LEADERSHIP AND MANAGEMENT OF COLLEGES

Leadership and Management Programme

MANUAL FOR **COLLEGE IMPROVEMENT ADVISORS**

Transforming Teacher Education and Learning

Transforming Teacher Education and Learning in Ghana

LEADERSHIP AND MANAGEMENT PROGRAMME MANUAL FOR COLLEGE IMPROVEMENT ADVISORS

The Government of Ghana

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Welcome to the T-TEL Leadership Programme Resources for Leaders in Colleges of Education

Transforming Teacher Education and Learning (T-TEL) is a Government of Ghana programme to support the implementation of the new policy framework for Pre-Tertiary Teacher Professional Development and Management. T-TEL seeks to transform the delivery of pre-service teacher education in Ghana by improving the quality of teaching and learning through support to relevant national bodies and institutions and all Colleges of Education (CoE).

Elements of the programme will include:

- professional development for all CoE tutors (including tutors in mathematics, English and science);
- support for the leadership and management of CoEs and training of their leadership and management teams;
- support to reform the Diploma in Basic Education (DBE) curriculum;
- support to develop more effective student practicums;
- work with MoE and regulatory bodies on the implementation of existing policies for teacher education;
- a Challenge Fund to which CoEs and their partner districts and schools will be able to apply to carry out innovative initiatives; and
- a set of incentives for each CoE to improve their management and training delivery.

The role of leaders of educational institutions in securing quality provision and ensuring that all learners achieve their full potential is both a professional responsibility and a moral obligation. Whilst the quality of teaching and learning is considered a major contributory factor to positive learning outcomes, there is growing evidence about the positive relationship between effective leadership and continuous improvement in schools and colleges in many countries. The Leadership component of the T-TEL programme seeks to focus on the improvement of management, leadership and governance of Colleges of Education as they develop their capacity as autonomous tertiary education institutions.

As the primary decision-making authority in the college, it is critical that college principals and their leadership teams take initiative in building classrooms which are student-friendly as well as inspire and motivate tutors to develop their professional capacities. In transforming these colleges, it is also imperative that management and administration and most importantly leadership are effectively strengthened to ensure changes are embedded in everyday practice.

The College Improvement Advisors (CIAs) working in collaboration with the Programme Component Lead, are to support college leaders in their journey towards transforming the colleges in order to gain autonomy as tertiary educational institutions. The CIAs facilitate the delivery of the Leadership Programme through zonal workshops held each semester.

The Leadership Programme for college leaders is organised into six units around four domains of institutional leadership with a clear focus on professional development and quality assurance, such as Leading Institutional Strengthening (Systems and Operations Leadership), Curriculum, Training and Learning Leadership, Change Leadership and Strategic Leadership. There are about six different carefully selected topics within each unit to ensure that college leaders are equipped

with the necessary skills to lead their colleges to autonomous tertiary intuitions. Imbedded in each unit is the self-assessment of seven quality assurance indicators of Leadership and Management, Training and Learning, Assessment, Student Engagement, Monitoring and Evaluation, Environment and Infrastructure and Partnership and Cooperation. The Leadership Programme resources provide a step-by-step guide on assessing the indicators against specific themes and evidence. Further information on the professional development units and quality assurance indicators is available in the appendix of this book.

The resources are self-contained and could be used for self-study. However, since college and school improvement is mostly accelerated through a collegiate approach, the Leadership Programme resources are developed to encourage and ensure a collaborative working between senior leaders, middle leaders and college community. The aim is to build a culture of distributed and transformative leadership practices within each college.

The leadership materials are presented and printed in the respective units, but are also available online at www.t-tel.org in various formats such as HTML, ePub and PDF. All T-TEL resources are Open Educational Resources (OER), available under a Creative Commons Attribution ShareAlike licence. This means that you are free to adapt the resource, as long as you attribute T-TEL and retain the same licence.

1.0 Overview of the T-TEL Programme

Transforming Teacher Education and Learning (T-TEL) is a Government of Ghana programme to support the implementation of the new policy framework for Pre-Tertiary Teacher Professional Development and Management. T-TEL seeks to transform the delivery of pre-service teacher education in Ghana by improving the quality of teaching and learning through support to relevant national bodies and institutions and all Colleges of Education (CoE).

Elements of the programme will include:

- professional development for all CoE tutors (including tutors in mathematics, English and science);
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- support to reform the DBE curriculum;
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- work with MoE and regulatory bodies on the implementation of existing policies for teacher education;
- a Challenge Fund to which CoEs and their partner districts and schools will be able to apply to carry out innovative initiatives; and
- a set of incentives for each CoE to improve their management and training delivery.

1.1 OVERVIEW OF THE T-TEL LEADERSHIP PROGRAMME

The role of leaders of educational institutions in securing quality provision and ensuring that all learners achieve their full potential is both a professional responsibility and a moral obligation.

Whilst the quality of teaching and learning is considered a major contributory factor to positive learning outcomes, there is growing evidence in the literature about the positive relationship between effective leadership and continuous improvement in schools and Colleges in many countries. The Leadership component of the T-TEL programme seeks to focus on the improvement of leadership, management and governance of Colleges of Education as they develop their capacity as autonomous tertiary education institutions. As the primary decision-making authority in the college, it is critical that college principals and their leadership teams take the initiative in building a teaching and learning ethos which is both student-friendly and which inspires and motivates tutors to develop their professional capacities. In transforming these colleges, it is also imperative that management, administration and most importantly leadership are effectively strengthened to ensure changes are embedded in everyday practice.

The Leadership Programme resources for college leaders is organised into six units around four domains of institutional leadership with a clear focus on professional development and quality assurance, such as Leading Institutional Strengthening (Systems and Operations Leadership), Curriculum, Training and Learning Leadership, Change Leadership and Strategic Leadership. Within each unit there will be six carefully selected topics that will ensure that college leaders are equipped with the necessary skills to transform their colleges into autonomous tertiary intuitions.

Embedded in each unit is the self-assessment of seven quality assurance indicators of Leadership and Management, Training and Learning, Assessment, Student Engagement, Monitoring and Evaluation, Environment and Infrastructure and Partnership and Cooperation. The Leadership

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Programme resources provide a step-by-step guide on assessing the indicators against specific themes and evidence. Further information on the professional development units and quality assurance indicators is available in the appendix of this book.

The resources are self-contained and could be used for self-study. However, since college improvement is mostly accelerated through a collegiate approach, the Leadership Programme resources are developed to encourage and ensure a collaborative working between senior leaders, middle leaders and college community with the aim of building the culture distributed and transformative leadership practices within each college.

2.0 Introduction

Your role as College Improvement Adviser (CIA) on the T-TEL programme is essential in supporting college leaders plan and implement the strategies necessary for strengthening their institutions and becoming autonomous. This manual is therefore intended to be your guide in the performance of your role as CIA. It sets out your responsibilities, protocols to follow in discharging your duties and the various templates that you are to use.

2.1 THE COLLEGE IMPROVEMENT ADVISOR (CIA)

We will ensure all CIAs visiting any College are well qualified and have undergone the necessary training to carry out the task as a CIA and can provide adequate support. Primarily, your role as a CIA is to assist Cambridge Education, United Kingdom in implementing the T-TEL programme. A CIA is the first line of support for the leadership teams in the Colleges of Education as they plan and implement their programme to raise standards in training and learning, quality assurance and institutional governance. The expectation is that through your continuous support, intervention and challenge, college leaders will be able to improve both their practice and effectiveness.

You are a coach, materials developer, trainer and reviewer for the T-TEL Leadership and Management programme.

2.2. THE ROLE OF COACHING ON THE T-TEL LEADERSHIP PROGRAMME

Coaching teaches us to monitor our progress and change direction when necessary. As we reach milestones on the way we need to take time to celebrate our success. The key to it all is action, continuous and deliberate action.

(Grant, A.M. and Greene, J. Coach Yourself – make real change in your life, Pearson Education Ltd (2001), p.18.

Coaching is essential in helping college leaders to deepen their understanding of the learning provided for them during the training workshop and implement the changes needed to bring improvement to their practice and to students' outcomes. The coach's role is to inspire self-directed change and support the professional development of college leaders. Underpinning this however must be the desire of the college leaders to make significant changes and strengthen their colleges as autonomous tertiary institutions.

The T-TEL leadership coaching emphasises the need to build trust and rapport between the College Improvement Advisors (CIAs), the College Improvement Partners (CIPs) and the college leadership. It further requires the development of a demonstrable level of skills in questioning, reflection and listening from all the CIAs, CIPs and the college leadership. The expectation is to support colleges to take action to implement targets and activities emanating from each coaching session.

2.2.1 The CIA as a Coach

As a coach, you will be expected to facilitate comprehension, direction and action. You should see your role not as someone who fixes the problems of the college but rather, one who provides appropriate challenges that draw on the expertise of the college leaders. This means that you should assume the role of critical friend rather than expert. You are to help the college leaders to move their improvement agenda forward and focus their activities on impactful outcomes and results. You will find Starr's (2010) seven common principles provide a useful guide for your work as a coach:

- Clear commitment to support the college and the leadership.
- Establish your relationship with the college leaders on trust, openness and truth.
- The college leaders are responsible for the emerging outcomes.
- The college leaders are capable of doing and achieving more than they are currently.
- College leaders' experiences and thoughts are essential and important, and should be considered.
- College leaders can generate perfect solutions to their challenges, hence you are a guide and facilitator.
- Equality is key, hence your conversation with the college leaders should be done with the principle of equality in mind.

