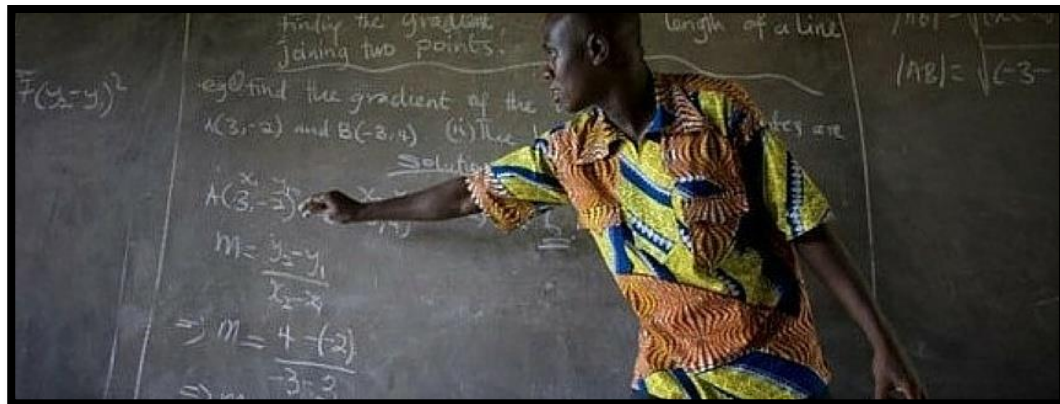


# Pre service Teacher Education and Assessment: What works

National Policy Dialogue - March 16, 2015

#CoEsNPD2015





## T- TEL: the background

- Population of Ghana is expected to double in the next 29 years, with 40% of the population 15yrs or less in 2010 (NPC 2011)
- Access to lower secondary education in Ghana increased from 62% to 83% 1999-2011 (GMR 2014)
- 54% increase in primary school teachers in Ghana with pupil/teacher ratios below 40:1, but the proportion of trained teachers fell from 72% to 52% 1999-2012 (GMR 2014)
- In Ghana the difference in youth literacy rates between rich and poor is more than 50 percentage points. (GMR 2014)
- In Ghana, among those with no education, men earn 57% more than women, but the gap shrinks to 24% among those with primary education and 16% with secondary education (GMR 2014)



# T-TEL: the context

## NEA Assessment (2013)

- Less than 25% of the pupils met the 'proficiency' level in P3 mathematics and less than 30% of the pupils achieved 'proficiency' in P3 English.
- Between 30% and 40% failed to achieve even 'minimum competency' levels in the subjects tested
- Approximately 44% of P3 pupils and 35% of P6 pupils were considered likely to be non-readers
- No significant change on the results of the NEA Assessment of 2011



# T- TEL: the starting point

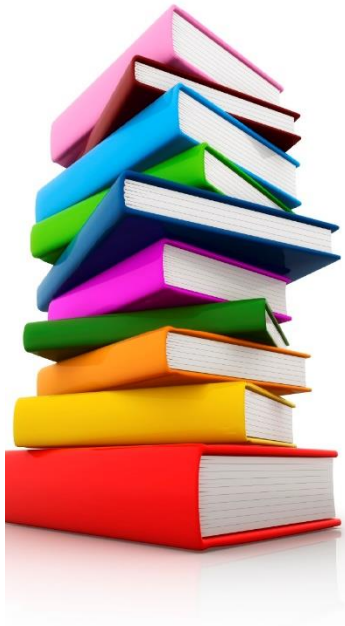
“A lack of basic teaching and learning resources, a dependence on rote learning, inadequate professional development, high teacher absenteeism and low time on task mean many children have less than half of the international norm of 900-1000 teaching/learning hours per year. As a result, many leave school without mastering the most basic skills that are the foundation for further learning.”

Ghana-PASS ToRs



## Current pre-service DBE curriculum

- The structure of pre-service teacher-training in general prepares teachers to teach all foundation subjects in any year from P1 to JHS3
- There are specialist programmes - e.g. for teaching science, maths, technical skills, French - at JHS level
- The revised pre-service DBE curriculum (August 2014) gives more time in college to cover subject content, reduces the amount of time spent on teaching practice and reduces the overall number of credits needed to pass the DBE
- Assessment of the pre-service DBE consists of: 40% continuous assessment component and 60% externally assessed examination component



## Benefits of current pre-service DBE curriculum

- Designed to meet the needs of SHS-leavers wishing to enter teaching at the basic education level
- Provides induction and inculcation before the teacher enters the 'world' of teaching and the institutional framework of a school
- Flexibility built in in terms of catering to student teachers' emerging subject interests
- Flexibility built in in terms of the allocation of student teachers and newly qualified teachers to whatever position they are needed to fill
- External assessment model is resource-heavy for the validating institution but helps to ensure rigour
- Qualification can provide a stepping-stone to further study - e.g. for a B.Ed.



# Teacher competencies

- NTC has identified 4 domains of teacher competencies:
  - **Professional knowledge** - curriculum, pedagogies, subject matter, student characteristics, culture, policies etc.
  - **Professional skills** - teaching & learning processes, learner assessment, classroom & school management, student counselling & guidance etc.
  - **Professional values and commitment** - ethics, self-management, responsibility, passion, leadership etc.
  - **Professional development** - participation in professional teacher organizations and activities, continuing lifelong learning, self-reflection & self-cultivation, etc.





# Benefits of a focus on Teacher competencies

- Provides professional standards for the teaching profession
- Focuses on skills as well as knowledge
- Includes values as well as knowledge and skills
- Positions the teacher as a lifelong learner and includes a commitment to professional development
- Encourages teachers to identify themselves as valued professionals, encourages commitment and retention
- Regulates the profession
- Provides a career path and identifies the criteria for promotion and progression





# Primary and JHS curricula in science maths and English

- Major aspects of the learning of early literacy, numeracy and science are addressed in the P1-P3 curriculum
- There is a focus throughout P1-JHS3 on forms of continuous assessment with major external assessment only at the BECE
- The Primary and JHS syllabuses carefully detail objectives, content, teaching resources needed and evaluation
- Curricula are subject to 5 yearly review and updated
- Depth is sometimes sacrificed for breadth, curricula do not always build on prior learning and access to resources is assumed, when it may not be the case
- There is little sense of a cross-curricular perspective in the syllabuses, even at Primary level when one teacher is teaching all the subjects





# Policy: potential gaps

- Gaps
  - between policy of training generalist teachers and the need for specialist teaching : e.g. in lower primary literacy and numeracy, upper primary subject teaching in the medium of English, and the expectations of subject specialist knowledge in JHS
  - between the content and approach of the DBE curriculum and the skills needed to teach the Primary/JHS curriculum: practical teaching skills are not valued in pre-service DBE assessment, and acknowledged successful teaching methods are not developed within the current primary/JHS curricula
  - between the aspiration of NTC and the need to articulate (for the CoEs and for schools) the process of becoming an excellent teacher



## Policy: points for discussion

- Would pre-service teacher trainees benefit from being trained separately for Primary and JHS, or even separately for Lower Primary, Upper Primary and JHS?
- How can the gap between DBE curriculum and the Primary/JHS curriculum be bridged?
- How can the implications of the switch at P4 from Ghanaian Languages medium-of-instruction to English Language medium-of-instruction be addressed
  - in the pre-service DBE curriculum
  - in the Primary syllabuses?
- How can the 'how to' of becoming an excellent teacher be embedded in teacher education policy and practice?

THANK

YOU