



National Curriculum Framework 4th National Stakeholder Forum

@ Ghana International Trade Fair Centre -La, Accra
Tuesday 11th April, 2017



Time	Agenda
08:00am	Registration
9:00 am	Welcome Address- Prof Mohammed Salifu, Executive Secretary, NCTE
09:15am	Opening Speech – Hon. Dr. Matthew Opoku-Prempeh, Minister for Education
09:40am	Programme overview of T-TEL’s Activities leading to the Framework – <i>Akwasi Addae-Boahene, T-TEL National Programme Manager</i>
10.00am	Snack
10:30am	Rationale for, overview of the Curriculum Framework and its development – <i>Jophus Anamuah-Mensah with members of the Technical Team</i>
11.50am	Discussion, Feedback and Questions
12.30am	Communique by teacher unions on draft Teacher Education Curriculum Framework-- <i>Representative</i>
12.40am	Invitation to participants to endorse the Curriculum Framework
1.00 pm	Lunch & Departure

Background



- In the past 20 years, there have been numerous minor reforms in teacher education in Ghana, which have had very little impact on children's learning outcomes
- Initial Teacher training has not adequately responded to the lack of improvement in learning outcomes in our school system, strengthens the need for reforms in the teacher education sector in Ghana.
- T-TEL comes at a time when the Ministry of Education has launched the Pre Tertiary Teacher Professional Development and Management (PTPDM) Policy, which is aimed at streamlining the professional and career progression of teachers in the pre tertiary sector



The T-TEL's Approach in Response



Contribution to a reform of the teacher education sector

- Opportunity for multi stakeholder and political engagement & partnership
- 21st Century Curriculum for Teacher Training Institutions

Improving Initial Teacher Training through nationally agreed standards

- Preparing teachers for the practicalities of the classroom
- Focusing on ensuring that teachers can teach children to read and be numerate.



Policy Reform Initiatives Undertaken



- **Development of National Teaching Standards and Competency Framework** for Preservice Teacher Education led by the National Teaching Council (NTC)
- **Development of Draft National Teacher Education Curriculum Framework (NTECF)**, led by the National Council for Teacher Education (NCTE)
- **Engaged in the development and delivery of comprehensive programmes** of training and materials development to be adapted to the above above policy initiatives.



So far...



The drafts National Teacher Education Curriculum Framework (NTECF) has been presented in three stakeholder fora and Teacher Unions for input and buy in.

There is an overwhelming endorsement and support of the Curriculum Framework from the full range of stakeholders who attended all these fora

All inclusive stakeholder Technical Committee set up to oversee the design of the NTECF and support the process of the eventual roll out of the envisaged Diploma in Basic Education (DBE) Curriculum



Next Step



To present the Final National Teacher Education Curriculum Framework document to Minister of Education and decision makers of the Ministry of Education and the Ghana Education Service to approve the content of the Curriculum Framework and give consideration to the policy implications of the Curriculum reform



Next Step

The policy considerations include:

- *Languages.* The issue of preparing teachers to be effective in teaching in Ghanaian Languages and English at the basic school levels
- *Demonstration/Partner schools.* All institutions training teachers should have demonstration or partner schools, all teachers in Demonstration/partner Schools should be trained as mentors to work with the new curriculum and the Teachers' Standards
- *Entry requirements.* Raise entry requirements and conditions for entry so all trainees start the programme with appropriate literacy and mathematics levels
- *Raising the profile of teaching and conditions of service for teachers.* in order to attract higher calibre and in particular regarding early years teachers.
- *Funding options for Continuous Professional Development Teachers and In service basic school teachers*



Next Step



Following the sign off by MoE:

Curriculum reform process which will include support to the University of Cape Coast (UCC) to review and revise the Diploma in Basic Education (DBE) curriculum currently used by Colleges of Education.

Expected to be led by UCC with support from the technical team that has been engaged in the development of the NTECF



Critical follow-up activities



Some of the critical follow on activities of the Curriculum reform process will include:

- Work with the Ministry of Education to initiate the revision of the DBE Curriculum with UCC
- Support the Ministry of Education to initiate policy reforms stated above to facilitate implementation of NTECF
- Training of Tutors in new Curriculum
- Development of Materials to support the implementation of new Curriculum
- Link revised DBE Curriculum to the intended review of the Basic Education Curriculum
- Long term support for Colleges to implement essential aspects of the Curriculum related to practicums
- National roll out of new Curriculum
- Support the setting up Demonstration/Partner Schools and training of Mentors to serve as laboratories for Colleges of Education
- Support the NCTE and NAB to design appropriate policies and programmes to regulate the teacher education sector



Implications



- Regulate the policy space of the Curriculum Framework which sets out the key elements that the pre-service teacher education curriculums should reflect.
- To support system change in teacher education and ultimately education in Ghana to ensure every child's entitlement to effective, engaging and inspirational teachers is guaranteed



Thank you!