We also recommend the GROW coaching model

GOALS: What does T-TEL want the colleges to achieve and how do the colleges feel about it now and afterwards?

REALITY: What are the problems, the context and the scenario? What cases have emerged and how have they been handled?

OPTIONS: What are the possible actions? Which are the most attractive? What has worked in the past?

WRAP-UP: What actions are needed? What are the success criteria? What should be the alternative if things do not go well?

The main part of your coaching role is to support the colleges in your zone to undertake self-assessment of their institution and then develop an improvement plan. Further coaching sessions will focus on regular self-assessment and ultimately final evaluation of the quality and impact of their leadership practice on quality provision of the college. It is essential that in your coaching role, you facilitate the development of the kind of effective college leadership that is needed to run an autonomous tertiary institution.

The other aspects of coaching role are:

- Change management, strategic planning, systems and operations leadership, curriculum, learning and training leadership and governance.
- The effective management of college resources including human and finance, and the institutionalisation of robust performance management regime and quality assurance systems are critical to coaching role.

2.2.2 The CIA as materials developer

An interesting aspect of your role as a college improvement partner is your involvement in the development of training materials for the leadership programme. As an expert in the field, you need to take ownership of the content of the materials needed to equip college leaders to confidently provide the leadership that their colleges need.

The materials for the programme will be developed in two phases. The first phase is scheduled for December 2015 over 15 days and the second phase starts in June to August 2016 over 30 days. While phase 1 will focus on units 2 and 3, the focus for phase 2 is units 4, 5 and 6 [see Appendix A for a detailed unit outline].

2.2.3 CIA as a Trainer

In addition to being a coach and materials developer, you are also a trainer. The college leaders will be trained so that they can effectively plan and implement all the strategies you will share with them in the coaching sessions. The training workshops will be held in each Zone [but for the purpose of the training, the zones have been divided into six] with the CIAs assigned to the zones taking a facilitation role. In total there will be six workshops over the life of the T-TEL project with each workshop clearly tailor-made with specific objectives and deliverables in mind. These deliverables include: undertaking college self-assessment, creating and communicating a vision for each of your colleges, developing a college improvement plan, policy formulation, quality assurance and internal controls.

- It is expected that college leaders will be able to replicate the training that you have given them to other members of their college community.
- It is also expected that clear next steps will be agreed with the college leaders at the end of each training workshop.

2.2.4 CIA as a Monitor and Reviewer

Effective monitoring of leadership practices within the college and regular review of improvement plans are important college leadership characteristics that need to be embedded into the culture of the college. The CIA is expected to model this behaviour to the senior leadership team in each college and to ensure that these teams are able to replicate this practice to middle level leaders in their colleges. The involvement of everyone in monitoring and reviewing will create a ripple effect and develop a pool of reflective practitioners who are able to take ownership of their own practices.

You are expected to visit the colleges in your zone for the purpose of monitoring and reviewing leadership practices as indicated in their improvement plan and produce reports on the same. The outcome of your monitoring and review visit in addition to key action points from each zonal training workshop will form the basis for your coaching of college leaders.

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3.0 Coaching and Monitoring Visits

College visits to provide support, to coach and monitor the college leaders and their practice are an important part of your role as a CIA. Such visits should be well planned within the CIA visits and activities framework; it is important that you clearly communicate this to the principals and other college leaders. The framework is included in this manual, which highlights the length, frequency and number of visits to be undertaken by the CIAs.

3.0.1 LENGTH OF VISIT

Each CIA visit will be two days at a time. The time spent at any college will depend on the planned deliverables for the CIA and the nature of engagement with the stakeholders he/she will be working with during the visit.

3.0.2 FREQUENCY OF VISITS

As a CIA you will be visiting the colleges in your zone or area twice per semester during the project cycle (that is the three-year period). These visits will take place during the term time. If needed and with the consent of the college principal, CIAs are free to arrange additional visits. The T-TEL Key Advisor should be kept informed in advance of any potential bottlenecks to the agreed frequency of visits.

3.1 PREPARATION FOR CIA VISIT

It is expected that CIAs will develop a visiting schedule and the focus for each visit which should include coaching, support and monitoring with each college in their zone. This plan should be shared with the T-TEL Key Advisor for his approval before implementation.

The first visit in the whole process should support the colleges in undertaking the self-assessment of the key quality indicators, and the development of their college improvement plan. The CIA should ensure that all pro-forma and template are readily available for completion prior to the visit.

3.2 EXPECTATIONS OF COLLEGES

For the CIAs to do their work effectively the colleges will expect their CIA to maintain professional standards and high codes of practice. It is important to remember that your role is to support, coach and to assist the colleges to achieve all the T-TEL expected project outcomes by the end of the project cycle.

It is expected that CIA and Colleges will:

- treat each other and those involved in their work with respect;
- do their work in an open and friendly manner;
- be polite when demanding information or engaging any staff when asking for support;
- work with little disruption of academic work of the college;
- discuss any concerns appropriately and professionally; and
- maintain a good dialogue with the college leaders, students and any other individual who will be directly involved.

3.3 DURING THE VISIT

The primary point of contact for you as a CIA is the College Principal. You will undertake two visits per semester. During the initial visit, you will need to:

- engage staff and those in leadership and management positions as well as those in governance in dialogue on key aspects of their work;
- do a college walkabout with the principal to get a feel of the college infrastructure, facilities etc., and any improvement(s) needed;
- observe procedures in the college, e.g. staff meetings, senior management meetings, council meetings, students assemblies or any other relevant gathering where good data can be obtained; and
- review management policies and procedures to ensure that they are appropriate and gender responsive.

In subsequent visits your focus will be on monitoring:

- gathering data, looking at records and any other relevant documentary evidence against the quality indicators for improvement;
- ensuring that colleges are meeting their development and improvement plan targets based on the seven indicators or thematic areas, namely:
    1. Leadership and management
    2. Quality training and learning
    3. Assessment
    4. Student engagement
    5. Monitoring and evaluation
    6. College environment and infrastructure
    7. Partnerships and cooperation

You will need to carry out a careful assessment and review of any progress and achievement made by the colleges against those indicators. Each has a specific focus and evidence will need to be generated to support any claim of attainment. Evidence generated will help you to identify any strengths and weaknesses of college self-assessment outcomes.

3.4 BALANCING CHALLENGE AND SUPPORT

Balancing the challenges that you highlight with the support that you provide to the college of education will not be an easy task. The mode of assessment will enable you to identify the strengths and weaknesses of your colleges. As CIA your role will be to support the college in the area that you have both identified as needing to be strengthened and provide the support the college needs in order to enhance its performance.

It is important to remember that you are playing an advisory and supporting role. You are not there to criticise what the colleges do, but to assist them to improve upon their work. The challenge is how to maintain this balance so as to gain maximum support that will enable colleges improve upon their work.

4.0 Appendices

The Colleges Review Toolkit will be made available to you. It contains templates of how each college will have to be assessed. It also has some sample improvement plans that will guide you in your work; although some colleges may have their own improvement plan template.

4.1 TEMPLATES

4.1.1 Coaching Log CIA/Principal

A coaching log attached to this document is suggested to help you structure your conversation with the principals and other college leaders. CIAs must keep proper records of any coaching received; from a CIP, senior management member or any T-TEL project officers. The type of coaching and activities must be properly documented.

In using the log, the use of staff names and words that will enable someone to easily identify an individual in question should be avoided. In addition, please avoid dominating discussions and always remember you are a supportive critical friend to the college leadership.

4.1.2 Monitoring Log CIA

Every CIA must maintain a record of every visit, the type of people he/she engages, activities undertaken and the nature data gathered. It must be very explicit, detailing the type of data gathered and those involved in the data gathering.

4.1.3 College Self-assessment

Self-assessment is a systematic and critical analysis carried out by the educational institution itself to check the extent to which it is providing quality. CIAs must ensure that the colleges have tools that help in the process of internal quality assurance. These must be carried out against a number of agreed areas for review and their key performance indicators [KPIs]. These help to identify strengths and establish areas of weakness that may need improvements.

There are two basic reasons for carrying out an institutional self-assessment. To:

1. Recognise the key strengths of the college
2. Identify priority areas for improvement

4.1.4 College Improvement Plan

As a CIA there are steps to follow when assessing Colleges' Improvement Plans. Many colleges will have already been involved in the development of a long-term [three to five years] development plan and will have identified areas for improvement. Your job as a CIA is to assess the themes and indicators of an improvement plan of a particular college - if the plan will or is helping the college to make improvement. The themes provided in Appendix B and the indicators in Appendix F will help you understand the elements of the improvement plan being used and whether it shows the necessary tools to enable them to make progress.

4.1.5 Reports

Reporting is one of key channels through which all stakeholders are accurately informed about the work that is being done to support the colleges in their journey to autonomy. Therefore, all CIAs must submit their visiting report to the College Improvement Specialist and the Leadership and Management Key Adviser each time they visit a college. The report must be submitted within two weeks after a visit has been made using the template provided in this manual (Appendix H). In addition, for each quarter you are to submit a report of progress you have made to date, issues and key strategies you have identify for your next steps using the template in Appendix K. Other reports that you are to submit are listed in your Key Performance on page… section 4.5 to include mid-year and yearly evaluation reports.

