



**The Third National Stakeholder Forum on Curriculum Review  
of Teacher Education**  
*Inspirational Training for Inspirational Teaching*



# Purpose of the day

Today we are presenting the final draft of the Curriculum Framework for Teacher Education. As a representative of a key stakeholder group your endorsement is critical as are your views to ensure this Framework clearly sets out what is needed in a revised DBE to train effective, engaging and inspirational teachers for *all* children and young people.

We will use this feedback in our final review of the Framework before submission to the Hon. Minister.

Our key questions are:

- Is this what is needed to train teachers effectively? What might be added, amended or removed in each part of the Framework?
- What do you think is the biggest challenge to implementation, how could it be addressed?
- Do you ***endorse*** the Framework overall as appropriate to achieving the vision for education? If not why not?

Any other observations are of course welcome.

# The Curriculum Framework



- To create a Curriculum Framework which sets out the key elements a pre-service teacher education curriculum must adhere to and against which the DBE Curriculum can be reviewed.
- To support system change in teacher education and ultimately in education in Ghana to ensure every child's entitlement to effective, engaging and inspirational teachers
- To identify key conditions which need to be in place to support implementation



# The approach used to develop the Curriculum Framework



**A Framework written with the leaders of the Teacher Education Community and through National consultation**  
*Harnessing the wisdom of the ‘informed’ crowd*

Based on the notion that change is most effective when:

- there is sustained engagement with key partners
- there is an expressed need, an imperative, for change



# How the approach has worked



It has built from National Policy Dialogue, January 2015, through to the writing and presentation of the Curriculum Framework for the reform/revision of the DBE, at this Forum

Each phase of the project is dependent

- on the success of the previous phase
- on the ongoing engagement and input from strategic partners
- the main indicator of the success of the project to date *is* the **progress** of the project



# The vision for the Teacher Education Curriculum:



All teachers are fully prepared to teach the full school curriculum, incl.

- English,
- mathematics and
- Science

And develop all pupils' languages, Ghanaian and English, and literacy so they can access the curriculum



# Achieve this vision through

- Making explicit critical cross cutting issues: equity and inclusivity, assessment, core skills, professional values, action research and reflection
- Raising the profile of practical teaching experience through supported – assessed - teaching in school
- Moving from exam focussed assessment to a professional portfolio
- Moving from generalist to specialist teacher training
- Moving to a more interactive , learner focussed approach to training

# The new structure

The Four pillars of Teacher Education:

- Subject and curriculum knowledge
- Pedagogic knowledge
- Literacy studies, Ghanaian Languages and English
- Supported teaching in school



**Inclusive, Equitable, High Quality Education, Life Long Learning Opportunities  
Increased Numbers of Effective Engaging Inspirational Teachers for All  
Teachers' Standards Basic School curriculum**

Equality and inclusivity | Professional values | Assessment strategies | Core skills | and CPD for Mentors, college tutors, school leaders

**Subject and Curriculum Knowledge**

- **Subject knowledge for teaching content**
- **School curriculum including learning outcomes**
- **Education system and key subject policies guiding it**
- **Child development and learning in subjects in diverse contexts / cultures**

**Literacy Studies:  
Ghanaian Languages and English**

1. **Language proficiency and communication**
  - **Communicate fluently engage learners in Ghanaian language/ English**
  - **Use the L1 to teach other subjects KG-P3 and L2 as language of instruction from P4-JHS 3**
  - **Assist transition from L1 as medium of instruction to the use of L2 from P4 onwards**
  - **Identify and support children with literacy problems**
2. **Early Grade Literacy**

**Pedagogic Knowledge**

- **Instructional strategies**
- **Introduction to cross cutting issues: inclusivity, professional values, assessment to support differentiation and learning, core skills**
- **Effective mechanisms for planning**
- **Behaviour management strategies**
- **Preparation for supported teaching in school**

**Supported Teaching in School**

- **Application of their learning in a range of supported and extended school experiences: observing, planning, teaching and assessing their impact on pupils' learning progress and well being**
- **Assessed through portfolio of evidence of quality of teaching against the TS', pillars and CCI**

**Effective Engaging Inspirational New Teachers**

**Enhanced learning outcomes and opportunities for pupils**

# Framework Presentations

# SUBJECT AND CURRICULUM KNOWLEDGE

**Dr. Augustine Tawiah, NTC**

**Prof. Kofi Mereku, UEW**

**Mrs. Felicia Boakye Yiadom, GES**

**Mr. John Baako, PRINCOF**

# **INTRODUCTION: Big question?**

What *professional, subject and curriculum knowledge* is expected of the beginning teacher?

# INTRODUCTION: TOTAL TEACHER

Requirement of the NTCs' National Teachers' Standards (NTS)

The total teacher is one who has

- **professional values and attitudes**
- **professional knowledge** of educational frameworks and curriculum; of learners
- **professional practice**, repertoire of skills, teaching, learning and assessment, managing the learning environment
- **the capacity to reflect (i.e. transactional knowledge)**

# **NTS expectations for professional, subject and curriculum knowledge** - for the years appropriate to their specialisms and subjects, knowledgeable and understanding teachers:

- **Have secure content knowledge, pedagogical content knowledge** (subject knowledge) **NTS 2.3**
- **Can use at least one Ghanaian language as medium of instruction** (subject knowledge) **NTS 2.4**
- **Have comprehensive knowledge of the official school curriculum including learning outcome** (curriculum knowledge) **NTS 2.2**
- **Have good knowledge of how to teach beginning reading and numeracy** (curriculum knowledge) **NTS 2.4**

## NTS expectations for *knowledge of professional knowledge. Cont.*

- **Demonstrates familiarity with the education system and key policies guiding it** (*Knowledge of educational framework and curriculum*) **NTS 2.1**
- **Understands how children develop and learn in diverse contexts and applies this in their teaching** (*Knowledge of learners*) **NTS 2.5**
- **Takes account of, and respects, learners' cultural, linguistic socio-economic and educational backgrounds in their planning and teaching** (*Knowledge of learners*). **NTS 2.6**

# **Mandatory Courses for developing professional knowledge Subject and Curriculum Studies**

**COMPREHENSIVE STUDY OF THE SCHOOL CURRICULUM, new  
teachers are expected to have:**

- **conceptual and comprehensive understanding of progression in subject content in the relevant subjects and specialisms;**
- **awareness of potential misconceptions; understanding of subject specific pedagogy and assessment strategies;**



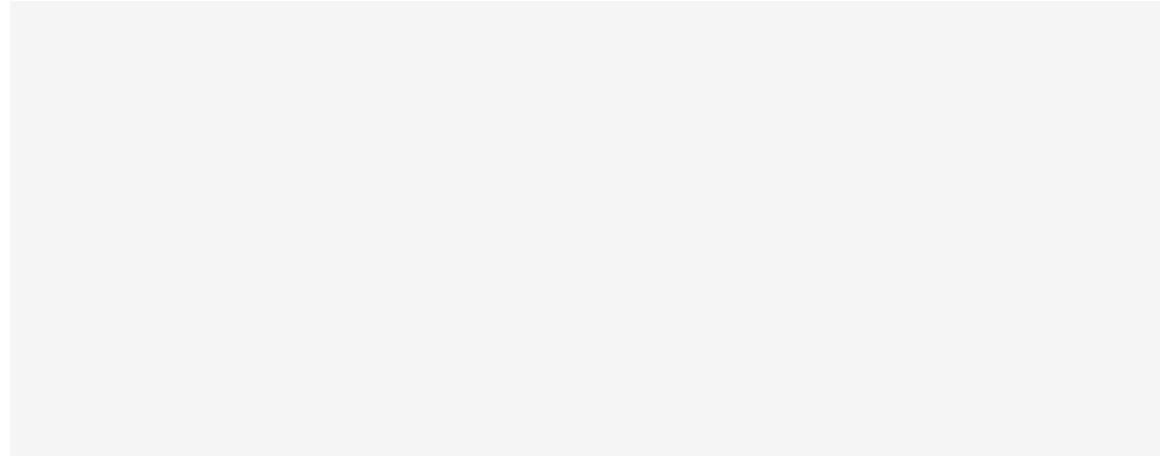
# **Mandatory Courses for developing professional knowledge Subject and Curriculum Studies**

