



Transforming Teacher Education and Learning in Ghana (T-TEL Ghana)

Evaluation of T-TEL Materials: TPD and TP

**Presentation @ Learning Summit
(11 August 2017)
Accra**



Outline

- **Background**
- **Purpose**
- **Methodology**
- **Key Findings**
- **Implementation of recommendations**
- **Conclusion**



Background

- **T-TEL's support to improving the quality of teacher education in Ghana includes investment in tutor professional development and in better supported teaching practice for student teachers. Both areas of work involve...**
- **developing and printing of large numbers of handbooks for tutors, school mentors and student teachers**
- **regular coaching for tutors**
- **training of tutors to lead on tutor professional development**
- **training of tutors to manage teaching practice**

- **To evaluate the use and application of the T-TEL materials by tutors and student teachers:**
 - ***Tutor Professional Development (TPD) materials*** (Professional Development Coordinators and tutor guides)
 - ***Teaching Practice (TP) handbooks*** for student teachers, mentors and tutors
- **To improve materials in future**
- **To learn lessons relevant to:**
 - ***T-TEL***
 - ***CoE***
 - ***Sector bodies (e.g. UCC; NCTE; NTC;GES)***
- **Ascertain value for money: is the investment effective?**

Methodology

- **Independent evaluators – Prof. Jonathan Fletcher and Mrs. Sarah Shepherd**
- **Desk review of materials**
- **Study of Diploma in Basic Education (DBE) materials**
- **Desk review of T-TEL Monitoring & Evaluation reports**
- **Visit to 5 Colleges of Education (CoE)**
- **Interviews with Vice Principals, students, tutors, Teaching and Learning Advisors (TLAs), School Partnership Advisors (SPAs).**
- **Interviews with writers, NCTE, NAB, PRINCOF, UCC, UEW**
- **June – August 2016**



Key Findings: *Teacher Professional Development (TPD) Materials -Strengths*

- **Materials relevant to teaching/learning in colleges, especially to the methods courses**
- **Pedagogic approaches applauded by evaluators and interviewees**
- **Teaching/learning strategies supported by research evidence of impact on learning (e.g. Hattie, 2016)**
- **DBE Curriculum units covered in the examples**
- **Gender sensitivity well promoted in the handbooks**



Key Findings: *Impact (Strengths)*

- **Some tutors trying to use the strategies in their classes**
- **Students finding lessons interesting and interactive**
- **Gender sensitivity promoted *in practice* through the teaching/learning strategies (collaborative learning; planning for gender responsiveness) – females are participating more**

Key Findings: *Professional Development Sessions (PDS) - Strengths*

- **Structured tutor TPD in CoE introduced**
 - **100% CoE implementing PDS**
 - **68% tutors attending (average ranging from 44% to 84%)**
- **Principal's support and attendance making a difference**
- **Professional Development Coordinators (PDCs) becoming confident**
- **Tutors enjoying the PDS and finding them motivating**



Key Findings: Challenges (PDS)

- **Too much content for PDS**
- **Tutors' perceptions of the relevance to DBE curriculum**
- **Less experienced tutors not able to relate generic pedagogic principle to specific subject areas**
- **HoDs are not involved in coaching/lesson support**
- **Some tutors not motivated**
- **Few women engaged as PDCs**
- **Sustainability of materials development process limited – not built the capacity of enough Ghanaian writers from conceptualisation.**

Key findings -Teaching Practice Handbooks: Findings - strengths

- **Transparent teacher competencies**
- **Handbooks provide structure, covers curriculum content**
- **Students happy with the handbook and its ease of use**
- **Strong linkages between assessment frameworks for Years 1, 2 & 3**
- **Handbooks most effective as part of a teaching practice system**