Overview of the National Curriculum Framework



Overview



- In this presentation we will outline
 - the key issues challenging and posing barriers to learning in the education system
 - a nationally endorsed, inclusively developed, Teacher Education Curriculum Framework
- The challenges have been clearly identified through national consultation involving all stakeholder groups
- The Framework has been created by an expert technical group from across all significant education organisations and institutions and informed by feedback from the consultations



Challenges identified in school education



- Increasing burden of the educational system on our children due to
 - curricula that is dissociated from their personal and social context
 - teachers who are not equipped to respond to individual pupil's needs
- Poor development of numeracy and literacy skills among pupils
- Poor professional conduct of teachers as seen through teacher absenteeism and loss of time-on-task.
- Insufficient support for teachers to develop the skills and resources required to integrate ICT in to teaching.
- Insufficient support for teachers to enable them to integrate: critical thinking, innovation, entrepreneurship, creativity and problem solving skills in the school curriculum.
- There is an over emphasis on covering too many subjects



Challenges in Teacher Education -1



- The concerns and needs of today, of the 21st Century, are not reflected in teacher education curriculum - it has not moved with the times
- The curriculum is weighted heavily towards subject-content knowledge to the detriment of space for developing understanding of pedagogy and practical classroom teaching skills, a situation referred to as “academic drift”.
- In this, teachers are not sufficiently prepared to teach the Primary, JHS and SHS curricula.



Challenges in Teacher Education -2



- Assessment system is driven by examinations with little emphasis on assessing the quality of trainee teachers' teaching
- Preparation to develop children's language and literacy is not prioritised
- Little emphasis on developing teaching through the assessment and support for practical teaching in school
- Issues of equity, gender and inclusion are not part of the day to day discourse
- An overcrowded curriculum that does not allow for reflection and cross curricular linkages.



Challenges in Teacher Education -3



- Distance learning and sandwich programmes do not include supported and assessed student practicum and tends to be theory focused.
- Lack of standardisation: each of the universities providing pre-service teacher education has a different set of standards for assessing who a “good teacher” is. This tends to prepare teachers with different levels of competence.
- Insufficient space is provided for developing transferable skills, including: problem solving, critical thinking, communication, innovation, entrepreneurship, digital literacy, use of ICT etc., required for productivity in the 21st century.



Addressing the challenges to teacher
education: developing the National Teacher
Education Curriculum Framework

Harnessing the wisdom of crowds

(Fullan, 2003)

A nationally endorsed solution!



The inclusive approach used to develop the Framework



Written by Experts in the Teacher Education Community and through National Consultation with all stakeholders

- Based on the belief that fundamental change is most likely when there is an agreed imperative for change coupled with sustained engagement of stakeholders
- Created through several cycles of National Consultation and refining and developing the Framework by the technical and expert committee
- Achieving overwhelming endorsement of the Framework to support and drive reform



Rationale for the Curriculum Framework

- It is driven by the National Teachers' Standards as the determiner of what a 'good' teacher is
- It concentrates on the *essentials* a initial teacher education curriculum needs to adhere to prepare the best teachers, as agreed through national consultation
- It provides the Framework against which **all Teacher Education Curricula** can be reviewed and revised – to harmonise ITE curricula
- It will support system change in teacher education and ultimately in education in Ghana to ensure **every child's right to teachers, who are able to support learning and progress, is met.**



Shared vision for the revised Teacher Education Curriculum:



➤ Increased numbers of effective, engaging, inspirational teachers who are well prepared to teach the School Curriculum, incl.

- ✓ English
- ✓ Mathematics
- ✓ Science
- ✓ ICT

and to develop all pupils' languages (Ghanaian and English) and literacy so they can *access* the curriculum

- Lifelong learning opportunities
- Inclusive, equitable, high quality education



What makes this Framework unique?



