



Effectiveness in Tertiary Institutions

STANDARDS OF QUALITY



College Organizational Health

The Extent to which the Internal Processes and Practices in the Institution are Smooth Functioning and Benevolent



College Openness

System Openness and the Extent of Interaction with the Community; Adaptation to, and Services Provided for the External Environment by the Institution.



Professional Development of College Faculty

The Extent of Professional Attain- and Quality of the Faculty and Development of the Faculty, and the Emphasis on Development Provided by the Institution.



College's Ability to Acquire Resources

The Ability of the Institution to Acquire Needed Resources such as High Quality Students and Faculty, Financial Support, Endowments, Research Grants, Teaching Resources, etc.



Faculty and Administrator Quality in the College

The Extent of Satisfaction of
Employment of Faculty Members and
Administrators with their Employment
at the Institution.



Student Educational Satisfaction and Recognition by Professional Bodies

The Extent to which Students are Satisfied with their Educational Experiences at the Institution and their integration into the Professional body.



Student Academic Quality

The Extent of the Academic Growth, Development, Attainment, and the Progress of Students at the Institution.



Student Career Development

The Extent of Occupational Preparedness- Development of the Students, and the emphasis on career development provided by the institution.



Student Personal Development

The Extent of Student Development in Nonacademic, Non-career Oriented Areas, and the Emphasis on Personal Development Provided by the Institution.



Foundations of COE: COE Act, 2012 (847)

Aims of COE (abridged)

- a) Train students to acquire professional and academic competencies...
- b) Build professional and academic capacities for serving teachers through regular CPD
- c) Provide programmes of study in Science, Mathematics, etc.
- d) Foster links with relevant institutions and the community ...



LEADERSHIP AND GOVERNANCE PRACTICES IN COE

*Drawing on evidence from NAB assessment (2007, 2013), T-TEL
Assessment and feedback from the principals forums (2014)*



NAB assessment, 2007



Focus of assessment of Teacher Training Colleges

- Academic matters
- Examinations
- Staffing
- Physical facilities
- Library facilities
- Funding for Colleges
- Governance structure



Categories of Colleges Based on Findings

Cat A (18)

- ***Relatively good visionary leaders some of whom are in transition (about to retire)***
- Good infrastructure
- Experienced tutors but still need to continue staff development policies
- Good and serene environments

Cat B (15)

- ***Must acquire a little bit more leadership drive***
- To sort out their infrastructural facilities and upgrade library/ICT facilities
- Experienced tutors but still need to continue staff development policies
- Good and serene environments

Cat C (5)

- ***Poor leadership or leaders who do not appear to be in control***
- Poor library/workshop/lab facilities
- Experienced tutors but still need to continue staff development policies
- Poor maintenance culture and should improve infrastructure

NAB Assessment, 2013



Focus of Monitoring and Evaluation

- Governance and Administration
- Financial Stability
- Staffing
- Research and Development
- Quality Assurance
- Certification
- Physical Facilities
- Affiliation of COEs
- Curriculum and use of Facilities
- Teaching and learning resources



Findings: Quality Assurance

- There are no coherent documented policies and procedures for quality assurance that the Colleges were using to ensure delivery of the quality in training in the Colleges
- The Colleges appeared to have no knowledge of a document produced by TED: “Internal Quality Assurance Guide for Colleges of Education, March 2009”.



T-TEL 2014: Findings

The assessment of colleges was analysed through a management framework of *vision, quality assurance, staff development, openness to change, and equality*.



T-TEL 2014: Findings



- Most college leaders articulated a **vision** and in some cases explained that **strategic plans have been developed for the colleges**, but there was no documentary evidence of a **systematic process** of formulating and reviewing strategic plans.
- **Self-evaluation** does not form a core part of quality improvement and institutional development planning as would be expected from the tertiary institution.



T-TEL 2014: Findings



- Not all colleges have a quality assurance system for evaluating teaching and learning practices. Where there was a system in place they are not comprehensive and it was still unclear how these feed into an overall quality improvement plan for departments and the college as a whole.
- Although there are staff appraisal procedures in colleges, these focus on student feedback and informal complaints. There are no systematic procedures for staff performance appraisal by their line managers.
- Staff development is an individual quest to improve their academic qualifications but there are no targeted professional development programmes arising from performance appraisals.



T-TEL 2014: Findings



- Most respondents indicated that their colleges welcome changes, be it from the Principals, Vice Principals, tutors and trainees if only it was aimed at improving the academic environment of the colleges.
- Students have the opportunity to appraise their tutors and voice their concerns on issues affecting their academic work. The feedback from staff appraisals is used to address issues of teacher attendance and compliance to course outline etc.