4.2 LEADERSHIP STRUCTURE AND RESPONSIBILITIES

CIAs must ensure that they are familiar with the leadership structure in the colleges and have a better understanding of their system of governance before gathering any leadership and management data or before making any judgement. They should obtain adequate information about those who have leadership and management responsibilities. CIAs must base their assessment on:

- College policies and processes and the support given to students and staff in academic and practice settings.
- Student-support services: for example, a student union, counselling and mentoring support.
- Staff qualifications and experience: the extent to which these match their roles and responsibilities and whether promotion is based on merits and no other reason.
- Student raising and escalating concerns policy.
- Staff raising and escalating concerns policy.
- Staff Development: the extent to which staff are supported through an excellent staff development programme that promotes higher qualifications and improvement and that has a good policy framework to support this.
- Research and scholarship policy.

4.3 ETHICAL CONSIDERATIONS/PROTOCOL

CIAs are expected to exhibit high ethical and professional standards in their work by ensuring that information they gather remain confidential and only used for the T-TEL project. CIAs are not supposed to disclose the names of individuals they may engage in their work – be it formal interviews or informal discussions. Their names must not be disclosed to any third party. To avoid any element of victimisation or reprimands these ethical considerations must be followed.

Information being gathered must be done in a high degree honesty and sincerity; while ensuring that every judgment made is always fair. CIAs must ensure that all protocols are observed at all times.

4.4 QUALITY ASSURANCE

It is the responsibility of the CIA to ensure that information they gather is robust, reliable and well secured and within ethical guidelines.

Quality Assurance is a systematic process to check performance against expected standards. These standards may relate to the quality of training and learning, governance, the effectiveness of management or to the resources available for improvement. Therefore, CIAs will gather information on student experience, teaching and learning, leadership and management as well as the academic standards in the college. CIAs must assess the performance of the colleges they visit based on the following indicators:

- Clear quality assurance policies and procedures.
- The quality of training and learning, nature of governance, the effectiveness of management and resources available to support improvement.
- Compliance of their practices to the statutory and legal framework for Colleges of Education.
- Evidence that College of Education graduates are adequately prepared to contribute to the improvement of education in Ghana.
- College assessment regulations, procedures and criteria are publicly made available and are consistently applied.
- Evidence of approval for the curriculum, and a periodic monitoring and evaluation schedule to maintain the quality of training and learning.
- Adequate resources available to support teaching and learning.
- Good recruitment and a professional development policy that ensures that staff are of high calibre and can deliver the curriculum to the trainees.
- Effective monitoring and evaluation structures that ensure there is a systematic collection, analysis and use of relevant information (both qualitative and quantitative) to support effective management.

4.5 KEY PERFORMANCE INDICATORS [KPI]

The Colleges of Education are to strengthen their institutions and become autonomous tertiary institutions. The Leadership Programme is to support the college leaders in achieving this objective. Your role is to develop training materials and to train, support and monitor college leaders in their journey towards full autonomy. Your performance will therefore be measured against the following indicators:

- Effective facilitation of zonal training workshops for college leaders.
- Planned Coaching events in all colleges.
- Self-assessment of Quality Indicators by all colleges.
- Development of Annual Improvement Plan/s by all colleges.
- Development of Key Policies by all colleges.
- Monitoring and reviewing of Improvement Plans.
- Formation of functioning committees of the Academic Board in all colleges.
- Formation of functioning committees of the Governing Council in all colleges.
- The 3-year College Development Plan.
- Quarterly/progress report on all colleges' improvement.
- Writing of quality materials for units 2 – 6.
- Final Evaluation Report.

KEY PERFORMANCE INDICATORS	EVIDENCE	DATES
Initial Self-assessment of Quality Indicators conducted to be followed by half yearly self-evaluation	Self-assessment against all quality indicators carried out by all colleges. Self-assessment analysis report from each college Effective facilitation of zonal training workshops for college leaders	November 2015 & half yearly
Visit all colleges at least twice each semester for at least 2 days	Coaching schedule/Work plan Trip reports Two coaching events per semester in each college	Oct/ Nov 2015 & Feb/ March 2016& twice each semester
Develop Annual Improvement Plan	College Annual Improvement Plan for all Colleges of Education	By Dec 2015
Material writing	Participation in material writing Training materials	December 2015 and August 2016
Zonal Workshop for College Leaders	Workshop evaluation report for all training zones	Oct. 2015- 1 per Semester
Development of Key Policies	Policies for the following: HR, Financial management to include procurement, staff development, inclusion and diversity, training and learning, health and safety, monitoring and evaluation, public engagement	Ongoing and fully in place by December 2016
Monitoring and reviewing of Improvement Plans	Mid-year review reports Revised improvement plans	Starting April 2016 and repeat each semester
Formation of functioning committees of the Academic Board	ToRs for committees Committees are formed	Ongoing and fully in place December 2016
Formation of functioning committees of the Governing Council	ToRs for committees Committees are formed	Ongoing and fully in place by December 2016
A 3-year College Development Plan	The college development plan	July 2017
Reports	Trip Reports Quarterly Reports Mid-year evaluation reports The final evaluation reports	Ongoing Quarterly May 2016/17 July 2018

Output Indicators for Leadership Programme

1. Leadership and Management Themes/Units.
2. College Development Plan themes/focus.
3. Defined set of management policies.
4. CoEs demonstrate effective governing councils.

APPENDIX A - LEADERSHIP AND MANAGEMENT UNITS

Introduction

A set of six units within the leadership module, and the quality assurance framework supporting the units, are laid out below. These units support the four domains of institutional leadership, as illustrated in the 'Leadership and Management of Colleges Strategy' document. The domains and the corresponding units, along with the proposed delivery dates, are planned as follows:

Domain 1	**Leading Institutional Strengthening**	
Unit 1	Setting New Directions	October 2015
Unit 2	Leading Institutional Development – Systems Leadership	February 2016
Unit 3	Leading Institutional Development – Operations Leadership	September 2016
Domain 2	**Curriculum Training and Learning Leadership**	
Unit 4	Leading Curriculum Training and Learning	February 2017
Domain 3	**Change Leadership**	
Unit 5	Leading and Managing Change	September 2017
Domain 4	**Strategic Leadership**	
Unit 6	Strategic Leadership (Leading Development Planning)	February 2018

The units will be facilitated over a three year period. Each of the 38 Colleges of Education (CoE) will send a team to each training session. The six person team will be made up of the Council Chair or their representative, the college principal and vice principal, a member of the academic board who is preferably also a head of department, the quality assurance officer, and the college secretary or finance officer.

This sub-component of the T-TEL programmes seeks to:

- Focus on the improvement of management, leadership and governance of CoE as they develop their capacity as autonomy tertiary education institutions.
- Support CoE leadership teams in creating a college environment which is able to drive and engender conditions in which tutors are inspired and able to use improved methods of training student teachers, with consequent positive impact on teaching and learning in schools.
- Support CoE leadership in adopting and integrating gender responsive management practices across their institutions.

The units are supported by quality assurance standards which have been agreed with National Council for Tertiary Education (NCTE) and the National Accreditation Board (NAB). These standards, with the minimum evidence which the CoEs' are expected to present, are the basis for the CoEs' to become autonomous tertiary institutions. These quality assurance standards and minimum evidence levels are presented at the end of this document.

Objectives

By the end of the course CoEs should have improved with:

- The application of professional development practices and in management and leadership and the impact of those practices across each college.
- CoE management teams leading and creating a conducive environment for teacher professional development and school partnerships.
- Performance targets and an evidence-based College Development Plan.
- Embedding the quality assurance framework, self-assessment processes and reporting in the improvement culture of the college.
- Inclusive gender responsive policies.
- Effective governance and oversight of the college's practices.

UNIT 1: Setting New Directions

By the end of this unit the participants should be able to:
Conduct a whole college evaluation by:

- Using templates to conduct self-assessments at the various levels in the College.
- Developing a quality improvement plan by using templates provided.
- Defining the main systems of an effective College planning process.
- Engaging all the college stakeholders to develop improvement plans.
- Monitoring progress.

Topic	Sub topics	Strategies	QA Standard
Leadership of the College self-assessment and review process	Understanding your College • Supporting college improvement – the role and responsibilities of the governing council, the principal, the academic board and other stakeholders (internal and external) • Quality Assurance – the purpose, standards and guidance, benefits of systematic QA process and challenges • Self-assessment - benefits for the college, tutors, trainees and other stakeholders. Challenges of self-assessment	• Presentation • Case Study • Role Play • Group discussion • Toolkits for self-assessment • Templates for • developing college • Action plan • Template for monitoring progress • Exemplar College Action plan	Priority for this unit: • Quality of • Leadership and • Management • Quality of • Teaching and Learning • Quality of • Students Engagement • Quality • Assessment • Quality Monitoring and Evaluation • Quality of Partnership and Cooperation • Quality of • College Infrastructure and Environment (self-assessment across all QA Standards as part of baseline for the improvement planning process)

UNIT 2: Leading Institutional Strengthening (Systems Leadership)

By the end of this unit the participants should be able to:

- Work with staff, students and stakeholders to develop a vision for their College.
- Ensure CoE practices comply with legal, regulatory, ethical and social requirements.
- Develop an accountability framework.
- Develop a systematic approach to managing an area of work.
- Identify levels of the external environment.
- Assess factors that impact on institutional performance using PESTLE.
- Review College Improvement Plan to track progress against milestone and Key Performance Indicators.