- Raises the status of **practical teaching experience** through **supported and assessed teaching in school**
- Concentrates on **the pedagogic and subject knowledge** for **teaching the School Curriculum**
- Places **significant attention on developing literacy and language skills**
- Focuses on **assessment of trainees against the Teachers' Standards** through professional portfolios including evidence from: in-school learning; assignments and examination results



What makes this Framework unique? -2



- Moves from generalist **to level specific specialism** for K-P3, primary, JHS
- Emphasizes a **more interactive, learner focused approach** to training
- Is **explicit in addressing critical cross cutting issues**: equity and inclusivity, assessment, core skills, professional values, action research and reflection
- Requires **high quality CPD** for tutors, mentors, lecturers, school and college / university leaders



The Curriculum Framework Model: non-negotiables , Cross Cutting Issues, Pillars.

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

Equity and inclusivity | Professional values | Assessment strategies: trainees and pupils | Core and Transferable skills | ICT | (CPD Mentors, college tutors, leaders)

Subject and Curriculum Knowledge

- Subject knowledge for teaching
- Progress in learning in subjects
- Common misconceptions in subjects
- Basic 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

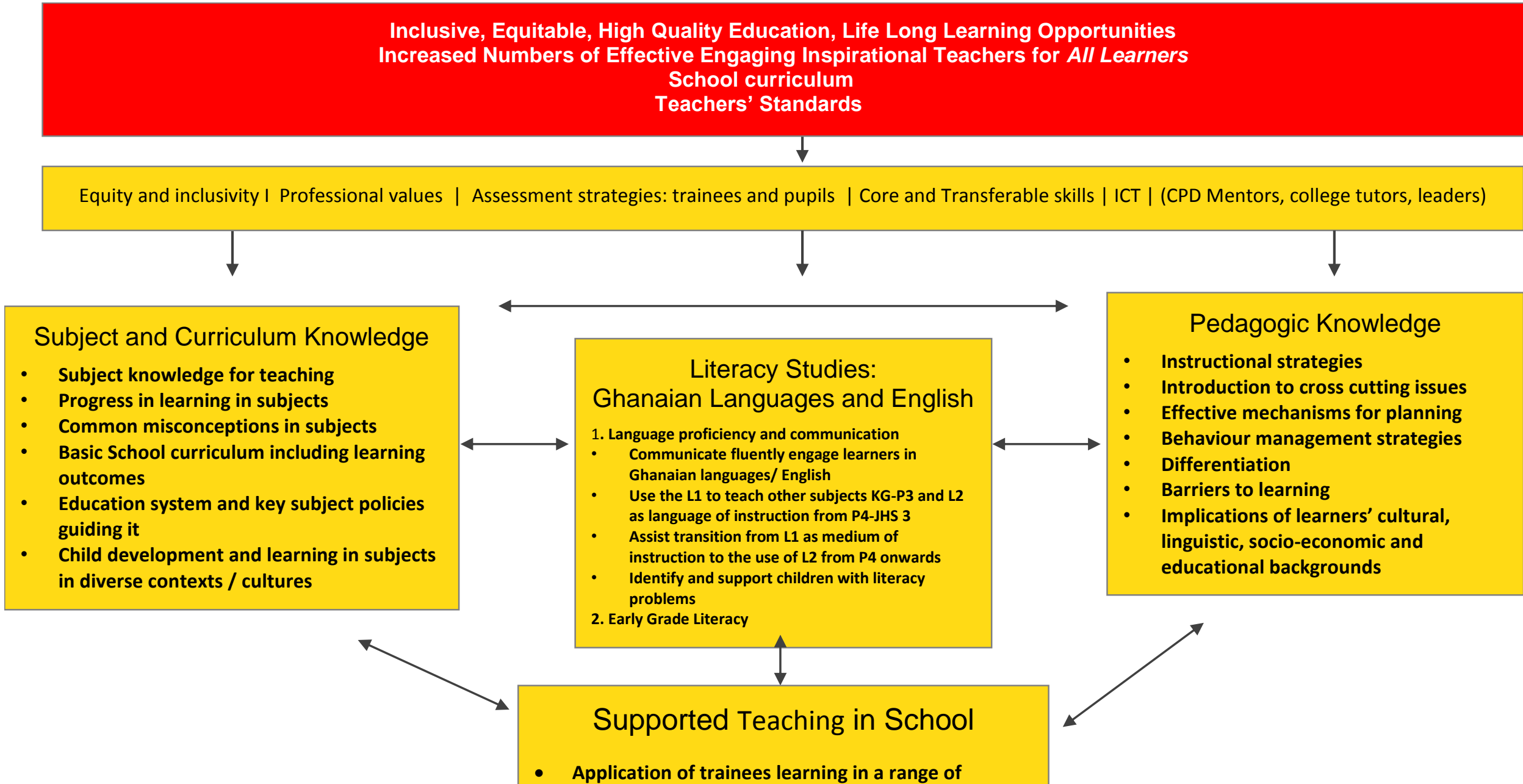
1. Language proficiency and communication
 - Communicate fluently engage learners in Ghanaian languages/ English
 - Use the L1 to teach other subjects KG-P3 and L2 as language of instruction from P4-JHS 3
 - Assist transition from L1 as medium of instruction to the use of L2 from P4 onwards
 - Identify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

