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Teacher Education Policy Reform Dialogue with NAGRAT, GNAT, TEWU, UTAG, CCT, CETAG

Wednesday 28th March, 2018 @ Capital View Hotel, Koforidua

By Akwasi Addae Boahene, T-TEL Chief Technical Adviser

Purpose of this meeting

- **Brief Unions on Cabinet's approval of the Policy on Reform of Teacher Education, and the need to align CoE to universities**
- **Discuss role of Unions in the implementation of the Policy**
- **Discuss support of MoE through T-TEL in the implementation of Policy on Teacher Education Reform.**



Background to Teacher Education Reforms in Ghana

- 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
- The preparation of teachers has not adequately responded to the lack of improvement in learning outcomes at the basic school system, and this calls 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 within the appropriate competency framework in the pre tertiary sector.



Background to Teacher Education Reforms in Ghana

- **Passage of the Education Act in 2008 (Act 778), and the creation of the National Teaching Council to regulate and license the teaching profession**
- **Introduction of the Pre Tertiary Teacher Development and Management Policy in 2012 to streamline career progression of teachers based on established standards and competencies**
- **Passage of the Colleges of Education Act in 2012 (Act 847) to upgrade Colleges of Education into tertiary institutions.**
- **Persistent under achievement of basic education system in Ghana**



The T-TEs Approach in Response



- **Contribution to strong teacher education sector.**
- **Creating self-managing and well-managed autonomous CoE.**
- **Providing a platform for multi stakeholder and political engagement and partnership in teacher education.**
- **Supporting the preparation of basic education teachers for the practicalities of the modern day classroom.**
- **Focusing on ensuring that teachers can teach children to read and be numerate.**
- **Supporting national level teacher education stakeholders to design 21st Century relevant Teacher Education Curriculum reflecting Ghana's aspirations.**



The Challenge



Transform Initial Teacher Education in Colleges of Education and in Universities that train teachers and to provide highly qualified and motivated teachers who are able to inspire their pupils to achieve better outcomes in basic education.

Current teacher training model cannot do it.



Intervention



- **The Policy on Teacher Education Reform in Ghana as approved by Cabinet represents a fundamental rethinking and radical redesign of Teacher Education in order to achieve dramatic improvements in the quality of new teachers and in the learning outcomes of the children they teach in the basic education sector.**
- **Provides an opportunity for multi stakeholder and political engagement - a partnership in the reform of Teacher Education**



Elements of the Cabinet Memo



- **Approval of National Teacher Standards (NTS) for pre-service teachers;**
- **Approval of National Teacher Education Curriculum Framework (NTECF)**
- **Convert Colleges of Education into University Colleges of public Universities**
- **Design a new 4-year Bachelor of Education curriculum for initial teacher education**



Outline of the PTER

- **Colleges of Education will admit trainee teachers for a four (4) year B. Ed degree for the 2018/19 academic year, starting October 2018.**
- **The institutional arrangement to develop the 4 year B. Ed will be managed by the Universities.**
- **The four (4) year B. Ed Curriculum will be developed between the Universities and the Colleges of Education.**



Outline of PTER –Cont'd

- 46 public Colleges of Education will be affiliated to five public Universities to develop the new 4-year Bachelor of Education curriculum based on the National Teacher Education Curriculum Framework and specialisms for accreditation and implementation
- Special Affiliation Agreements will be signed between the Colleges of Education and Universities for a maximum transitional period of five (5) years. These agreements will guarantee the institutional autonomy of Colleges, but ensure among other things, that Universities offer faculty, assessment and certification as well as staff capacity building services to the Colleges of Education.



Outline of the PTER-Cont'd

- There will be a fifth year dedicated to school placement, induction and research to be managed by NTC
- This one year of school placement, induction and reflective research will be a requirement for admission into the teaching profession – award of “Qualified Teachers Status”
- All initial teacher education Universities will be expected to align their existing Curriculums with the National Teacher Education Curriculum Framework



The Goals of the PTER

- Raising the status of the teaching profession and making it more attractive to new entrants
- Improving the quality of teachers by ensuring that they undergo a rigorous and practically focused high-quality Degree programme
- Alleviating the current disrupted workforce situation where in-service teachers leave the classroom for two years