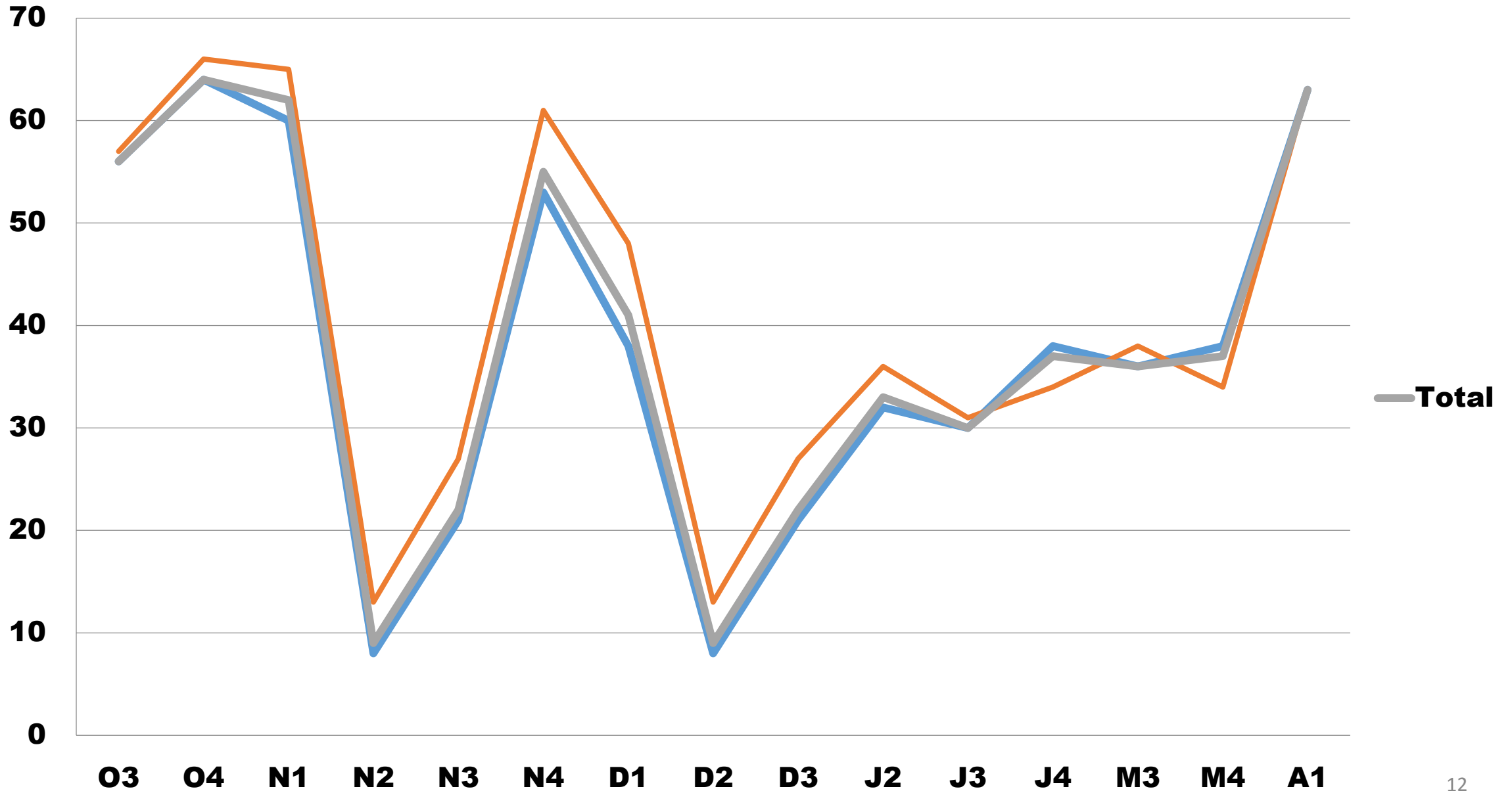


Implementation of recommendations

- **Content for PDS reduced in subsequent themes**
- **Purpose of the materials better communicated**
- **Greater focus on more accessible materials**
- **Introduce PD topics to Principals first**
- **More women engaged as PDCs**
- **Ghanaian writers involved from conceptualisation**
- **Mentors trained in the new strategies and to support students to use the books**
- **Certification for tutors yet to be developed**
- **Coaching to be used to support less experienced tutors in subject specific pedagogical knowledge**
- ***** Following Slides show impact of materials and strategies (as well as implementation of recommendations) on tutor practice**