Topic	Sub topics	Strategies	QA Standard
Building a Shared Vision **Understanding policies and procedures** **Developing your College policies and procedures**	• What is a vision? • Why a vision? • How is the vision developed? • How is the vision implemented? – From vision to action. • How does the vision talk to the CoE role in training high quality teachers and impacting on schools? • External environment and factors that impact on the College • Policies and Procedures (Finance, HR, T&L, QA, H&S, Inclusion & Diversity, Public Engagement, Assessment…), Gender, promotion, admission • National and institutional policies and procedures • Legal and statutory regulation in relation to education • Codes of conduct, professional ethics and values	• Review self-assessment products from the CoEs • Presentation • Case Study • Role Play • Group discussion • Toolkits for self-evaluation as part of systematic quality assurance process • Policies and procedures templates • Gender terms and definitions • Exemplar policies and procedures on: • Finance • Human Resources • Quality Assurance • Health and Safety • Professional development • Teaching Practice and Public Engagement • Gender Responsiveness	Priority for this unit: • Quality of Leadership and Management • Quality Monitoring and Evaluation • Quality of College Infrastructure and Environment Secondary focus on: • Quality of Teaching and Learning • Quality of Student Engagement • Quality Assessment • Quality of Partnership and Cooperation

Topic	Sub topics	Strategies	QA Standard
Gender Responsive Management **College Improvement Plan**	• Ensuring inclusion, diversity and access • Curriculum management • Towards equality and inclusiveness goal and vision • Developing gender institutional framework • What is gender equality / identifying gender issues in your college • Why Gender and Leadership • Gender equality policy • Sexual harassment policy • Gender responsive budgeting • Revisiting your college improvement plan based on new vision.		

UNIT 3: Leading Institutional Strengthening (Operations Leadership)

By the end of this unit the participants should be able to:

- Work with staff to translate the vision into agreed objectives and operational plans which will promote and sustain College improvement.
- Constructively engage with council members to:
  - Implement a College vision within the framework of NCTE.
  - Ensure compliance with legal, regulatory, ethical and social requirement.
- Planning interventions to address risk using a SWOT analysis.
- Ensure the structures and systems are in place for effective implementation of the Diploma of Basic Education (DBE) curriculum.

Topic	Sub topics	Strategies	QA Standard

Being a College Leader
 	
Being a member of the College Governing Council
 	
Nature of College Governance
	• Introduction to College Leadership
	  o Roles of senior level leadership
	  o Roles of middle level leadership
	  o Roles of first level leadership
	  o Roles of students leadership
	• Qualities of a college leader
	• Professional and personal accountability
	
	• Qualities of a council member
	• Code of Conduct, Professional Ethics and values
	• Conflict of interest
	• Risk Management
	
	• Power and politics
	• Academic issues
	• Quality assurance
	• Functional relationships between Council and Management
	• Role of Council Members
	• Quality Assurance
		• Presentation
		• Case Study
		• Role Play
		• Group discussion
		• Toolkits for self-evaluation as part of systematic quality assurance process
		• Gender and College Leadership checklist
		• Exemplar Terms of Reference for Committees of the Academic Board:
		  o Executive
		  o Staff Development and Research Academic
		  o Planning and Quality Assurance
		  o Works and Physical Development
		  o Residence and Housing
		  o Library
		  o Academic Affairs, and
		  o Professional Development
		• Exemplar Terms of Reference for committees of the Governing Council:
		  o Finance
			Priority for this unit:
			
			• Quality of Leadership and Management
			• Quality of Student Engagement
			• Quality of Teaching and Learning
			• Quality Assessment
			• Quality Monitoring and Evaluation
			
			Secondary focus on:
			
			• Quality of Partnership and Cooperation
			• Quality of College Infrastructure and Environment

Topic	Sub topics	Strategies	QA Standard
Leadership and Risk	• Setting up Statutory Committees of the Council • Setting up statutory committees of the Academic Board • Identifying risk • Classifying risk • Managing risk	o Development o Entity Tender o Audit Report Implementation, and o Appointment and Promotion • Exemplar codes of conduct for College Leaders and members of the Governing Council	
Gender Mainstreaming and Leadership	• Being a gender champion • Role of college leadership in gender mainstreaming • Supporting female staff and students • Addressing opposition and gender discrimination in Colleges of Education.		

UNIT 4: Leading Curriculum Training and Learning

By the end of this unit the participants should be able to:

- Implement strategies to change and transform teaching, learning, pedagogy and assessment practices.
- Design assessment processes for their CoEs and compare them to the DBE requirements to ensure they are fit for purpose.
- Assess tutor / staff performance and support staff to improve performance.
- Identify techniques for mentoring and coaching and use them to support professional and personal development of the tutors.
- Carry out a teaching and learning observation and provide constructive feedback.
- Plan approaches to improving the performance of individual teachers and conduct constructive performance meetings.
- Develop a CoE level gender responsive matrix, conduct sex disaggregation and gender analysis and use a Gender Scorecard.
- Improve gender equality of teacher trainee enrolment.
- Develop strategies to lead and support improvement in female trainees' performance with tutors equipped to lead and promote gender equality.

Topic	Sub topics	Strategies	QA Standard
Being a College Leader **Being a member of the College Governing Council**	• Introduction to College Leadership o Roles of senior level leadership o Roles of middle level leadership o Roles of first level leadership o Roles of students leadership • Qualities of a college leader • Professional and personal accountability • Qualities of a council member • Code of Conduct, Professional Ethics and values • Conflict of interest • Risk Management	• Presentation • Case Study • Role Play • Group discussion • Toolkits for self-evaluation as part of systematic quality assurance process • Gender and College Leadership checklist • Exemplar Terms of Reference for Committees of the Academic Board: o Executive o Staff Development and Research Academic o Planning and Quality Assurance o Works and Physical Development o Residence and Housing o Library o Academic Affairs, and o Professional Development	Priority for this unit: • Quality of Leadership and Management • Quality of Student Engagement • Quality of Teaching and Learning • Quality Assessment • Quality Monitoring and Evaluation Secondary focus on: • Quality of Partnership and Cooperation • Quality of College Infrastructure and Environment

Topic	Sub topics	Strategies	QA Standard
Nature of College Governance	• Power and politics • Academic issues • Quality assurance • Functional relationships between Council and Management • Role of Council Members • Quality Assurance	• Exemplar Terms of Reference for committees of the Governing Council: o Finance o Development o Entity Tender o Audit Report Implementation, and o Appointment and Promotion • Exemplar codes of conduct for College Leaders and members of the Governing Council	
Leadership and Risk	• Setting up Statutory Committees of the Council • Setting up statutory committees of the Academic Board • Identifying risk • Classifying risk • Managing risk		
Gender Mainstreaming and Leadership	• Being a gender champion • Role of college leadership in gender mainstreaming • Supporting female staff and students • Addressing opposition and gender discrimination in Colleges of Education.		

5: Leading and Managing Change

By the end of this unit the participants should be able to:

- Identify critical barriers to implementation of change.
- Lead by example, motivating others to accept change.
- Explore issues in planning for change.
- Understand the challenges that come of implementing a change initiative.
- Acquire the skills needed to engage stakeholders in the change process.
- Apply the four levers of influence model in promoting mindset and behaviour change.

Topic	Sub topics	Strategies	QA Standard
Drivers of Change **Process, Types and Examples of Change** **Approaches to Change** **Planning and Implementing Change** **Leading Staff Restructuring & Gender Equality Promotion** **Gender in Curriculum, Training and Learning Leadership**	• Improving Institutional Performance • How change comes about • Key internal and external drivers for change • Identifying the stages in change process • Explaining different types of change • Some examples of major changes in education • Identify factors that lead to change • Approaches to change leadership • The four levers of influence model • Stages in planning change • Improvement in female students' performance • Tutors and Gender Equality • Teacher Trainees and Gender Equality • The Gender Scorecard – Mentoring and Coaching	• Presentation • Case Study • Role Play • Group discussion • Toolkits for self-assessment • Templates for developing college Action plan • Template for monitoring progress • Exemplar College Action plan	Priority for this unit: • Quality of Leadership and Management • Quality of Partnership and Cooperation • Quality of Student Engagement • Quality of Teaching and Learning • Quality Assessment • Quality Monitoring and Evaluation Secondary focus on: • Quality of College Infrastructure and Environment

UNIT 6: Strategic Leadership (Leading Development Planning)

By the end of this unit the participants should be able to:

- Identify the range of resources available, use them effectively to achieve the College's educational goals and priorities.
- Manage College budget effectively.
- Identify stakeholders and their expectations and facilitate stakeholder partnerships that enhance the learning experience students.
- Ensure that the College is at the heart of the community and harness the support of the community in the activities of the CoE.
- Demonstrate excellent communication with a consultative approach.
- Foster a culture of appreciation, recognition and improvement.
- Motivate and work with others to create a shared culture and positive climate that is focussed on learning.
- Create opportunities and outcomes through gender equality for strategic thinking.
- Engender awareness of the strategic leaders' role and responsibility for gender equality and efficient gender responsive management.
- Integrate gender planning into College Development Plan and identify gender issues in staff development.