T-TEL 2014: Findings

- In some colleges, the Student Representative Council (SRC) is represented on the college management.
- Females are seemingly treated equally as males but have restrictions at certain times and on certain issues (e.g. the giving of exeat (campus exit permits) is skewed in favour of male trainees).



T-TEL 2014: Findings



- Access to many buildings will be a challenge for students and staff with physical disability. Colleges do not have adequate facilities to cater for persons with disability within the College system (e.g. inadequate assistive devices and access ramps) therefore trainees with disability are discouraged from active student activities.



Evidence suggests...

- **Lack of a consistent approach in quality assuring teaching, learning and assessment**
- **Colleges lack systematic processes for continuous improvement**
- **Staff appraisal does not facilitate professional development**
- **More work is needed to ensure diversity**
- **Some colleges are particularly constrained by lack of resources**
- **Lack fully functional governing councils – in development**



Challenges



- **Assistance in development of quality assurance systems**
- **Support for college self-assessments and improvement plans**
- **Professional development programmes and coaching for college leaders**
- **Support for College governance council**
- **Effective collaboration with community, local education directorate and basic school to ensure effective delivery and support for pre-service teacher education**



HIGH DEGREE OF AUTONOMY AND FOCUS ON PRACTITIONER ORIENTED PROFESSIONAL TEACHERS?



HIGH DEGREE OF AUTONOMY

Implications for Curriculum Leadership

Provide a variety of programmes of study for trainee teachers and serving teachers

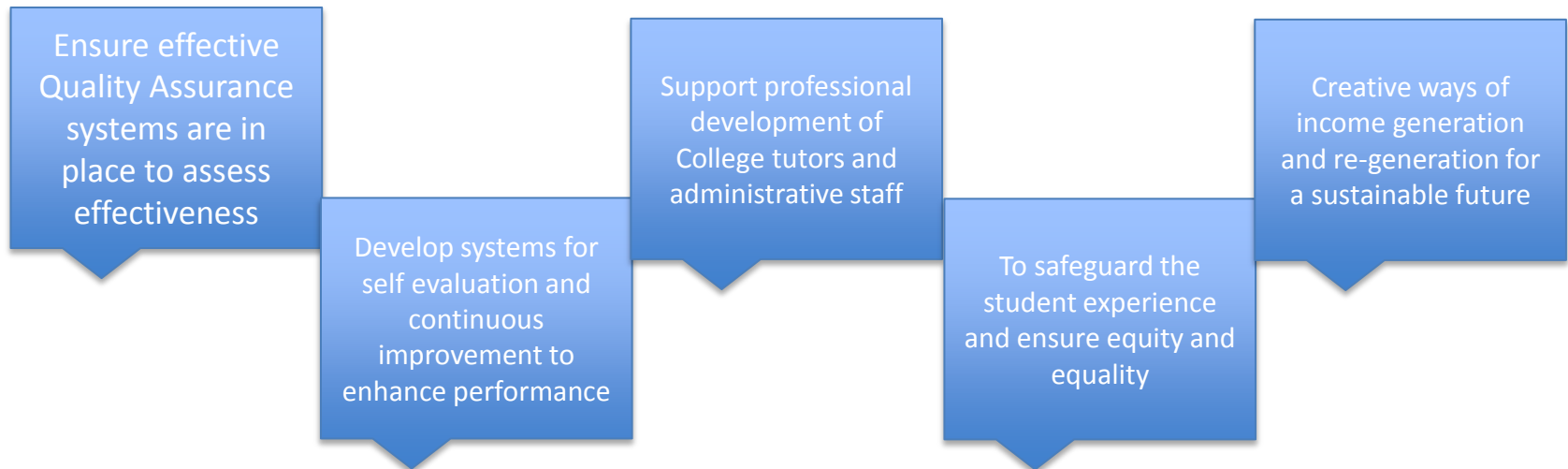
Provide programmes that are fit for purpose and meet the needs of the community and the country as a whole

Collaborate with other institutions to ensure the educational programmes deliver a holistic experience