**COMPREHENSIVE STUDY OF THE SCHOOL CURRICULUM, new teachers are expected to have, cont.:**

- **understanding of pupils' learning development**
- **Understanding the literacy of the content**
- **knowing the relevant research literature in the teaching areas**

***Supported placements - real-world opportunities to apply and be assessed applying what they have learned when teaching in school during extended placements***

**Thank you**



# Curriculum Framework for Literacy studies: Ghanaian Languages and English

The Third National Stakeholder Forum on Curriculum Review of  
Teacher Education: Inspirational Training for Inspirational Teaching

Presenter:

DR. Charles Owu-Ewie

(Curriculum and Instruction)

Dean, Faculty of Ghanaian Languages Education

University of Education, Winneba

# Introduction

- Language and education are two inseparable concepts because education is mediated through language.
- Teachers therefore need to be trained to be competent and confident in the languages of instruction and communication - L1 L2
- The questions we need to address are
  - (i) How do we train teachers to help children to develop literacy competencies that will make them lifelong learners - learning to read and reading to learn in both L1 and L2?
  - (ii) How can the literacy curriculum in teacher education be developed to ensure that new teachers fully meet the national Teachers' Standards and are able to support all pupils literacy progress and learning across the curriculum?
  - (iii) How can the (literacy) curriculum be developed to assess the national standards for teacher education to make them competent?

# Expectations of trainee teachers

- Communicate fluently and effectively to engage learners in Ghanaian language and English
- Use the L1 to teach other subjects KG-P3 and L2 as language of instruction from P4-JHS 3
- Assist transition from L1 as medium of instruction to the use of L2 from P4 onwards
- Identify children with literacy problems in both Ghanaian language and English and provide remediation
- Use L1 as springboard for improving L2 learning and communication, especially at the lower primary level: oral, reading and writing skills

# Literacy Studies: Ghanaian Languages and English

Two parts:

- i. Language (Ghanaian languages and English) Proficiency and communication
- ii. Early Grade Literacy (Tied to the G-RAP - Ghana Reading Action Plan) Separated from Language proficiency and communication as when combined insufficient attention has been given to it in training.

Both parts require college based study integrated with application in a range of well supported and extended real school experiences: observing, planning, teaching and assessing their impact on pupils' literacy and learning progress.

# The Language Proficiency and communication component (L1/L2)

**Rationale,** to enable new teachers to:

- use Ghanaian language as medium of instruction at the KG –P3 and as subject of study from P1-JHS 3 and English to teach and as subject of study from Primary 4 to JHS
- use Ghanaian language to improve literacy skills in English
- construct effective assessments to diagnose students' language learning problems and strengths and to inform planning for progress and learning
- implement the language policy of education in their schools and Districts
- Conduct small scale action research to improve Ghanaian language and English learning and teaching in schools.
- develop appropriate Language (Ghanaian language and English) teaching/learning strategies and resources for their learners.

# The Language Proficiency and Communication

This links to the Teachers' Standards. It underpins effectiveness across all Standards and specifically, a trainee :

- Has comprehensive knowledge of the official school curriculum including learning outcomes (in literacy studies) (NTS 2.1.1)
- Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge (in literacy studies) (NTS 2.1.2).
- (At pre-primary and primary level), knows the curriculum for the years appropriate to multi-grade classes; has good knowledge of how to teach beginning reading and (numeracy), and speaking, listening, reading , and writing of at least one Ghanaian language for instruction. (NTS 2.2)
- Carries out small scale action research (in literacy studies) to improve practice. (NTS 3.2)



# Early Grade Literacy

**Rationale, to enable new teachers, esp. when specializing in early grades, to**

- assist early graders understand printed information; read and write, decode and encode text in the L1 and L2
- develop children's comprehension and the culture of reading a range of texts independently, for pleasure and instruction
- teach early graders phonic knowledge and how to apply this in their reading and writing
- understand the phonics of L1 and L2 and to know the differences, so as to assist learners overcome problems they may encounter during the dual language learning process.
- engage parents in improving and encouraging their children's literacy

# Early Grade Literacy

Early grade Literacy component is tied to the following National Teachers' Standards. A teacher trainee

- employs a variety of instructional strategies that encourage learner participation and critical thinking (in Literacy studies)(NTS 3.5)
- produces and uses a variety of (language) teaching and learning resources that enhance learning, including ICT (NTS 3.10)

**THANK YOU!**

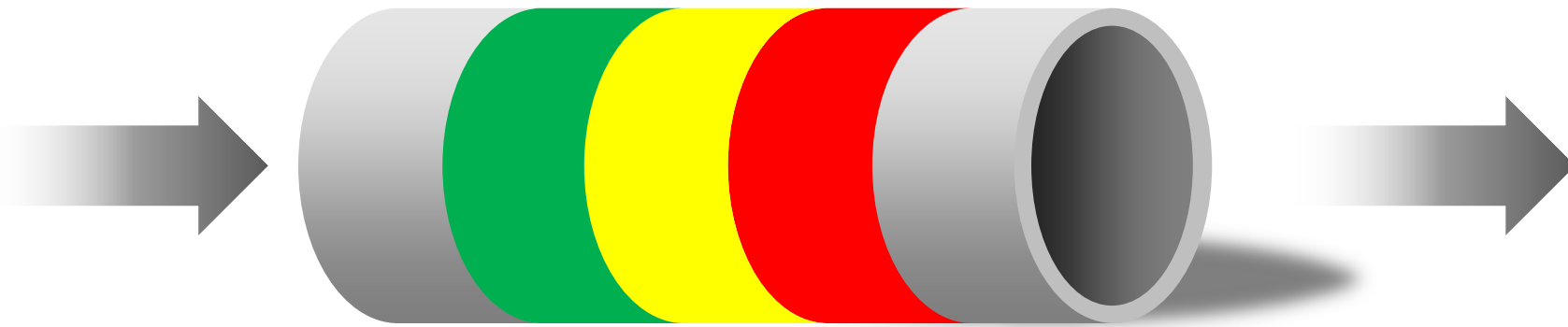


*“If a child can’t learn the way we teach, maybe we should teach the way they learn”* – **Ignatio Estrada**

# Pedagogic Knowledge

# Pedagogical Knowledge: Policy Relation

Ghana's Inclusive Education Policy seeks to;



***create an education system that is responsive to learner diversity and to ensure that all learners have the best possible opportunities to learn.***

# What is Pedagogy?

- **Instructional techniques and strategies** which enable learning to take place.
- **Interactive process** between teacher and learner, the provision of some aspects of the learning environment (Siraj-Blatchford et al., 2002:10).
- **Pedagogic knowledge?** the type of knowledge teachers possess about teaching - *the broad principles and strategies of classroom management and organisations that go beyond subject matter (Shulman, 1987).*

**Pedagogic knowledge is most closely aligned to the professional practice dimension of the Teachers' Standards. With some overlap to Professional knowledge.**

# PK expected from student teachers

- 1. Demonstration of an understanding** of school subjects through linkages among learners, context, subject discipline and pedagogical approach.
- 2. Demonstration of Knowledge** of theories of learning and general principles of instruction,
- 3. Demonstration of an Understanding** of the various philosophies of education, the general knowledge about learners, and knowledge of the principles and techniques of classroom management



# Big Issue?

- Preparation in Pedagogic Knowledge and Skills in teacher education is weak.
  - Gaps
    - **What is taught during teacher preparation and what is practiced in the classroom**
    - **Application of PCK through supported placement in schools is missing**

The need to bring teacher education to reflect what student teachers will be doing after graduation is key

- What experiences do student teachers go through in School
- How are they oriented to become action researchers and reflective practitioners

# PK of Students Teachers and Aspects of the standards



# PK of Student Teachers & Teachers Standards

- Pedagogical knowledge and pedagogical content knowledge for the school **and grade they teach in**
  - Understands how children develop and learn in diverse contexts and applies this in their teaching.
  - Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in their planning and teaching
  - Knowledge of the curriculum (at pre-primary and lower primary) for the years appropriate to multigrade classes
    - Knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.