Topic	Sub topics	Strategies	QA Standard
Strategic Resource Management **College Leader as an Entrepreneur** **Moral Purpose of Leadership** **Distributed Leadership**	• Understanding the best fit between resources, opportunities and outcomes • How the interdependence of College and community enhance the education of all students • Systems and processes for communication with the wider community • Building and maintaining interdependent relationships with stakeholders and the wider community • Collaborative and persuasive approaches to working with the community and other stakeholder	• Presentation • Case Study • Role Play • Group discussion • Toolkits for self-assessment • Templates for developing college Action plan • Template for monitoring progress • Exemplar College Action plan • Gender and educational planning toolkits	Priority for this unit: • Quality Monitoring and Evaluation • Quality of Leadership and Management • Quality of Partnership and Cooperation • Quality of Teaching and Learning • Quality of Student Engagement • Quality Assessment • Quality of College Infrastructure and Environment (All the QA Standards will be evaluated in the process of college development planning)

Topic	Sub topics	Strategies	QA Standard
Leading Staff Development **Leading Development Planning**	• Why moral leadership • Barriers to college leadership • Moral imperative of leadership at college level • Moral imperative of leadership beyond the college • Building Effective Teams • Nature and purpose of teams • Importance of diversity and group dynamics • Establishing support structures • Build and sustain collaborative relationships with schools, other Colleges and organisations • Building networks with schools, management committees, the State and wider community • Constructive engagement with governing council and committees. • Boal and Hooijberg's strategic leadership model - competing values, emotional intelligence etc. • Performance Appraisal • Professional development planning. • Quality Management Systems • Development planning cycle • College 3-5 years' development plan. • Gender and strategic thinking – roles and responsibilities • Gender issues in staff development • Gender equality and staff performance • Gender planning and College Development Plan.	• Presentation • Case Study • Role Play • Group discussion • Toolkits for self-assessment • Templates for developing college Action plan • Template for monitoring progress • Exemplar College Action plan • Gender and educational planning toolkits	Priority for this unit: • Quality Monitoring and Evaluation • Quality of Leadership and Management • Quality of Partnership and Cooperation • Quality of Teaching and Learning • Quality of Student Engagement • Quality Assessment • Quality of College Infrastructure and Environment (All the QA Standards will be evaluated in the process of college development planning)

APPENDIX B - COLLEGE DEVELOPMENT PLAN THEMES

Gender Planning

- Number of female students
- Number of female tutors
- Number of gender-related policies/guidelines developed
- Number of Gender training sessions for tutors

Financial Management and Planning

- Budgeting cycle
- Auditing process and procedure
- Compliance with internal control process
- Compliance with procurement policy
- Number of financial plan reviews

Tutor Professional Development

- Number of Professional Development Plans completed
- Number of Professional Development Reviews

Training and Learning

- Number of lessons observed to be at least good
- Number of female students making the expected level progress
- Number of male students making the expected level of progress

Partnersgip and Cooperation

- Number of Partners
- Type of Partners – academic, industry/commercial, local level, national level

Students Engagement

- Representation of students on statutory committees
- Students' Representative Council (SRC) bye laws
- Number of female students in the SRC
- Number of male students in the SRC
- Number of Female students serving on Statutory committees of the college
- Number of extra-curriculum programmes

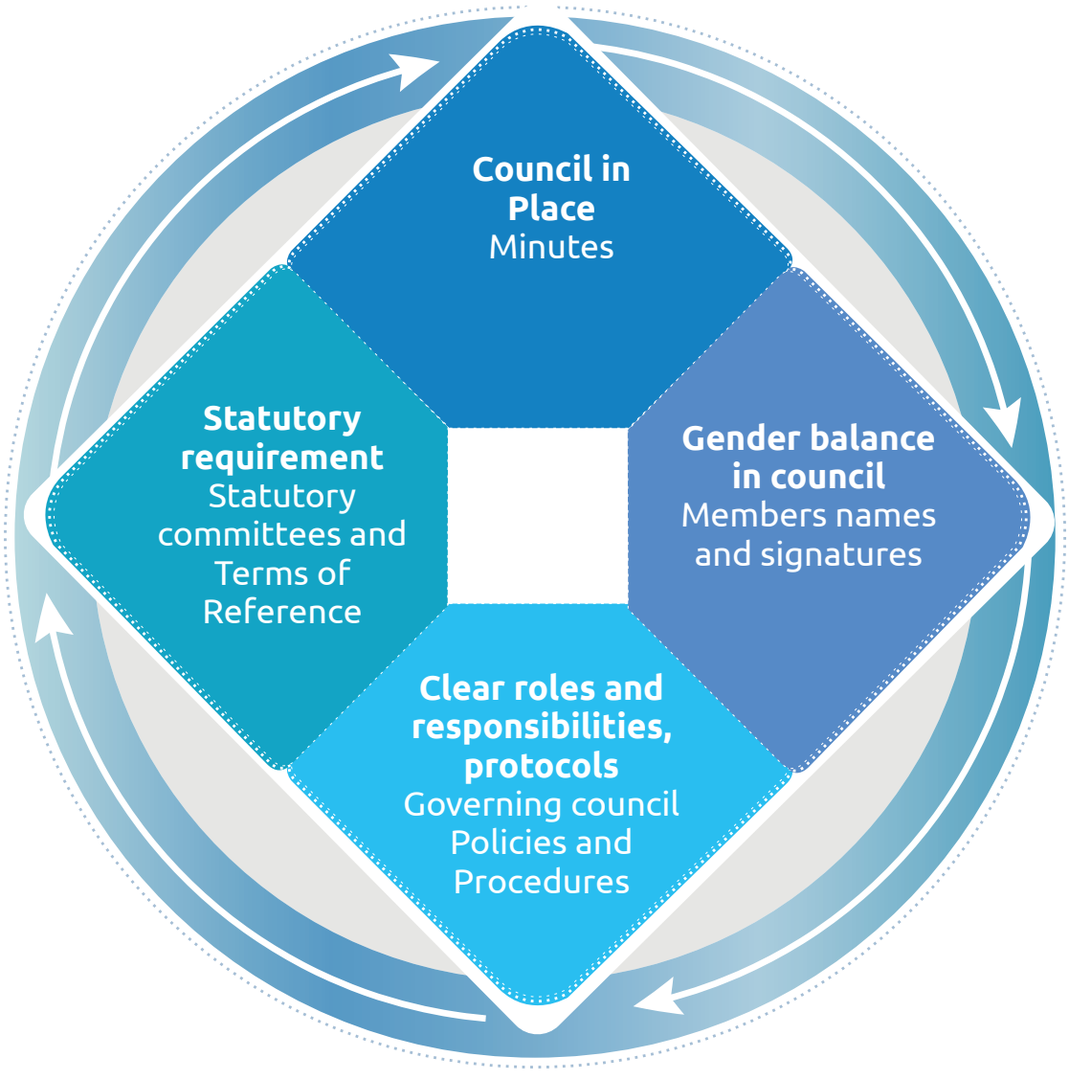
Infrastructure and Environment

- Number of health and safety reviews
- Frequency of infrastructure development reviews
- Facilities reviews report

APPENDIX C - DEFINE SET OF MANAGEMENT POLICIES

Defined set of management policies	Evidence of gender-responsive criteria within the policy
Inclusion and gender policy	Dedicated spaces/admission for students from disadvantaged backgrounds
Sexual harassment policy	Transparent reporting system for harassment Recourse and reprimand for harassment
Financial Management policy	Resources (i.e. scholarships) dedicated specifically for female students/tutors
Health and safety policy	Resources (i.e. toilets) dedicated specifically for female students/tutors
Tutor professional development policy	Resources dedicated specifically for female tutors Training on gender responsive pedagogyand gender equality
Tutor code of conduct	Conduct regarding treatment/teaching of female students (i.e. harassment, sexual favours, etc.)
Tutor appraisal policy	Appraisal regarding gender responsive pedagogy
Student admission and exam policy	Dedicated spaces/admission for female students
Governing Council policy	Gender balance of membership, gender responsive roles and responsibilities
Teaching and Learning Policy	Gender sensitive teaching practicum guidance, Classroom visit procedure, Lesson observation procedure
Quality Assurance Policy	Monitoring and Evaluation strategy to include quality assurance indicators and gender responsiveness
Public engagement policy	Fundraising (revenue generation) plan including engagement with industry/women groups College News/communication strategy to include gender focus
Assessment Policy	Appeals and mitigation process, Equality – learning needs assessment guidance, diversity and range of assessment tools
Staff Recruitment policy	Equality and diversity/gender responsiveness
Acceptable use policy	Inclusiveness- Library, Information Communication Technologies (ICTs)

APPENDIX D - COES DEMONSTRATING EFFECTIVE GOVERNING COUNCILS



APPENDIX E - CIA ACTIVITIES AND VISIT FRAMEWORK – OCTOBER 2015 TO MAY 2018

Activity	Frequency	Person Days Per Semester	Total Person Days
Induction of CIAs	2 days prior to each zonal workshop over semester for 6 for all CIAs 2*6*5	10 days	60 days
Training of College leaders	2 days for each zonal workshop (6 Zones for the purpose of the workshop) over 6 semesters (2*6*6)	12 days	72 days
Support Visits to the Colleges	2 days for 2 times per semester over 6 semesters in 38 colleges. Visits are schedule for immediately after each zonal workshop and later in the semester (4*6*38)	152 days	912 days
Writing Units 2 and 3	Writing of Units in December 2015 in Cape Coast: 15*5	75 days (one off)	75 days
Writing Units 4, 5 and 6	Starting in June 2016and spread over to August 2016: 30*5	150 days (one off)	150 days
Update, review and work planning meeting with Key Advisor	2 days over 5 semesters with representative from each Zone 2*5*5	10 days till May 2018	50 days
Reporting	CIAs are to write report following each College Visit. 2 days of 12 visits : 2*12*5	20 days	120 days