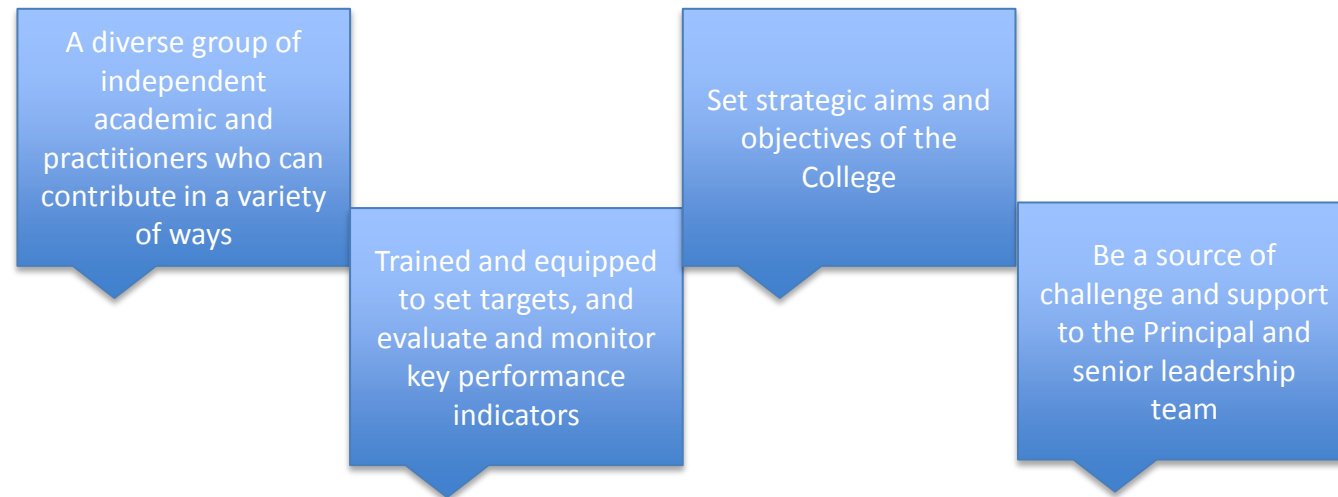
HIGH DEGREE OF AUTONOMY

Implications for Academic Leadership



HIGH DEGREE OF RESPONSIBILITY

Implications for Governors (COE Council)



High Degree of Quality

Validation

NCTE, NAB, UCC,
NTC, GES

Internal QA

Student
experience

Curriculum,
teaching and
learning

Leadership
and
management

Academic
standards

Validation

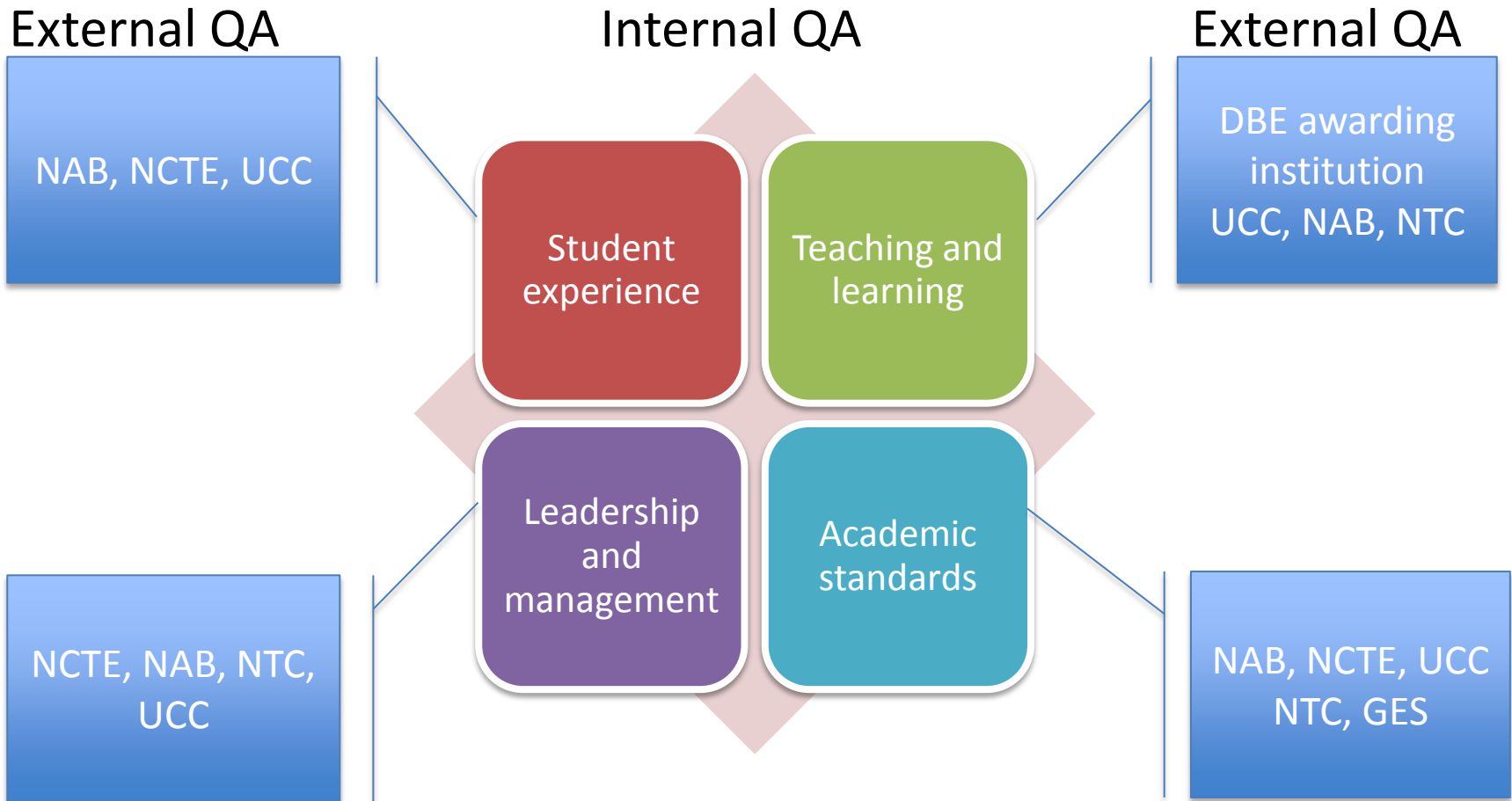
HE institution
UCC, NAB &
NTC, NCCA, GES