# Expectations Professional Practice

Managing the learning environment, the teacher:

- Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching
- Carries out small scale action research to improve practice
- Creates a safe, encouraging learning environment
- Manages behaviour and learning with small and large classes

## Expectations Professional Practice, cont.

### Teaching and Learning, the teacher:

- Employs a variety of instructional strategies that encourages student participation and critical thinking. ***Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.***
- **Employs instructional strategies appropriate for multi-grade, multilingual and multi-age classes**
- **Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning**
- Explains concepts clearly using examples familiar to students
- Produces and uses a variety of teaching and learning resources including ICT that enhances learning,

# Expectations Professional Practice, cont.

## Assessment, the teacher:

- Integrates a variety of assessment modes into teaching to support learning.
- Listens to learners and gives constructive feedback.
- Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.
- Keeps meaningful records of every learner and communicates progress clearly to parents and learners.
- Demonstrates awareness of national and school learning outcomes of learners.
- Uses objective criterion referencing to assess learners.

# Expectations Professional Knowledge

The teacher:

- Takes account of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in their planning and teaching
- Knowledge of the curriculum (at pre-primary and lower primary) for the years appropriate to multigrade classes
- Knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.

Overlap between the pedagogic knowledge and subject cur knowledge through Professional knowledge domain of the TS.

**Professional values and attitudes are embedded in Pedagogic knowledge and in all Pillars**

Curriculum requirements for Student teachers  
to achieve the levels of pedagogical knowledge,  
understanding and skill



# Curriculum Provision

- Preparation in Theory (Coursework)
- Practical Preparation (Practicum/Internship)

# Curriculum Framework: Pedagogical Skills and Knowledge

## **1. Pedagogical Knowledge**

1. General Pedagogical Knowledge
2. Specialism Pedagogical Knowledge

## **2. Pedagogical Content Knowledge**

1. Subject Specific Knowledge and Pedagogical knowledge
2. Technological Pedagogical Content Knowledge

## **3. Cross Cutting Issues**

# How?

Theory and Practical Components of Curriculum Provision

# Curriculum Provision: Theory /Coursework

## **Theory Aspect**

- a) Coursework on Pedagogical Knowledge
  - i. General Pedagogical Knowledge
  - ii. Specialism (level) Pedagogical Knowledge
- b) Coursework on Pedagogical Content Knowledge
  - i. Subject Specific Pedagogical Knowledge
  - ii. Technological Pedagogical Content Knowledge

# Curriculum Provision: Practical

## Practical Aspects

- a) Practice of Pedagogical Knowledge:
  - i. Demonstration of General Pedagogical Skills during Internship
  - ii. Demonstration of Specialism (level) Pedagogical Skills during internship
- b) Practice of Pedagogical Content Knowledge
  - i. Demonstration of Subject Specific Pedagogical Skills during Internship
  - ii. Demonstration of Technological Pedagogical Content Skills during Internship

*Student Teachers need to be prepared to practice what they will be doing after school*

# Implications for CoE Tutors and Leaders

## Orientation of Tutors and leaders

- to identify what they should do to make trainees acquire these required pedagogical knowledge and skills
- to train trainees on appropriate Pedagogical Approaches
- exposing trainees to the use of Reflection and Action Research in their profession
- Collaboration b/n CoE and Partner and Practice Schools
- CPD for Mentors to support and assess Trainees

Thanks



# SUPPORTED PLACEMENT IN SCHOOLS

**PROF. ERNEST KOFI DAVIS, UCC**

**RICHARD ADJEI, NAB**

**MARY AFUA ACKUMMEY, T-TEL**

# 1.0 Introduction

- The Ghanaian Teachers' Standards states that school practicum components must provide extended and guided periods of teaching in classrooms **and that the successful assessment of trainee teachers against the Standards will be relevant to this**
- The attainment of the Teachers' Standards through supported school placement depends among others, on:
  - the availability of well equipped schools;
  - well prepared mentors and
  - effective links between college or university and the schools.

# 1.0 Introduction Cont' d

- Supported placement in schools covers three broad areas namely
  - School partnership and reflective practice;
  - curricular format and
  - Action Research in the framework.

# 1.1 Expectations: supported placements

Trainee teachers are expected to

- Impact on progress and learning of pupils.
- Exhibit sound content, pedagogical and curricula knowledge
- Teach the BSC to a high standard
- Develop students language and literacy skills
- Draw on the social and cultural contexts of the learner to scaffold their learning to make teaching relevant.
- Take decisions in classroom that are influenced by sound philosophies of teaching and learning.
- Demonstrate appropriate professional values and attitudes
- Reflect on their practices and undertake small scale action research into learning, assessment, class management etc. to improve their teaching

## 2.0 School Partnership and Reflective Practice

To ensure effective school placements, training institutions should:

- ensure positive relationships with schools of practice
- select mentors carefully and ensure they are equipped with the knowledge and skills that will enable them to support the trainees to achieve the expectations outlined in slide 4.
- provide CPD for the mentors, lead mentors, link tutors and “significant” stakeholders regarding roles and responsibilities; new developments etc

## 2.0 School Partnership and Reflective Practice Cont' d

- ensure that demonstration schools are equipped for practical lessons.
- provide adequate TLMs in the practice schools and expose Teacher Trainees to their efficient use.
- support effective assessment of trainee teachers against the TS.

# 2.1 Mechanism to support school placement

## Support for Trainees

### 2.1.1 Mentors should:

- provide mentees with supportive supervision – model best teaching practices that promote the acquisition knowledge, skills, values and attitudes for the trainees to observe and emulate,
- be fair and accurate in their assessment of trainee teachers
- hold pre and post observation discussion of lessons. The discussion should reflect the expectations and the progress and learning of pupils.
- use variety of approaches – mentors should teach for trainees to observe, team teach with trainees (mentor and the trainee) and the trainee should teach for the mentor to also observe.

# 2.1 Mechanism to support School placement

## Cont' d

**2.1.2 Link tutors/project supervisors:** there should be regular monitoring of mentors and mentees by the link tutors to provide them with the support they need

### 2.1.3 District Education Offices

- The GES Offices should monitor the activities of the mentors and the lead mentors in order to ensure that they are always at post to offer the needed support to the mentees.
- GES Offices should collaborate with training institutions to train circuit supervisors so that they can support mentors and mentees in improved teaching practices.

### 2.1.4 Community/Opinion leaders (SMCs, Assembly members, etc)

The community should ensure the safety of the mentees to enable them go through their school placement programme successfully.



## 2.2 Mechanism to assess and evaluate school support placement

- Modern assessment practices that support assessment of practical skills such as portfolio assessment and the use of multimedia for assessing trainees' development of skills and competencies and their impact on pupils' learning and progress should be adopted.
- This should include the assessment of the quality of trainees' teaching and assessment practices to ensure that trainees have acquired the knowledge and skills required by the Teachers' Standards
- The Universities should partner the Colleges of Education to carry out rigorous quality assurance: monitoring and evaluation and review of the impact of the supported placement in schools programme. And through this identify and address areas for development