Pedagogic Knowledge

- Instructional strategies
- Introduction to cross cutting issues
- Effective mechanisms for planning
- Behaviour management strategies
- Differentiation
- Barriers to learning
- Implications of learners' cultural, linguistic, socio-economic and educational backgrounds

Supported Teaching in School

- Application of trainees learning in a range of



Framework at a glance, keys to success:



1. FOUR PILLARS OF TEACHER EDUCATION	2. CROSS CUTTING ISSUES
3. SPECIALISM PATHWAYS	4 . ASSESSING TRAINEE TEACHERS
5. CPD FOR MENTORS, COE LEADERS, etc.	6. QUALITY ASSURANCE STRATEGY



Four Pillars of Teacher Education

The essential Knowledge, Skills and Understanding necessary for Effective Teaching

✓ **Subject and Curriculum knowledge**

Secure content knowledge for specialism and subjects and its application is the key to teaching the school curriculum

✓ **Pedagogic Knowledge**

Knowledge of instructional and assessment strategies are key to supporting the learning and progress of all pupils

✓ **Literacy Studies (Ghanaian Languages and English)**

Language is the key to success in education and life. Getting this right is the most critical issue for our children's future and for education in Ghana

✓ **Supported Teaching in School**

Extended, guided and assessed teaching which enables the student teachers to apply their knowledge and is the key to improving their teaching

Framework at a glance, keys to success:

Cross Cutting Issues

These are issues that cut across all the four pillars and are necessary for teachers to ensure learning for all

✓ Equity and inclusivity

Cultural and social linguistic diversity in Ghana is manifest in all classrooms. Understanding this is key to addressing barriers to learning, and teaching for diversity

✓ Core and transferable skills

The competencies and attributes which are key to being an effective teacher, including: critical thinking, problem solving skills, creative thinking, innovation and entrepreneurial skills, communication skills, information and communications technology, social skills and commitment to life long learning

Cross Cutting Issues

These are issues that cut across all the four pillars and are necessary for teachers to ensure learning for all

✓ **Assessing pupils' learning and progress**

Assessment literacy, understanding the principles and practices of assessment and testing, is key to effective planning for differentiation and making provision for all pupils in the ages, subjects and contexts being taught.

✓ **Professional values**

The key to professionalism, the development of professional identity, social norms, legal issues, ethics and practices of the school and teaching profession including reflective practice and a commitment to life long learning

✓ **ICT**

A key to effective communication, teaching and learning in the 21st Century

Framework at a glance, keys to success:

Specialism Pathways

Key to: depth and breadth of knowledge of what is to be taught; to connecting with the developmental level of children and to consolidating content knowledge.

Assessing Trainee Teachers

Assessment of trainees against the Teachers' Standards through professional portfolios, including: evidence from: in-school learning; assignment and examination results, key to assessment having a positive impact on trainee teachers' progress to being effective new teachers

CPD for Mentors, CoE Leaders, etc.,

Key to effective training and support in school and in college: a rigorous CPD structure with an award system for the full range of stakeholders involved in teacher preparation