NCTE, NAB, NTC,

NAB, NCTE, NTC,
GES



E.g. Medium Degree of Autonomy



Big Questions: Worthy Dreams!

How can we empower the governing councils to deliver their mandate as specified in Act 847?

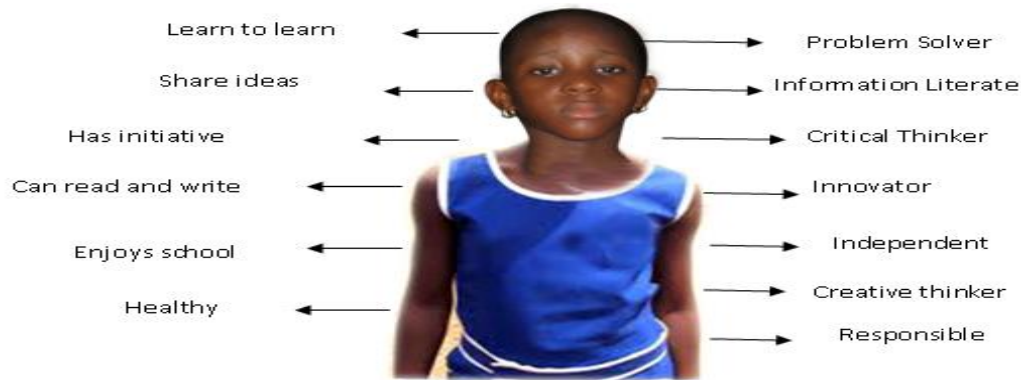
How far do we want to go with 'Autonomy'?

How will Colleges set up internal Self Quality Assurance Systems to ensure continuous institutional improvement?

How do we externally validate the quality of teaching and learning in the Colleges. Should they be inspected by NTC, NAB, NCTE, UCC?



Our Dream School Child



The End . . .



Policy Implications . . .



Additional Reflections

- NTC – an ongoing Effort for Teacher Quality



Table 1-1: Current Career Levels of Professional Teachers

Professional Rank	Placement and / or Promotion Criteria
Superritendent II	A Certificated Teacher who has served for at least one year, and has been confirmed
Superritendent I	At least four years satisfactory service on Superitendent II scale
Senior Superritendent II	At least four years continuous and satisfactory service on Superitendent I scale
Senior Superritendent I	At least three years continuous and satisfactory service on Senior Superitendent II scale
Principal Superritendent	At least three years continuous and satisfactory service on Senior Superitendent I scale plus success in a prescribed interview OR Newly qualified professional teacher with at least Bachelor of Education (B. Ed) degree or its equivalent
Assisitant Director of Education II	At least three years continuous and satisfactory service on Principal Superitendentscale PLUS Success in a prescribed interview
Assisitant Director of Education I	At least three years continuous and satisfactory service on ADE II scale PLUS success in a prescribed interview
Deputy Director	At least three years continuous and satisfactory service on ADE I scale PLUS success in a prescribed interview
Director II	At least three years continuous and satisfactory service on Duputy Director scale PLUS success in a prescribed interview
Director I	At least three years continuous and satisfactory service on Director II scale PLUS success in a prescribed interview
Deputy Director - General	At least three years continuous and satisfactory service on Director I scale PLUS success in a prescribed interview
Director - General	At least three years continuous and satisfactory service on Deputy Director-General scale. Many not be a member of GES. Appointed by the head of state in sonsultation with the Public Services Commission. In addition, appointees must have at least four clear years or more service period before retirement to quality for the post.