Thank you

# **Equity and Inclusivity**

## **Cultural, social and linguistic diversity**

Dr. Owu-Ewie

Prof. Ernest Davies

Dr. Eric Daniel Ananga

# Outline

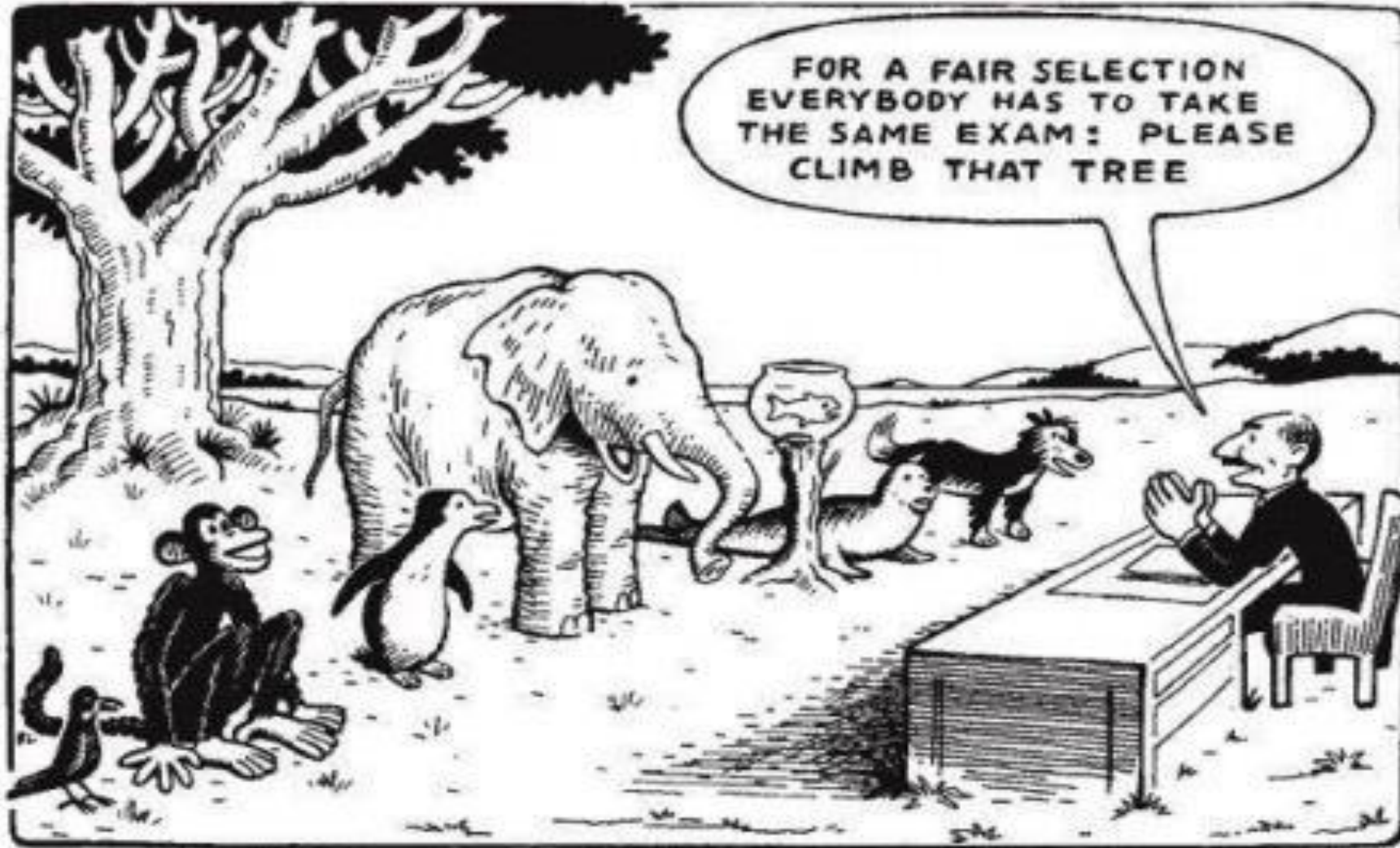
- **Rationale for Cross Cutting Issues**
- **Cross Cutting Issues: Policy**
- **How to achieve Equity and Inclusivity**
- **Expectation for Teachers**
- **Key Principles**
- **General Processes**

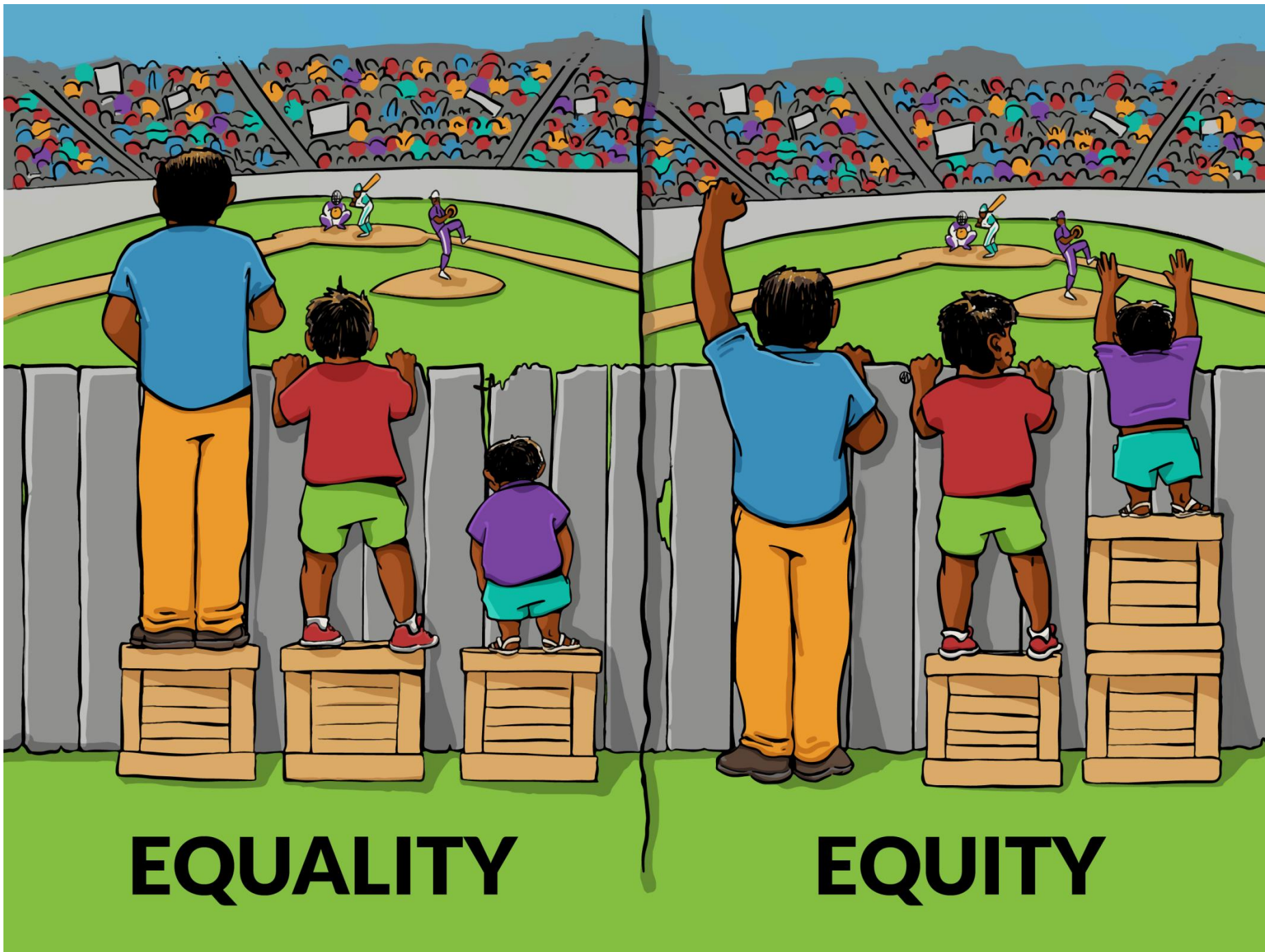
# Rationale for the proposed approaches

There are cultural, social and linguistic diversity in Ghana which manifests in all classrooms.