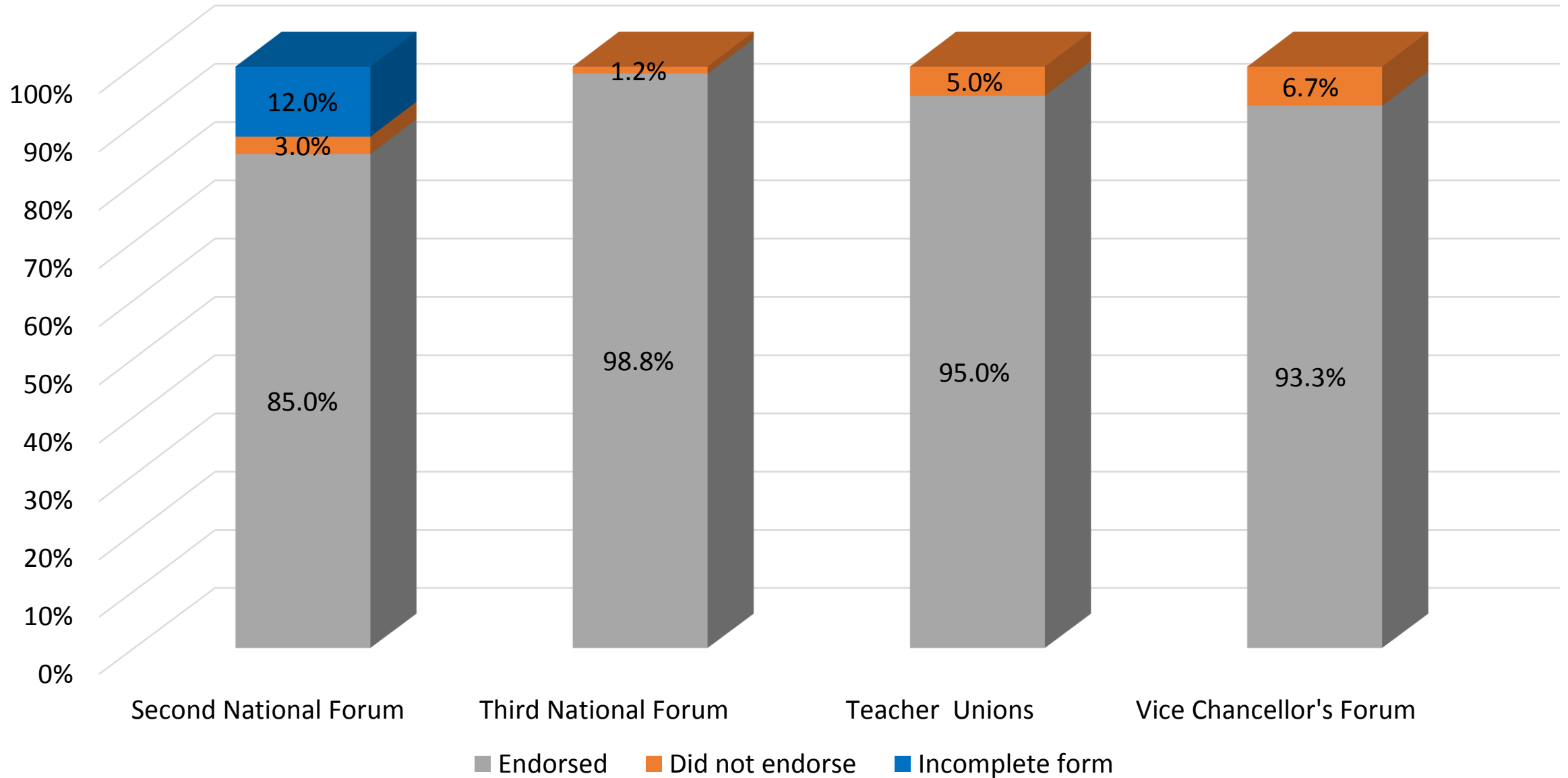
Quality Assurance Strategy

Key to making sure the Teacher Education system is working: a robust system of internal and external QA to monitor, evaluate and review the quality and consistency of implementation at each level.

Who are the Stakeholders? Who has contributed to, and endorsed, the Curriculum Framework ?

- **The Technical Committee.** Chair Prof Mohamed Salifu, incl. experts from: MoE, GES, UCC, UEW, UG, UDS, NTC, NCTE, NAB, NCCA, Colleges of Education, USAID Learning Project, and coopted Civil Society representatives
- **Through the three National Forum and additional group specific meetings:** members and representatives from the above groups plus: teachers, trainee teachers, District Education Directors , Regional Directors of Education, development partners, teacher unions, academics, NGOs, Parliamentary Select Committee on Education
- **University Vice Chancellors and their representatives – bar 1.**
- **All 40 CoE leadership**
- **The Teachers unions through a joint communiqué to the Government**

Endorsement of Curriculum Framework at Consultative Forum



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