APPENDIX F - QUALITY ASSURANCE FRAMEWORK

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Link to Leadership and Management Professional Development Outcomes
Quality of Leadership and Management	• Alignment of motto, mission and vision to drive excellence • Good Governance • Robust and • rigorous QA Systems • Visible Leadership • Prudent Financial Management Systems • Efficient Resource Management Systems • Gender Responsiveness and inclusion	• equality and diversity policy • Sexual harassment policy • gender planning/ policy • Financial management plan • clear institutional ICT use policy • recruitment, selection and admissions policy (NCTE to advise) • provision of student-support services that promote equality and diversity, for example, disability services and learning support services • Admissions policy • anti-fraud policy and processes • compliance with NCTE QA regulations • compliance with NAB QA regulations	• Using templates to conduct self-assessments at the various levels in the College • Developing a quality improvement plan by using templates provided • Defining the main systems of an effective College • planning process • Ensure the structures and systems are in place for effective implementation of the Diploma of Basic • Education (DBE) curriculum • Manage College budget effectively • Engender awareness of the strategic leaders' role and responsibility for gender equality and efficient gender responsive management • Work with staff, students and • stakeholders to develop a vision for their College • Work with staff to translate the college vision into agreed objectives and operational plans which will promote and sustain College improvement • Carry out a teaching and learning observation and provide constructive feedback • Plan approaches to improving the performance of individual teachers and conduct constructive performance meetings

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Link to Leadership and Management Professional Development Outcomes
Quality of Leadership and Management		• complaints policy and processes for both staff and students • staff grievance policy • staff appraisal policy • staff promotion procedures • professional development plan and policy • Gender Responsive guidelines	• Develop a CoE level gender responsive matrix, conduct sex disaggregation and gender analysis and use a Gender Scorecard • Implement a College vision within the framework of NCTE • Understand the challenges that come of implementing a change initiative • Ensure compliance with legal, regulatory, ethical and social requirements • Planning interventions to address risk using a SWOT analysis • Review College Improvement Plan to track progress against milestone and Key Performance Indicators • Develop strategies to lead and support improvement in female trainees' performance with tutors equipped to lead and promote gender equality • Improve gender equality of teacher trainee enrolment • Assess factors that impact on institutional performance using PESTLE • Demonstrate excellent communication with a consultative approach • Foster a culture of appreciation, recognition and improvement • Integrate gender planning into College Development Plan and identify gender issues in staff development

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Link to Leadership and Management Professional Development Outcomes
Quality of Training and Learning	• standards of attainment over the course • overall quality of learners' achievement • qualification of staff • the provision of opportunities for professional development • student feedback	• appropriately qualified and updated tutors, practicum supervisors and mentorsstudent information systems that accurately record learning achievement and hours completed for award • have policies in place that promote innovation, research and scholarship in • programme delivery • observation of teaching and learning policylesson observation records • student feedback records • staff development plans • well-developed course outline • gender responsive pedagogy	• Implement strategies to change and transform teaching, learning, pedagogy and assessment practices. • Design assessment processes for their CoEs and compare them to the DBE requirements to ensure they are fit for purpose • Assess tutor / staff performance and support staff to improve performance • Identify techniques for mentoring and coaching and use them to support professional and personal development of the tutors • Carry out a teaching and learning observation and provide constructive feedback • Review College Improvement Plan to track progress against milestone and Key Performance Indicators. • Ensure the structures and systems are in place for effective implementation of the Diploma of Basic Education (DBE) curriculum • Identify stakeholders and their expectations and facilitate stakeholder partnerships that enhance the learning experience students • Lead by example, motivating others to accept change • Plan approaches to improving the performance of individual teachers and conduct constructive performance meetings • Motivate and work with others to create a shared culture and positive climate that is focussed on learning

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Link to Leadership and Management Professional Development Outcomes
Quality of Student Engagement	• advisory and support provision • academic support during their course	• analysis of student feedback on key aspects of the teaching and learning process • action plans to resolve issues raised by SRC and key issues drawn from student surveys	• Engaging all the college stakeholders to develop improvement plans • Work with staff, students and • stakeholders to develop a vision for their College
	• 'Student Voice': opportunities for trainees to contribute to the management and improvement of the college. • skill development • equity gender representation at college committee level	• library facilities with access to resources on pre-service teacher education, universal basic education; and teacher pedagogy • ICT facilities with appropriate software for specialist teaching • evidence of student discussion and participation in improvement initiatives	• Acquire the skills needed to engage stakeholders in the change process • Identify stakeholders and their expectations and facilitate stakeholder partnerships that enhance the learning experience students • Improve gender equality of teacher trainee enrolment • Develop strategies to lead and support improvement in female trainees' performance with tutors equipped to lead and promote gender equality

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Link to Leadership and Management Professional Development Outcomes
Quality of Monitoring and Evaluation	• quality and range of monitoring and evaluation tools • systematic process of students' involvement • systematic process for evaluating data • systematic process of monitoring academic programme	• the quality of leadership and management • the quality of teaching and learning both in college and in the partner schools • appeals and mitigation processes • inclusion, equality diversity and access • student engagement and involvement • monitoring and evaluation plan • clear policy on monitoring and evaluation • gender sensitive monitoring indicators / guidelines • guidelines for progress clearly spelt out in students' handbook	• Monitoring progress of implementation of improvement plan activities. • Review College Improvement Plan to track progress against milestone and Key Performance Indicators. • Ensure CoE practices comply with legal, regulatory, ethical and social requirements • Carry out a teaching and learning observation and provide constructive feedback • Improve gender equality of teacher trainee enrolment • Develop an accountability framework • Assess factors that impact on institutional performance using PESTLE • Integrate gender planning into College Development Plan and identify gender issues in staff development

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Link to Leadership and Management Professional Development Outcomes
Quality of Assessment	• The diversity of tools used to assess learning • Effective use of assessment to enhance learning • Internal controls for assessment to ensure conformity and quality	• policies and processes within academic regulations for assessing theory and practice, for example, fair assessment of practicum component, grading system • appeals and mitigation processes • equality and equity for example, learning needs assessment and reasonable adjustments for assessment of theory and practice • mechanism for monitoring student progress and feedback • mechanism for assessing teacher performance in place	• Design assessment processes for their CoEs and compare them to the DBE requirements to ensure they are fit for purpose • Develop strategies to lead and support improvement in female trainees' performance with tutors equipped to lead and promote gender equality • Assess tutor / staff performance and support staff to improve performance • Ensure the structures and systems are in place for effective implementation of the Diploma of Basic Education (DBE) curriculum • Assess factors that impact on • institutional performance using PESTLE
Quality of Partnership and Cooperation	• partnership at local, national and international levels • partnership and cooperation within the college • external stakeholders involvement	• documented policies and processes for public engagement • closer working relation with NACTE and NAB to support transition • collaboration with local commercial and business enterprises partnership and cooperation strategy to include fundraising and women involvement • strategy to actively involvement alumni in college improvement	• Engaging all the college stakeholders to develop improvement plans • Planning interventions to address risk using a SWOT analysis Work with staff, students and stakeholders to develop a vision for their College • Acquire the skills needed to engage stakeholders in the change process

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Link to Leadership and Management Professional Development Outcomes
Quality of Partnership and Cooperation		• dedicated Partnership and Cooperation (Public Engagement) Unit • signed Memorandum of Understanding with partners • college newsletter • Stakeholders involvement in matriculation and graduation ceremonies	• Explore issues in planning for change • Identify stakeholders and their expectations and facilitate stakeholder partnerships that enhance the learning experience students • Ensure that the College is at the heart of the community and harness the support of the community in the activities of the CoE
Quality of College Environment and Infrastructure	• quality and adequacy of facility • health and safety • equality and diversity • community of learning • Girl Friendly / Sensitive infrastructure	• the quality and adequacy of facilities to support quality provision including library • documented environment and infrastructure management policies and procedures • health and safety policy • equality and diversity policy • infrastructure development plan • functioning works and physical development committee • guidance and counselling unit with a qualified counselling staff availability of space for planned recreational activities • availability of adequate and accessible classrooms and laboratories • availability of well-equipped computer laboratories • established maintenance unit with qualified staff	• Review College Improvement Plan to track progress against milestone and Key Performance Indicators. • Identify the range of resources available, use them effectively to achieve the College's educational goals and priorities • Manage College budget effectively • Improve gender equality of teacher trainee enrolment • Develop strategies to lead and support improvement in female trainees' performance with tutors equipped to lead and promote gender equality

APPENDIX G - CIA COACHING LOG

Meeting Date and Meeting Number	
Progress made since previous meeting	
Agenda/Purpose for the Meeting	
Questions	**Responses**
What should be the key focus for our meeting?	
What have been the main improvement activities since our last meeting?	
What management policies and procedure have been able to put in place?	
What progress have you made in meeting the targets in your improvement plan?	
Are there any new themes emerging from the implementation of your improvement plan?	
What lessons have you learnt?	
What will happen as a result of our meeting?	
Have you identified any potential risk to the implementation of your plan?	
How will we know you are making progress with the key focus?	