Table 1-2: New Career Levels of Professional Teachers - 1

Minimum Years of Service on rank	Career Level	Competency Description	Training Needs
1	Teacher (Diploma) Teacher (Graduate)[1]	Has acquired basic knowledge and skills in teaching from an accredited training institution and capable of performing basic functions of a classroom teacher under supervision and guidance.	Coping strategies. Induction (managing relationship (between new teacher and community, teacher and head teacher, teacher and teacher), condition (rights) of employment, classroom and school facility management, time management, etc)
3	Licensed Teacher (LT) (Diploma) Licensed Teacher (LT) (Graduate)	Has met requirements for licensing after completing an accredited programme of induction and can perform professional responsibility under minimal supervision and guidance.	Time management, classroom teaching and management, assessment, communication skills (report writing), basic teaching methods, ICT application in teaching, managing challenging topic.
5	Senior Teacher	Can perform professional responsibilities (at School or Cluster levels). Is capable of offering guidance, mentoring and coaching to other teachers at School, Cluster and Circuit level. Mastery "subject" contents to teach.	Counselling of students and colleague teachers, mentorship training, TLMs (using ICT), managerial and leadership skills, training on education policies, data collection, interpretation and analysis
5	Principal Teacher	Can serve as a head of basic school and /or a resource person, coach other teachers and implement strategies that lead to improving classroom teaching and learning in a School. Able to interpret and implement educational policies. Ability to mobilise resources, to have negotiation skills, writing of proposal.	leadership and management training (management of SBI / CBI) subject based training (content, methodology and TLM) mentoring and coaching training data collection, interpretation and analysis use of technology in teaching, learning and management. Training on educational policy financial administration. Ref: leadership handbook, HT manual

Table 1-2: New Career Levels of Professional Teachers - 2

Minimum Years of Service on rank	Career Level	Competency Description	Training Needs
	Chief 4Principal Teacher	Can serve as a head of senior high school. Demonstrate high level instructional and administrative leadership qualities and capable of formulating comprehensive strategies for implementing change at schools. Provide advice to MoE/GES on educational issues. Provide technical advice to support MMDAs on educational matters.	ICT training financial administration and management training resource mobilization and management training including proposal writing. Communication training. Training on educational policies. Training on monitoring and evaluation.
	4Director	Capable of managing schools and education staff at district level to secure qualitative improvements in schools.	
	Principal Director	Highly skilled manager of education capable of developing and implementing system-wide strategies for school improvement at first and second cycle. Demonstrates strong education leadership qualities for system-wide management.	

[1] Both graduate and diploma teachers will undergo Induction and required initial INSET programmes as Beginning Teachers. .

[2] Licensed Teacher (Diploma) requires at least four year to move to the next level (Senior Teacher II) whiles the Licensed Teacher (Graduate) requires at least three years in performance.

Serving /Veteran Teachers

PROPOSED: Every Teacher unless 55+ at October 1, 2014 shall undergo Registration and Licensing as a professional under one of the following categories:

1. Classroom Teacher

2. Teacher–Manager/ Educational Leader



Beginning Professional Teachers

1. Complete **mandatory training** within a year
2. Satisfy an **appraisal** from their Heads
3. **Acquire the prescribed professional competencies**
4. **Pass a prescribed national examination**



Non-Professionals in Classrooms:

1. Boot camp (Basics in education for non-professionals)
2. Orientation for New Teachers by Heads of Schools, HoDs and CS
3. Induction Training (year long)
4. School and Cluster Based INSET (Mandatory)



Boot Camp for Non-Professionals

1. Basic Management Skills Training
2. Assessment Training
3. Basic Teaching Methods and Managing Challenging Topics
4. Communication Skills
5. Basic ICT Training
6. Subject Contents Training (KG, Prim., JHS and Sec / Tech schools)



Evolving Policies for Teachers

1. Teachers 55 and Above – No Requirements
2. All teachers and Management staff will progress on the basis of Competences Acquired
3. Proposed: Pay Scale on the basis of Academic Qualifications and Competency Levels
4. Progression on the Basis of Fulfilling Competencies and not Incremental Jump



Thank you!