**How can we ensure there is Equity and Inclusivity in schools?**

# Cultural, social and linguistic diversity: Equity and Inclusivity



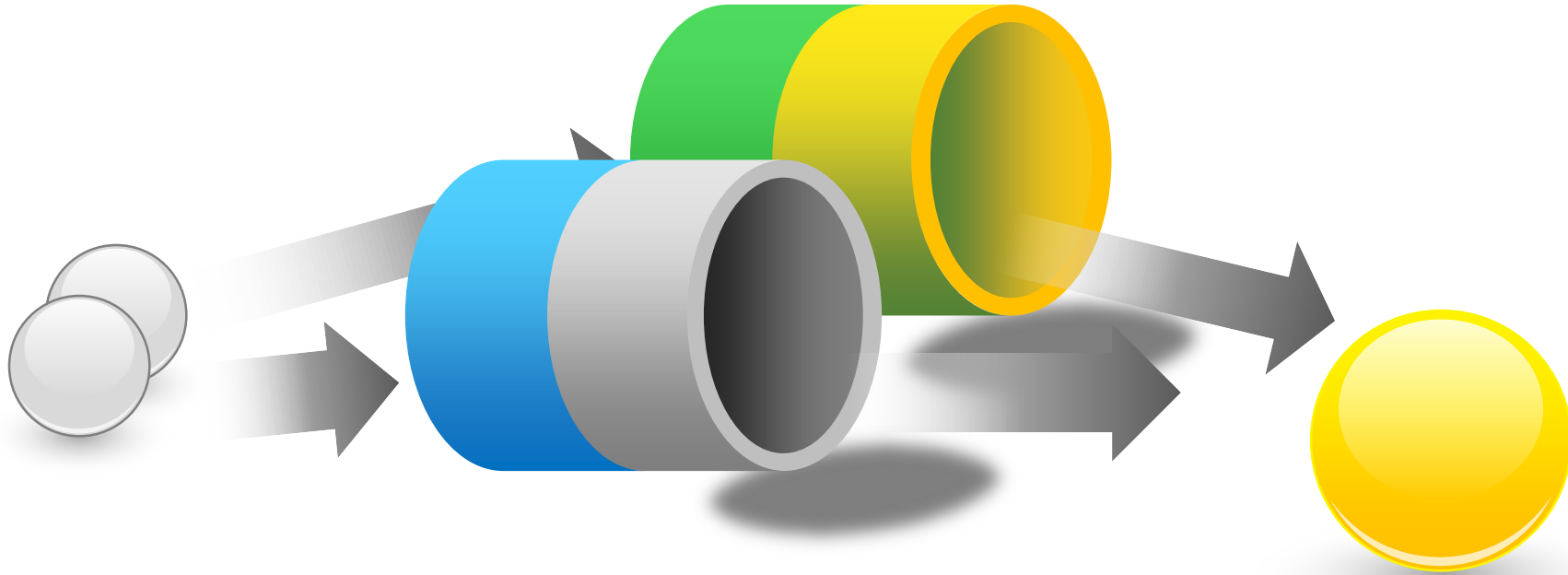


**EQUALITY**

**EQUITY**



# Why Cross Cutting Issues: Underlying Policy

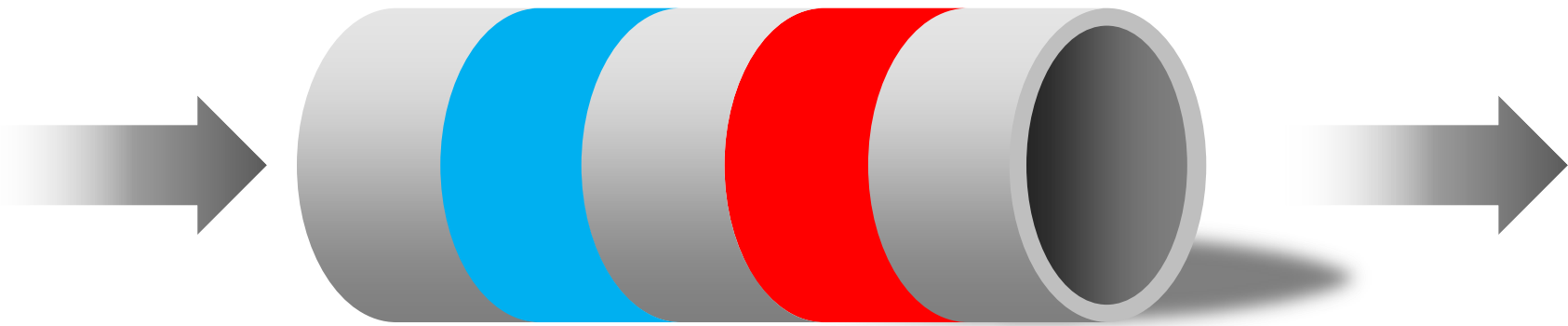


The vision of Inclusive Education Policy seeks to;  
***create an education system that is responsive to learner diversity and to ensure that all learners have the best possible opportunities to learn.***



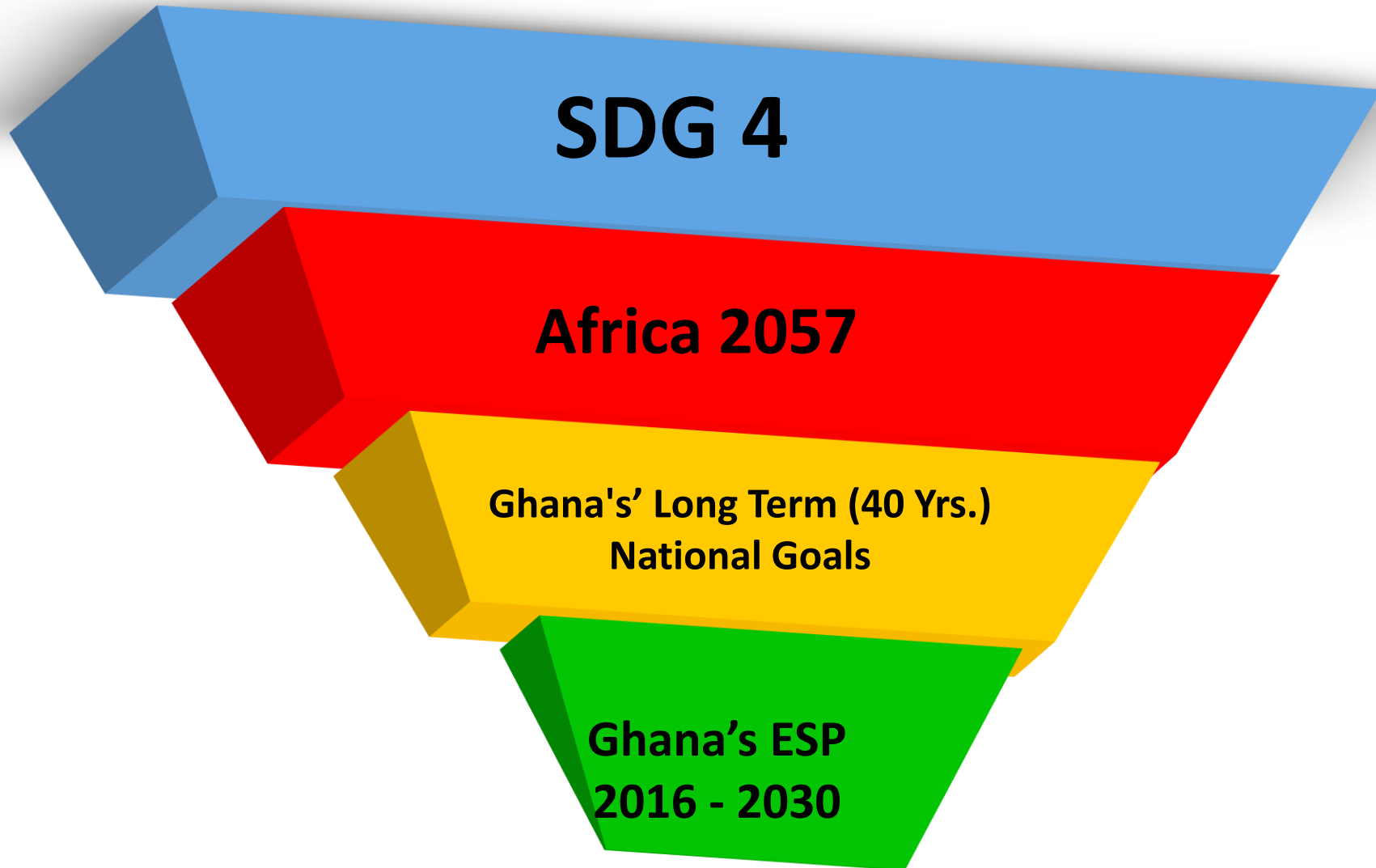
# Why Cross Cutting Issues: Policy Relation