Signed: _____ _____

Principal College Improvement Advisor

APPENDIX H - T-TEL PROJECT ACTIVITY REPORT

Report prepared by: _____

Report submitted to: _____ Reporting period: _____

Date: _____

1.0 Introduction/Background to Activities

(Kindly provide background information on what the activities are about and why you are implementing the activities)

2.0 Summary of Planned Activities for Period

(Kindly provide a summary list of all activities planned for the period prior to its implementation)

College	Planned Activity

3.0 Summary of Activities Implemented

(Kindly provide a summary list of all activities implemented)

College	Activities Implemented

4.0 Progress Made (provide details including outputs)

(Kindly provide very fine details of progress made for each activity and list the deliverables and outputs attaching the evidence materials)

College	Progress made (outcomes and outputs)

5.0 Unexpected Results

(Kindly provide a summary of any unexpected results or outcome following the activities implemented that were not anticipated)

College	Unexpected Outcomes/Results

6.0 Lessons Learnt

(Kindly state lessons learnt from these activities implemented)

College	Lessons Learnt

7.0 Next Steps

(Kindly provide information on the next round of activities, logistics needed and the dates of its implementation)

College	Next Steps

APPENDIX 1: ATTENDANCE SHEET(S)

(Kindly attach attendance sheets where applicable)

APPENDIX I - KEY PERFORMANCE INDICATORS FOR COLLEGES OF EDUCATION

1. Undertake College self-assessment

Evidence
Self-assessment document is shown

2. Development College Improvement Plan

Evidence
College Improvement Plan for the current year

3. Involvement of others in developing the College Improvement Plan

People	People
Vice principal	SRC president
Head of House/Year	Tutors
Head of department	Librarian
Quality Assurance officer	Finance officer
Collegesecretary	etc

4. Develop College Improvement Plan review schedule

Evidence
College Improvement Plan review schedule

5. Develop College vision and mission statement

Evidence
College vision statement
College mission statement

6. Alignment of vision and mission statements

Evidence
Both documents are aligned

7. Involvement of others in the development of vision and mission

People	People
Vice principal	SRC
Head of House/Year	Tutors
Head of department	Librarian
QA officer	Finance officer
Administrative staff	College secretary

8. Activities undertaken to implement the College vision

Evidence
Communicated/shared the vision with stakeholders
Developed objectives from the vision
Used the vision to inform the College Improvement Plan

9. Examples of effective systems leadership at the College

Evidence
Policies
Functioning Governing Council
Functioning Academic Board

10. Examples of effective operations leadership at the College

Possible answers
Functioning units/departments
Functioning sub-committees
Staff Restructuring

11. Some of the statutory roles and responsibilities of the College Principal

Roles and Responsibilities
Organising the academic business of the college
Guidance/authority over the academic staff
Setting the direction of the college
Reporting on quality issues to the Governing Council through the academic board

12. The statutory roles and responsibilities of the Governing council

Roles and Responsibilities
Providing strategic direction to college programmes and activities
Ensuring the achievement of the college's vision and mission
Providing an annual report on college activities

13. Setting up committees of the Governing Council.

Committees
Finance
Development
Entity tender
Audit Report Implementation
Appointment and Promotion

14. Setting up committees of the Academic Board

Committees
Executive
Staff Development
Research/academic
Planning and Quality Assurance
Works and Physical Development
Residence and Housing
Academic Affairs
Professional Development

15. Develop strategies to support improvements in student performance

Examples of strategies
Planned lesson observations
Annual performance appraisal of tutors
Policies (e.g. Assessment, Training and Learning, Quality Assurance etc)

16. Develop strategies to support tutor professional development

Examples of Strategies
Annual performance review and appraisal
Tutor professional development policy
Tutor Professional development audit report

17. Develop strategies to improve teaching practicum in schools

Examples of Strategies
Teaching Practice policy
Teaching practice guidelines for tutors, mentors and trainees
Trainees review report

18. Develop change management plans and policies

Examples
Leadership and management plans/policies
Training and Learning plans/policies
Quality Assurance plans/policies

19. Gender Planning targets in College Development Plan

Examples
Number of female students
Number of female tutors
Number of gender-related policies/guidelines developed
Number of Gender training sessions for tutors

20. Financial Management targets in the College Development Plan

Examples
Budgeting cycle completed
Auditing process and procedure completed
Compliance with internal control process completed
Number of financial plan reviews

21. Teaching and Learning targets in the College Development plan

Examples
Number of lessons observed to be at least 'good'
Number of female students making expected level of progress
Number of male students making expected level of progress

22. Partnership and Cooperation targets in the College Development Plan

Examples
Number of Partners
Different types of Partners (academic, industry/commercial, local, national)

23. Infrastructure and Environment targets in your College Development Plan

Examples
Number of health and safety reviews
Number of infrastructure development reviews
Number of completed facilities review reports

24. Student engagement targets in your College Development Plan

Example
Number of students on statutory committees
Students' Representative Council (SRC) by-laws completed
Number of female students in the SRC
Number of male students in the SRC
Number of Female students serving on Statutory committees of the college
Number of extra-curriculum programmes

25. Policy Documents

	Does the College have: Key Policies	Does this policy contain gender sensitive criteria?
1.	Inclusion and gender policy	Dedicated spaces/admission for students from disadvantaged backgrounds
2.	Sexual harassment policy	Transparent reporting system for harassment
3.	Financial Management policy	Budgets for resources (ie., scholarships, college facilities) focused on female students/tutors
4.	Health and safety policy	Resources (ie., toilets and female hygiene) dedicated specifically for female students/tutors
5.	Tutor professional development policy	Resources dedicated specifically for female tutors
		Training on gender responsive pedagogyand gender equality
6.	Tutor code of conduct	Conduct regarding treatment/teaching of female students (ie., harassment, sexual favours, etc.)
7.	Tutor appraisal policy	Appraisal regardinggender responsive pedagogy
8.	Student admission and exam policy	Dedicated spaces/admission for female students
9.	Governing Council policy	Gender balance of membership, gender responsive roles and responsibilities
10.	Teaching and Learning Policy	Gender sensitive teaching practicum guidance
		Gender sensitive Classroom visit procedure
		Gender sensitive Lesson observation procedure
11.	Quality Assurance Policy	Monitoring and Evaluation strategy includes gender responsive indicators
12.	Public engagement policy	Fundraising (revenue generation) plan include engagement with industry/women groups
		College News/communication strategy includes gender focus
13.	Assessment Policy	Gender sensitive appeals and mitigation process
		Gender sensitive learning needs assessment
14.	Staff Recruitment policy	Recruitment of female tutors and staff
15.	Acceptable use policy	Gender sensitive procedures for Libraries, ICT and other college facilities

26. College Governing council

Evidence
Governing Council meeting minutes

27. The composition of Governing council

Evidence
Governing Council meeting minutes show equal number of females and males

28. Governing council business interest register

Evidence
Business interest register

29. Document that outlines the governing council's roles and responsibilities

Check for:
Overall Governing Council policy document
Specific roles and responsibilities for Policy formulation
Specific roles and responsibilities for College improvement planning
Specific roles and responsibilities for Financial oversight
Specific roles and responsibilities for Accountability

30. NAB accreditation standards

Standards	Evidence
Quality of Leadership and Management	Self-assessment report, College Improvement Plan and review Final self-evaluation
Quality of Teaching and Learning	
Quality of Students Engagement	
Quality of Assessment	
Quality of Partnership and Cooperation	
Quality of Monitoring and Evaluation	
Quality of College Infrastructure and Environment	

APPENDIX J - GENDER RESPONSIVE SCORE CARD FOR COE

Gender scorecard marking to be completed by: 1) the principal and vice principal together, 2) CoE Gender Focal Point and one female tutor together, and 3) two female students together

1. Tick if '**Not achieved**' box if the listed action/strategy has not yet been started.
2. Tick '**Partially achieved'** if the action/strategy has been started within the year.
3. Tick **'Half achieved'** if the action/strategy is at the half-way point of being completed.
4. Tick '**Fully achieved'** if the action/strategy is fully complete and will be repeated in the coming year.
5. Leave the boxes blank if the action/strategy is not applicable (for single sex CoEs only).