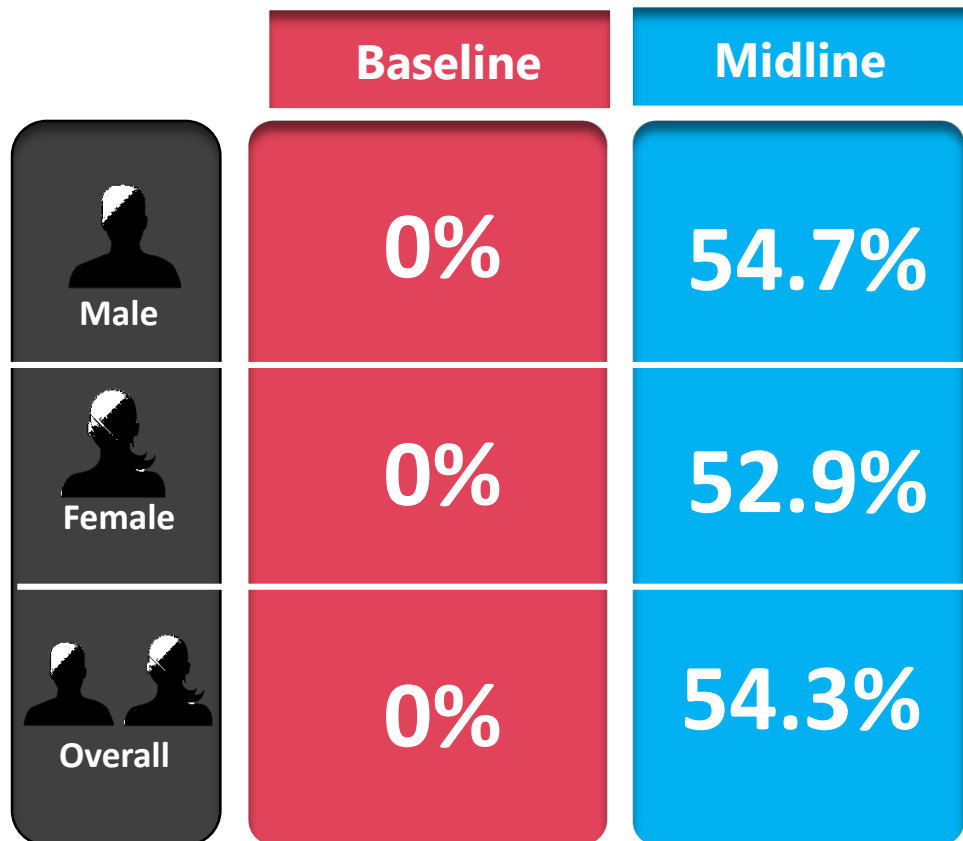


PDS % Attendance – Male/Female (Oct, 2016 –April, 2017)

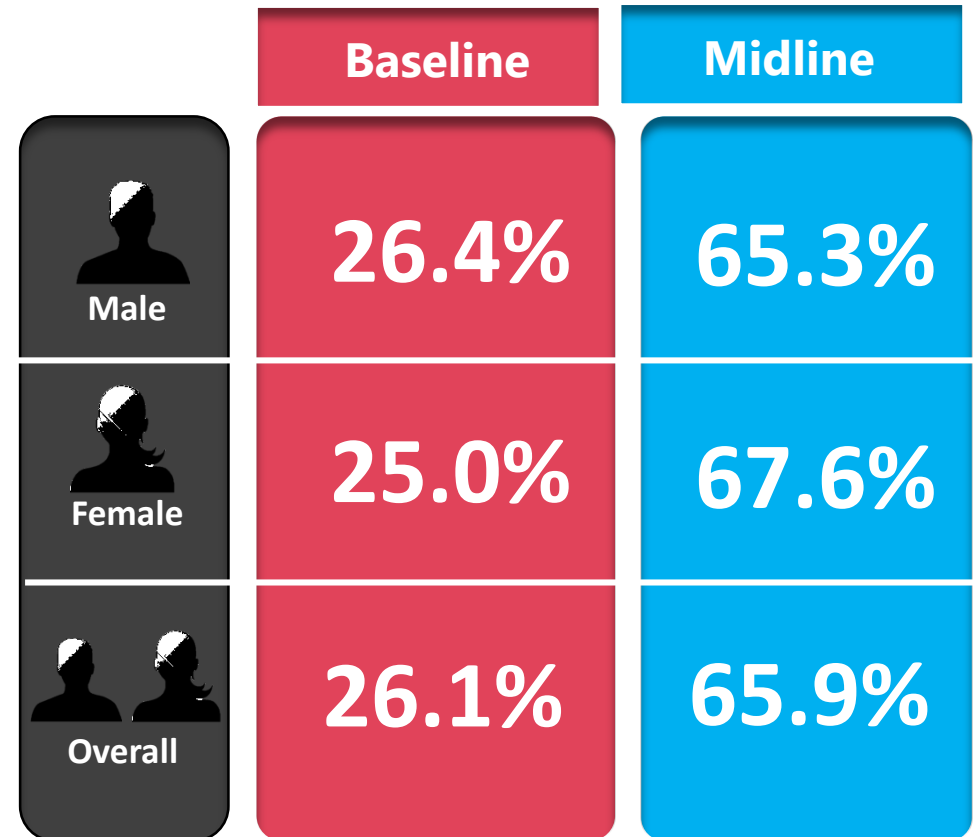


CoE Tutor Findings

Output indicator 2.1: % of male and female tutors effectively using T-TEL teaching and learning materials for lessons and tutorials






Output indicator 2.2: % of male and female tutors demonstrating student-focused teaching methods



CoE Tutor Findings

Output indicator 2.4: % of male and female colleges tutors demonstrating gender-sensitive instructional methods

	Baseline	Midline
 Male	1.8%	46.7%*
 Female	3.6%	48.5%*
 Overall	2.2%	47.1%*



Conclusion

“Leadership is critical for even greater impact”

Principals hold the key to the successful implementation of T-TEL “strategies”:

- **Support to PD Sessions**
- **System for coaching support to tutors**
- **Staff development policy and systems**
- **Coaching by HoDs to improve lesson support to tutors**



THANK
YOU