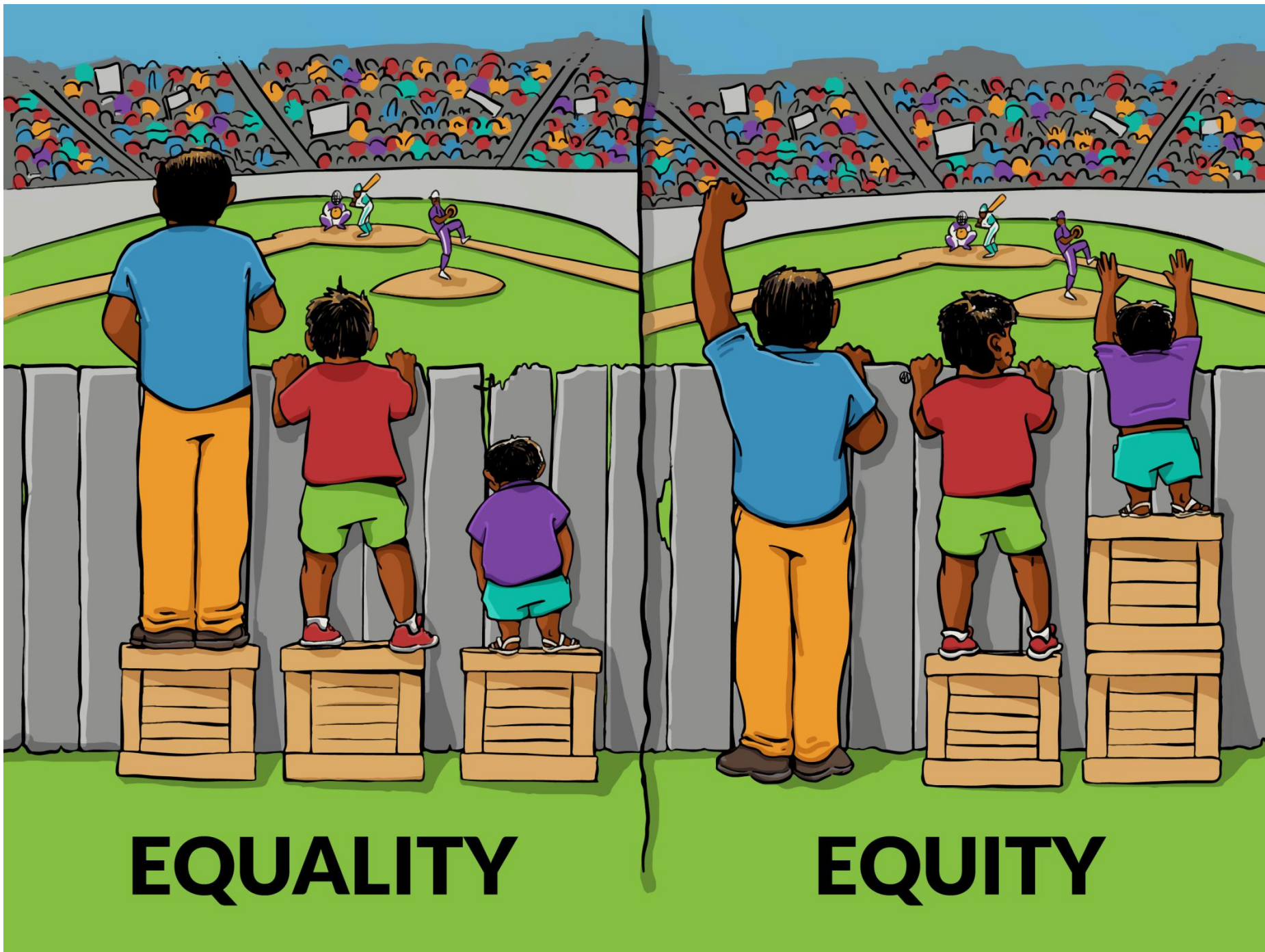
**Aim of Ghana's Inclusive Education Policy is the heartbeat of the CoE Curriculum Framework**



The cross-cutting issues of Equity and Inclusivity therefore run across all sections of the CoE curriculum Framework

# Why Cross Cutting Issues: Policy Relevance





**EQUALITY**

**EQUITY**

# Cultural, social and linguistic diversity so What?

**Equity & Inclusivity** should become a central part of the organisation, planning and teaching at each school.

**But**

- this can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

# To achieve Equity and Inclusivity in classrooms

**Student teachers need skills to handle the diversity in the classrooms they will be teaching**

**So**

**as part of their preparation, student teachers have to learn how to identify the barriers to learning and address them**

## Expectations for teachers

They should demonstrate during teaching practice:

- planning, teaching and assessment which explicitly takes account of the social, linguistic, ability and cultural context and diversity of their learners;
- differentiation according to the needs of vulnerable groups including: girls and those with special educational needs
- use of Ghanaian and English languages to support children's learning across subjects and literacy
- use culturally relevant approaches and strategies in teaching and learning

# What Should Student Teachers Learn?

## Equity and Inclusivity through

- Pedagogical Knowledge and Skills: GPK, PCK, TPAK
- Subject Curriculum Knowledge
- Knowledge of Special Education Need, Gender, etc.
- Literacy & Supported Placement in school

# Key Principles

## Pedagogy

- Trainees PK & PCK should make them aware of issues of equity and inclusivity- social, cultural and linguistic diversity in Ghana.
- **So, they** should show evidence of the their understanding of issues of equity and inclusivity during teaching practice and internship by;
  - Applying their pedagogical skill to address the social and cultural diversity of their learners
  - Apply culturally relevant approaches strategies in teaching and learning
  - Apply assessment strategies that take into consideration the cultural, social and linguistic diversity of the learners



# Key Principles: Focus of Subject and Curriculum courses and practices

**Student teachers should be equipped with strategies in Social, cultural and linguistic diversity in Ghana through**

- **Curriculum Courses**

- SEN: Learners diversity and mix ability
- Gender, Vulnerable and Excluded
- Assessment strategies drawing on equity and inclusivity

- **Practical activity**

- Social, cultural and linguistic diversity in the classroom
- Use of TLM /resources/practices that are relevant to the social, cultural and linguistic diversity of their pupils
- Use of Relevant and Appropriate Indigenous Knowledge(Cultures of knowing ) e.g. students everyday logic and representation and various perspectives must be embraced in the teaching-learning process.

# General Strategies or Processes

Teacher trainees should be equipped with appropriate teaching-learning strategies that support inclusion and equity during the teaching-learning process. Trainees should demonstrate during internship and teaching practice the use of varied teaching strategies including the following;

- Co-operative learning
- Group work
- Think-Pair-Share
- Individualized teaching
- Differentiated teaching
- Assessment as, for and of learning
- Role-play
- Problem-solving
- Discussion

# Implication for CoE Tutors and Leaders

# Implications for CoE Tutors and Leaders

## Orientation of Tutors and leaders

- to identify what they should do to make trainees understand issues of Equity and Inclusivity
- to train trainees on appropriate Pedagogical Approaches
- exposing trainees to the use of Reflection and Action Research in their profession
- Collaboration b/n CoE and Partner and Practice Schools
- CPD for Mentors to support and assess Trainees

Thanks

# Curriculum Framework: cross cutting issue

**Assessing pupils' progress and learning**

# Introduction

- Trainee teachers need to become assessment literate.
- They need to know and apply principles and procedures for sound classroom *assessment of*, and *assessment for*, learning.
- They also need to know how to use the information from their assessments to support their planning for differentiation, identifying and making provision for the needs of all pupils in the ages, subjects and contexts, which they are training for.
- Pre-service training must ensure trainees are equipped to identify the needs of all pupils and are conversant with the fundamentals of assessment and testing.