Gender Responsive Competency	Specific action / strategy to assess:	Not achieved	Partially achieved	Half achieved	Fully achieved
		0	1	2	3
1. All members of the CoE have received gender training	a) All Tutors attend training on gender equality and gender responsive pedagogy				
	b) All senior management attend training on gender equality and gender responsive management				
	c) All other CoE staff receive training materials on gender equality and gender responsive management				
	d) All mentors of teaching practicals receive training materials on gender equality and gender-responsive mentoring strategies				
	e) All students receive training materials or coursework on gender equality and gender responsive pedagogy				

Gender Responsive Competency	Specific action / strategy to assess:	Not achieved	Partially achieved	Half achieved	Fully achieved
		0	1	2	3
2. Classroom practice is gender responsive	**Appraisals or lesson observations show that all Tutors do thefollowing:** a) give equal chance to females and males to ask/ answer questions				
	b) assign leadership roles equally to females and males in lesson activities				
	c) make sure females and males participate equally in activities				
	d) are patient with females and males who may be shy or afraid to speak				
	e) check if both females and males equally understand the lesson				
	f) provide constructive verbal feedback to both females and males in class				
3. Tutors challenge traditional gender roles during lessons	**Appraisals or lesson observations show that all Tutors do thefollowing:** a) use teaching materials that do not show or reinforce traditional gender roles (eg., women cooking/cleaning and men in professional roles)				
	b) point out and discusses traditional gender roles that appear in books/materials and discuss how these limit what females think they can achieve in their education and lives				
	c) actively use examples (in exercises or activities) that challengeor reverse traditional gender roles (eg., show men cleaning)				
	d) use examples that make females and males feel confident to challenge traditional gender roles in general (eg., boys should cook, girls should be doctors)				
	e) upport female students in studying and achieving in subjects like maths and science				

Gender Responsive Competency	Specific action / strategy to assess:	Not achieved	Partially achieved	Half achieved	Fully achieved
		0	1	2	3
4. CoE practices and protocols are gender responsive	a) CoE cleaning and chores do not reflect or reinforce traditional gender roles (eg., only female students run errands or clean up)				
	b) Class prefect roles are equally assigned to female and male students				
	c) There are specific clubs/extra-curricular activities designed to build female student confidence in specific subject areas				
	d) A gender club is organised in order to discuss gender equality and help females and males feel confident to challenge traditional gender roles in society				
	e) A guidance counsellor is in place to provide support and a safe space for all students				
	f) All forms of corporal punishment or intimidating disciplinary measures are banned from use by Tutors and staff				
	g) School code of ethics include non-discriminatory class room environment				
5.CoE infrastructure is gender responsive	a) Female students have safe accommodation that is close to CoE buildings and facilities (safe = lighting at night, secure doors/locks, security guards / watchmen)				
	b) Female staff have safe accommodation that is close to CoE buildings and facilities (if applicable) (safe = lighting at night, secure doors/locks, security guards / watchmen)				
	c) Female mentees have safe accommodation during teaching practicals (follow up with Mentors)				
	d) Female toilets throughout the CoE have water available and hygiene bins				
	e) Female changing rooms are safe, clean and available				

Gender Responsive Competency	Specific action / strategy to assess:	Not achieved	Partially achieved	Half achieved	Fully achieved
		0	1	2	3
6. All female students/ staff have equal access to CoEresources	**There are CoE strategies to ensure that:** a) female staff/students use Teaching and Learning Materials just as much as males				
	b) female staff/students use CoE Library resources just as much as males				
	c) female students use extra-curricular clubs and activities just as much as males				
	d) female staff/students use CoE ICT resources just as much as males				
	e) female students use classroom resources (desks, chairs, learning materials) just as much as males				
7.CoE teaching practicals are gender responsive	a) Teaching Practice Coordinators follow-up with Lead Mentors to make sure that schools have a sexual harassment policy that protects Student Teachers				
	b)Teaching Practice Coordinators ensure that Student Teachershave safe accommodation before Teaching Practice begins				
	c) Teaching Practice Coordinators try to group/pair female Student Teachers when assigning Teaching Practice schools and accommodation				
	d) Mentors use the Gender Responsive Mentoring Scorecard for self-assessment				
	e) Student Teachersuse the Gender Responsive Mentoring Scorecard to appraise their Mentors				
	f) Follow-up actions are being taken by the school based on Scorecard assessments				

Gender Responsive Competency	Specific action / strategy to assess:	Not achieved	Partially achieved	Half achieved	Fully achieved
		0	1	2	3
8. TheCoE has a sexual harassment policy that is fully implemented	a) The CoE has received and adopted the NCTE Sexual Harassment Policy. If not, the Principal should facilitate the following tasks:				
	i. The CoE staff develops an agreed definition of what constitutes sexual harassment				
	ii. The CoE staff agrees on a transparent reporting system for staff or students experiencing sexual harassment				
	iii. The CoE staff nominates an appropriate female staff member to act as the first point for reporting and to act as a counsellor for those experiencing sexual harassment				
	iv. The CoE staff develops disciplinary measures for those guilty of sexual harassment				
	v. The definition, reporting system and reprimand system are disseminated to all staff, students and community members				
9. CoE staff procedures aregender responsive	a) CoE Gender Focal Point is appointed and active				
	b) Female and male tutors/staff have equal levels of inclusion (for discussions, meetings, contributing opinions, etc.)				
	c) Female and male tutors/staff have equal opportunities (for participating in activities, training, promotion, housing, etc.)				
	d) Female and male tutors/staff are paid incentives and allowances equally for the same positions/ activities				
	e) Female and male tutors/staff have equal informal duties that do not reflect or reinforce traditional gender roles (eg., female staff should not be the onlyones to run errands or clean up)				
	f) Any 'neutral'staff policies or procedures are analysed for unequal outcomes and adjusted accordingly				

Gender Responsive Competency	Specific action / strategy to assess:	Not achieved	Partially achieved	Half achieved	Fully achieved
		0	1	2	3
Continued... **9. CoE staff procedures aregender responsive**	g) Strategies are developed to support female staff childcare/family responsibilities				
	j) There is a gender balance of senior management team members				
	i) If not, strategies are developed to seek, support and promote females to senior management positions				
	j) There is a gender balance of academic board members				
	k) If not, strategies are developed to seek, support and promote females to academic board				
10. CoE policies are developed and/or amended to be gender responsive	a) Student admission policy provides dedicated spaces/admission for female students and students from disadvantaged backgrounds				
	b) Inclusion and gender policy supports and makes accommodations for female staff/students with regard to pregnancy and child-care				
	c) Financial Management policy provides budgets for resources (ie., scholarships, college facilities) focused on female students/tutors				
	d) Health and safety policy specifies resources (ie., toilets and female hygiene bins) for female students/tutors				
	e) Tutor professional development policy specifies resources dedicated specifically for female tutors, training on gender sensitive pedagogy				
	f) Tutor appraisal policy includes gender responsive pedagogy in appraisals and/or lesson observations				
	g) Tutor/Student codes of conduct highlights gender responsive conduct regarding the treatment of female students (ie., sexual harassment)				
	h) Quality Assurance Policy includes gender responsive indicators in its Monitoring and Evaluation strategy				

Gender Responsive Competency	Specific action / strategy to assess:	Not achieved	Partially achieved	Half achieved	Fully achieved
		0	1	2	3
Continued... **10. CoE policies are developed and/or amended to be gender responsive**	i) Staff Recruitment policy aims to actively recruit female tutors/staff				
	j) Public engagement policy includes a fundraising (revenue generation) plan toengage with industry/ women groups				
	k) College News/communication policy/strategy includes a gender focus				
	l) College News/communication policy/strategy includes a gender focus				
	m) Assessment Policy includes a gender responsive appeals and mitigation process				
	n) Acceptable use policy includes gender responsive procedures for Libraries,ICT and other college facilities				
11. CoE data is collected and analysed in a gender responsive way	a) Data on female student enrolment is collected, analysis on reasons for disparity with males, and strategies developed to close the gap				
	b) Data on female achievement collected, analysis on reasons for disparity with males, and strategies developed to close the gap				
	c) Data on female tutors employed collected, analysis on reasons for disparity with males, and strategies developed to close the gap				
	d) Data on female senior managers collected, analysis on reasons for disparity with males, and strategies developed to close the gap				
	e) Data on female SRC members collected, analysis on reasons for disparity with males, and strategies developed to close the gap				
	f) The principal completes this Gender Responsive Scorecard annually				
	g) The principal discusses the results of this Gender Responsive Scorecard with stakeholders and together they chose and prioritise follow-up actions				

Gender Responsive Competency	Specific action / strategy to assess:	Not achieved	Partially achieved	Half achieved	Fully achieved
		0	1	2	3
12.CoE planning is gender responsive	There are bothtargets and strategies to improve: a) female student enrolment				
	b) female student achievement				
	c) female tutor recruitment				
	d) number of females in senior management positions				
	e) number of female students in the SRC				
	f) number of female students serving on statutory committees				
	g) number of males involved in gender equality promotion/activities				
	h) an appraisal system is developed to assess targets and the implementation of strategies				
13. CoE budgeting is gender responsive	Budgets are allocated for: a) gender training for CoE staff and students				
	b) gender responsive infrastructure and resources (competency #5)				
	c) scholarships for female students				
	d) recruitment and promotion of female staff				
	e) gender sensitive policy development and dissemination(comp #10)				
	f) implementation of strategies to improve gender targets (comp #12)				
	g) CoE Gender Focal Point work				

APPENDIX K - QUARTERLY REPORT TEMPLATE

Progress To Date
Issues
Key Strategies
Annex

Reference

Starr, J (2010) TheCoaching Manual: The Definitive Guide to the Process, *Principles and Skills of Personal Coaching (3rd Ed)*. Pearson Business.

APPENDIX L - COLLEGE IMPROVEMENT PLAN TEMPLATE

Quality Indicator:			
Objective:		**Success Criteria:**	
Key Targets	**Responsible for Leading and ensuring completion**	**Responsible for Leading and ensuring completion**	**Breakdown of key tasks into achievable smaller tasks**
1			
2			
3			

College Improvement Plan – Progress Monitoring Schedule

Quality Indicator:				
Targets	**Cost Implications and Sources of Funding**	**Monitoring Schedule** *(Give a date for each monitoring process)*	**Progress** *(you could use traffic light to show levels of progress) Completed (Green) On track (Yellow), Behind schedule (red)*	**Further Action Required** *(Indicate how you will reactivate the task behind schedule)*
1				
a				
b				
c				
2				

College Improvement Plan – Evaluation Schedule

Quality Indicator:
Final Evaluation of the Improvement Initiative
What went well (www)
Even Better If (EBI)
Next Time We Shall (NTWS)

www.t-tel.org