# Expectations from the Teachers' Standards

By the end of their training trainee teachers should use assessment productively and differentiate to achieve higher outcomes for all and particularly those who are more vulnerable, those with disabilities, girls and those who need cognitive challenge. They should be able to:

- integrate a variety of assessment modes into teaching to support learning.
- listen to learners and give constructive feedback
- identify and remediate learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher
- keep meaningful records of every learner and communicate progress clearly to parents and learners
- demonstrate awareness of national and school learning outcomes of learners
- uses objective criterion referencing to assess learners



# Essential themes issues and content

- The expectations for trainee teachers need to be interpreted in the training programme according to the age, subjects and contexts they are training to teach
- Core principles and practices of assessment need to be addressed, including: differences between formative, summative and continuous assessment, how to identify children with reading or literacy needs in Ghanaian and or English, progression in subjects and ages
- Trainees need to be prepared to monitor the learning of pupils to reflect on and evaluate the quality of their teaching and assessment
- Mentor CPD needs to prepare them to support trainee teachers in developing effective assessment strategies, including: modeling approaches to assessment

# Teaching, learning and assessment strategies

- Supported placements in school must provide the opportunity for trainees to develop productive assessment practices and to be assessed demonstrating that they can make effective use of assessment to: make adjustments to their planning to overcome barriers to learning and progress and ensure that all pupils, regardless of social, cultural, academic and linguistic differences, can access the curriculum.
- Assessment of trainees' assessment knowledge should include: scrutiny of pupils' work and trainees' marking, observation of trainees' assessment practices when teaching over time, consideration of evidence of the trainees' impact on pupils' progress and learning.
- Evidence of this should become part of trainees' portfolios.

**THANK YOU!**

The Teacher Education Curriculum Review  
3<sup>rd</sup> National Teacher Education Forum  
7<sup>th</sup> October, 2016

**CORE and Transferrable skills**

# Big question?

- **Which Core and Transferrable Skills are beginning teachers expected to develop to become effective professional teachers?**

# What are the Core skills?

A set of critical skills and competencies considered most fundamental and valuable for all students to develop for success in their education, career and life.

Core and transferrable skills cut across disciplines as well as pedagogies.

Also known in different contexts as

- **Cross-curricular Skills**
- **Soft Skills**
- **21st Century Skills**
- **Employable skills, etc.**

# Rationale for core and transferrable skills in Teacher education curriculum

- address trainees' cognitive capabilities and competencies to improve their levels of reasoning and coping strategies for higher educational and career achievement.
- give emphasis to a teaching profession that requires teachers to be life-long learners who engage in ongoing professional learning during the course of their careers.
- provide trainee teachers, college tutors, teacher unions, the NTC, with a profile of agreed skill dimensions for professional training, decisions and accountability.

- prioritise knowledge, skills and behaviours needed to assist young and prospective teachers to perform well in their chosen careers now and in the future.
- provide generic and cross cutting content/ professional attributes that are essential for trainees to exhibit/apply to specific theoretical and practical teaching and learning.



# Implications for CoE Tutors and Leaders

## Orientation of Tutors and leaders

- to identify what they should do to make trainees acquire these required pedagogical knowledge and skills
- to train trainees on appropriate Pedagogical Approaches
- exposing trainees to the use of Reflection and Action Research in their profession
- Collaboration b/n CoE and Partner and Practice Schools
- CPD for Mentors to support and assess Trainees

Essential expectations for trainee teachers to know understand and be able to do by the end of their training to be effective teachers

Develop:

- Critical thinking and problem solving skills
- Creative and innovative skills
- Lifelong Learning/ personal Life Skills
- Collaborative /Social Skills
- Communication Skills
- Literacy and Numeracy Skills
- Digital literacy /Information, Communication & Technology (ICT) Skills and
- Civic Literacy skills.

# Essential teaching and assessment strategies for trainee teachers

- Integrate Knowledge and skills to enable trainee teachers to develop both simultaneously.
- Learner-centred interactive pedagogy to make core skills part of lesson planning.
- Effective classroom practice that focuses on highly effective techniques and teaching approaches

# Essential teaching and assessment strategies for trainee teachers: Specific

- Collaborative learning and assessment strategies
- Project based approach to teaching and learning and assessment
- Lesson planning templates to incorporate core skills
- Assessment of core skills through the use of purposively designed assessment tools, observation schedules, case studies and portfolios
- Experiential pedagogy
- Lead student models

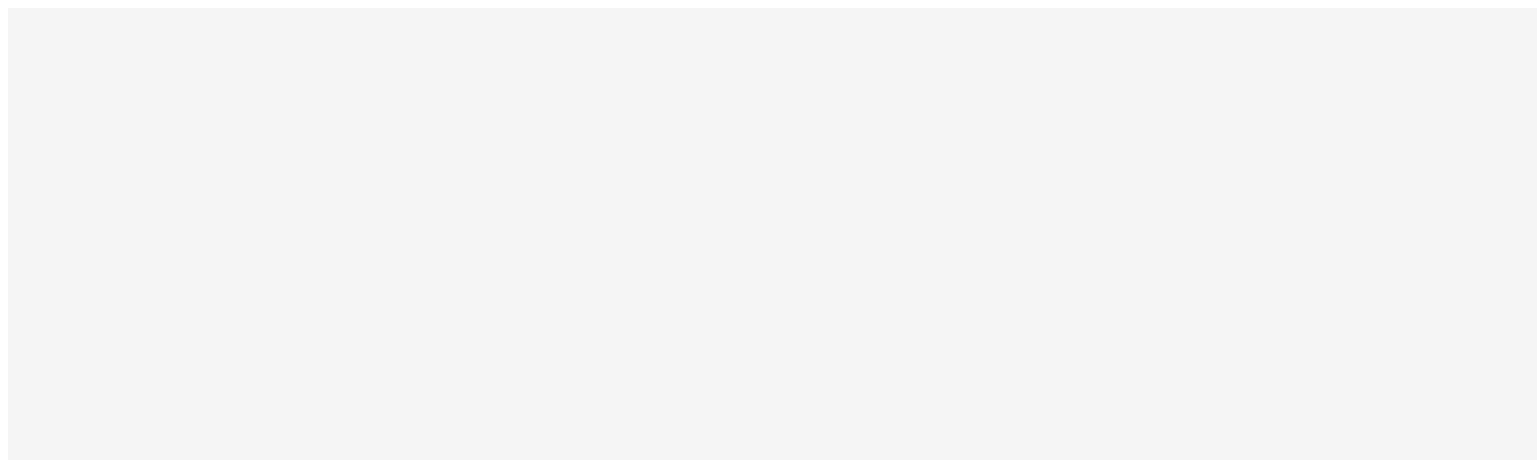
# Links

- As a cross cutting discipline, Core skills and values are linked to all the pillars, especially values and attitudes

Subject and curricular knowledge, literacy studies, Pedagogy, standards, language and literacy study, Student practice, Early childhood, student practice, Early childhood education, education studies, curriculum studies and the school curriculum etc.

- It also has links to all the Teachers' Standards

**Thank you**



# Curriculum Framework

## cross cutting issues

**CPD for college tutors, link tutors, mentors and school leaders to support the preparation of new teachers**

# Introduction

Continuing professional development (CPD) is important for high quality performance of all teacher educators - tutors, mentors, and school leaders. CPD needs to

- occur in a range of forms, but action research and reflective practice are important
  - remind participants of the value and purpose of the teacher preparation curriculum
  - prepare mentors to take responsibility for supporting trainee teachers' development and to meet the Teachers' Standards
  - be outcome driven.
  - work at a local level and be responsive to local as well as national needs.
- ❖ *An Effective national CPD programme requires major commitment from the leaders of teacher education.*



# Audience for, and providers of, CPD

- The CPD needs to be tailored to the full range of stakeholders involved in teacher preparation, including: College of Education leaders, education tutors, link tutors, school leaders, professional development coordinators, District Directors of Education, district officers, circuit supervisors and critically, mentors
- The main providers: College of Education and University Teacher Education leaders, college professional development coordinators and programmes supported by development partners, including T-TEL (TLA and SPA) and USAID-Learning.

# Expectations of CPD

- All teacher educators should
  - ✓ have a qualification at a higher level than the accreditation level of the course on which they are teaching; if not, they should be working towards it. Colleges and Universities should set out their plans to ensure that all such staff achieve a relevant qualification within five years
  - ✓ have, in the main, been successful schoolteachers
  - ✓ participate regularly in CPD, including school-based development, to: support student teachers; maintain high standards and inform equitable assessment
- Leaders of Teacher Education should be active in professional development programmes.
- The Teacher Education Institutions should provide the ongoing professional development that school staff and mentors require to support trainee teachers effectively.

# College of Education leaders, PDCs and school leaders, need to:

- know, understand and be committed to the teacher education curriculum
- induct mentors and new tutors into working with the curriculum
- work together to identify ways of raising the profile of mentoring so that the role is recognised as one which will help raise standards
- ensure mentors have time to work with trainees in school
- monitor, evaluate and review the work of mentors and tutors and identify training needs
- prepare District Directors and their officers to undertake their roles of monitoring, evaluating the work of mentors and trainees in school and providing feedback as appropriate

# Mentors need to be prepared, through CPD, to:

- have a working knowledge of the curriculum and its implications for their role in supporting the improvement of teacher trainees' teaching; this includes the relevant
  - ✓ subject specific and pedagogic knowledge for their age and specialisms and cross cutting issues
  - ✓ knowledge of language and literacy, Ghanaian and English
- support trainee teachers in developing their teaching and assessment, ensuring it is inclusive with high expectations
- demonstrate appropriate professional values and conduct
- have the skills to observe trainee teachers, provide constructive feedback, model teaching, monitor and assess trainee teachers' progress
- have the awareness to direct trainees to other expertise
- have a commitment to life long learning,

# Required CPD

- There must be agreed and required contact hours for CPD as appropriate to different audiences.
- Models and content of CPD must be approved by the appropriate body
- There must be effective quality assurance of this CPD to ensure it is addressing need and is fit for purpose

**THANK YOU!**

# The Curriculum Framework

Assessing trainee teachers

# Introduction

Trainee teachers must be assessed in a manner that has the greatest positive impact on their progress towards being effective, engaging and inspirational new teachers who:

- embrace equity and inclusivity
- fully meet the Teachers' Standards
- can teach and assess the curriculum at the level they are training for



# Expectations from the Guidance to the Teachers' Standards

- Trainee teachers must be assessed against the Teachers' Standards
- School practicum components that must provide extended and guided periods of assessed teaching in classrooms.
- Trainee teachers must be realistically and fairly assessed against the Standards in accordance with what can be reasonably expected of teachers still learning to teach.
- Trainee teachers' need to be assessed as appropriate to the specific context, circumstances, subjects and age phases they are training to teach
- Those assessing trainee teachers must use the Teachers' Standards as an exemplification of what a 'good teacher' looks like for Ghana
- Those assessing trainees, as well as trainee teachers and teachers themselves, must use the Standards as the key reference point in their assessment.

# Expectations aligned to the Pillars of the Curriculum Framework

- Assessing that trainee teachers have the subject specific and pedagogic and assessment skills to teach the age, ability and aptitudes for the specialism they are training for.
- For example, Literacy Studies: Ghanaian and English, the trainee teachers must be assessed in terms of their ability to
  - ✓ be fluent in Ghanaian language and English.
  - ✓ use the L1 to teach other subjects at the lower primary level (KG-P3) and L2 as language of instruction from (P4-JHS 3).
  - ✓ as appropriate, to support transition from L1 as the language of instruction to L2
  - ✓ use diagnostic tools to identify children with literacy problems in both Ghanaian language and English and provide remediation.

# Curricular Provision: assessment strategies

- Trainee teachers must have evidence that they meet all of the Standards as a critically reflective practitioner
- Central to this is the production of a professional portfolio organised according to the three domains in the Teachers' Standards and the content of the Revised Curriculum, this must include annotated evidence from
  - ✓ college-based learning will be in the form of assignments, examination results and lecture notes.
  - ✓ in-school learning will be from lesson plans, study notes, resources, assessment records, learner exercise books, photographs, lesson evaluations, testimonials, minutes of meetings and any notes from PD courses, action research and classroom enquiry studies.
- The portfolio provides the starting point for the continued development of the teacher into their induction year and for subsequent years.

# Further Issues

- College tutors, mentors and all those assessing trainee teachers in school will require CPD to support them in undertaking the assessment of trainees using the range of measures proposed and in a way which is accurate and rigorous.
- Key question - Is there a need for a national assessment strategy to ensure consistency in assessing trainee teacher competence against the Teachers' Standards?

**THANK YOU!**

# SPECIALISMS CONTENT/PEDAGOGY

**Dr. Augustine Tawiah, NTC**

**Prof. Kofi Mereku, UEW**

**Dr. Agatha Inkoom, UDS**

# Four Levels of Teacher Specialisms

- I. Early Grade Level Teachers (KG – P3);**
- II. Middle Grade/Upper Primary Level Teachers (P4-P6)**
- III. Junior High School Level Teachers (JHS I, II,III)**
- IV. Senior High School (SHS I, II, III)**

# **Rationale for 4 levels of Specialism**

- 1. Connecting with the developmental levels of children,**
- 2. Consolidating content knowledge within predefined levels,**
- 3. Making quasi specialization more effective,**
- 4. For effective implementation of the Teachers' Standards.**



# **Intended impact on trainees**

- 1. Depth and breadth of knowledge within the level of specialism.**
- 2. Opportunities to experience and practice teaching within a narrowly predefined level.**
- 3. Trainees' interests are matched by the specialized areas if the primary program has two specialisms**
- 4. Trainees' teaching in KGI & KGII will utilize pedagogies that will ensure smooth transition from KG to primary**
- 5. Trainees need to understand expectations of learning for smooth transition before and beyond their specialism.**

***THANK YOU FOR YOUR ATTENTION !!!***  
**GHANA MARCHING FORWARD . . .**



Conclusion: implications and  
next steps

## Implications: potential weighting of the Curriculum Framework

Pillar	Time: proposed	Credits: proposed	Credits DBE Gen. draft14 -current
Subject and curriculum knowledge	25%	25%	42%
Pedagogic knowledge	25%	25%	45% (15 Ped,22 Educ. 8Gen.Stud.)
Literacy studies: Ghanaian languages and English	20%	20%	
Supported Teaching in School	30% 12wks aprox. /year	30%	14%

- This model following the principles underpinning the Framework that each pillar is of essentially the same magnitude – refine for specialisms
- Provides comparison to credit weightings in draft DBE Generalist
- Literacy Studies = subject and curriculum knowledge and pedagogy
- The supported teaching in school would be assessed as part of an overarching portfolio where trainee teachers identify and reflect on evidence which demonstrates they have met the TS and specifically, e.g. used assessment to differentiate for inclusivity – evidence bundles

# Final participation!

- Complete the Feedback and Response sheet
- Please hand it in!
  
- Thank you!

# Where we are:



## Overwhelming acceptance of the:

- National Teachers' Standards as the basis for determining what a 'good' teacher is in all ITE institutions
- the Teacher Education Curriculum framework to drive the DBE review



# Specific policy implications:

- All colleges should have high quality demonstration schools
- Review and strengthen policy for teaching and learning in Ghanaian Languages and English
- Specialism pathways for: early grades (KG to P3) Primary, JHS and SHS
- Implementing rigorous CPD for mentors, tutors, and others with appropriate incentives
- Raising the profile of teaching: incentives to bring the *right* people into teaching and to make it fully adequate to the country's specific needs

## Next steps:

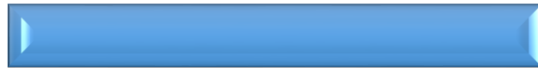
- Final review of the Framework
- Review of the current Teacher Education Curriculum
- Implementation of the revised DBE curriculum



# Thank you to the Informed Crowds



## NCTE



- PRINCOF
- NAB
- UCC
- UG
- CoE
- VIAM Africa
- Right to Play

## NTC



- UEW
- GES
- UDS
- MoE
- USAID Learning
- T-TEL
- GATE

## MoE



- NCCA
- TED
- NCCA
- UNICEF
- OLE
- UNESCO
- IBIS Ghana