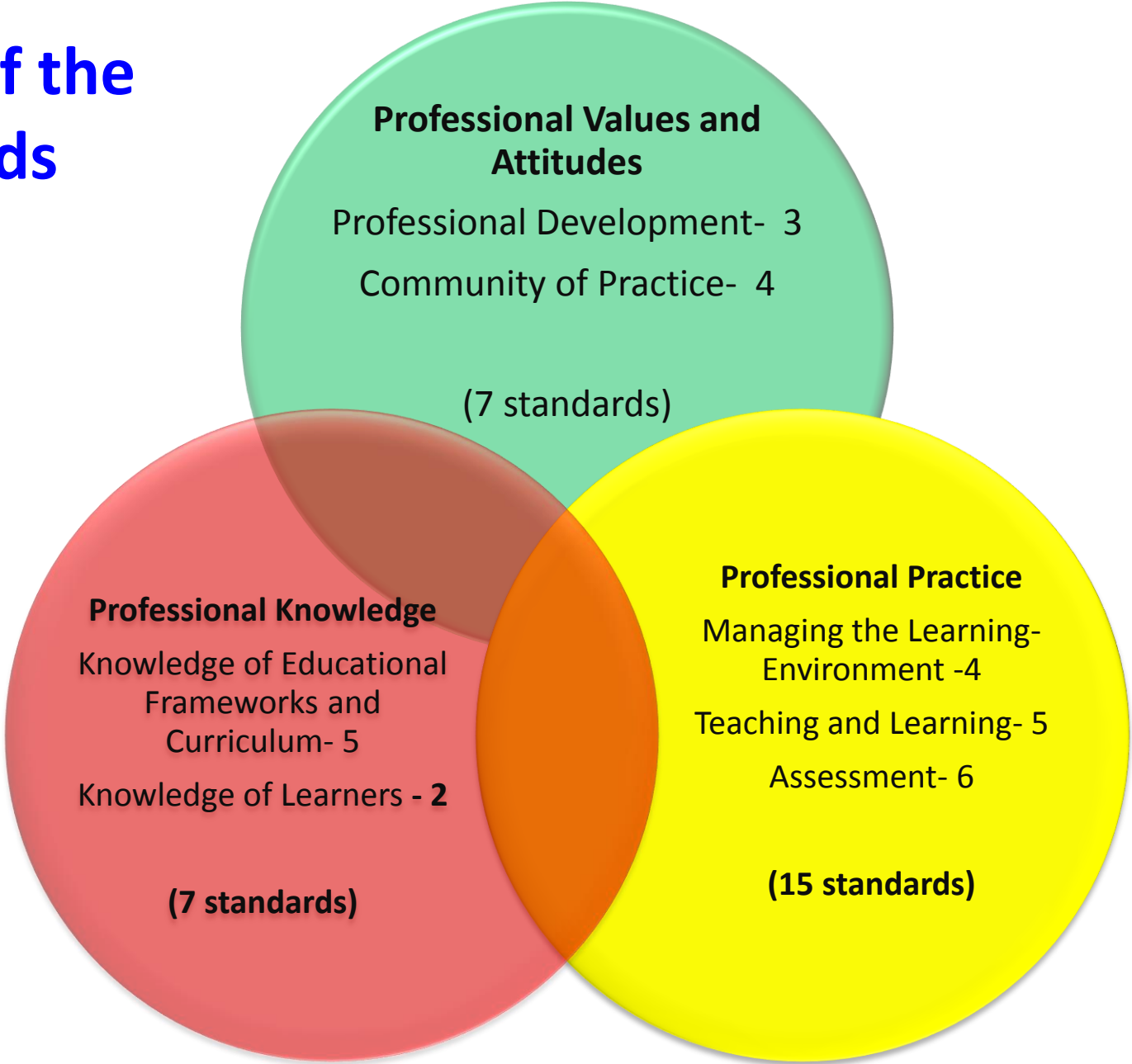
The Reform Process Through the Creation of Two Policy Tools (1)



1. The National Teachers' Standards (NTS) for pre-service
 - NTS provides the determiner of what a good teacher is and against which all new teachers will have to be assessed for certification and licensing



Domains of the Standards



The Reform Process Through the Creation of Two Policy Tools (2)



2. The National Teacher Education Curriculum Framework

- It is driven by the National Teachers' Standards as the determiner of what a 'good' teacher is for the pre-tertiary sector
- 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 for pre-tertiary sector** can be reviewed and revised – to harmonise ITE curricula
- It supports 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.



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

Equity and inclusivity | Professional values | Assessment strategies: trainees and pupils | Core and Transferable skills | ICT |

Subject and Curriculum Knowledge

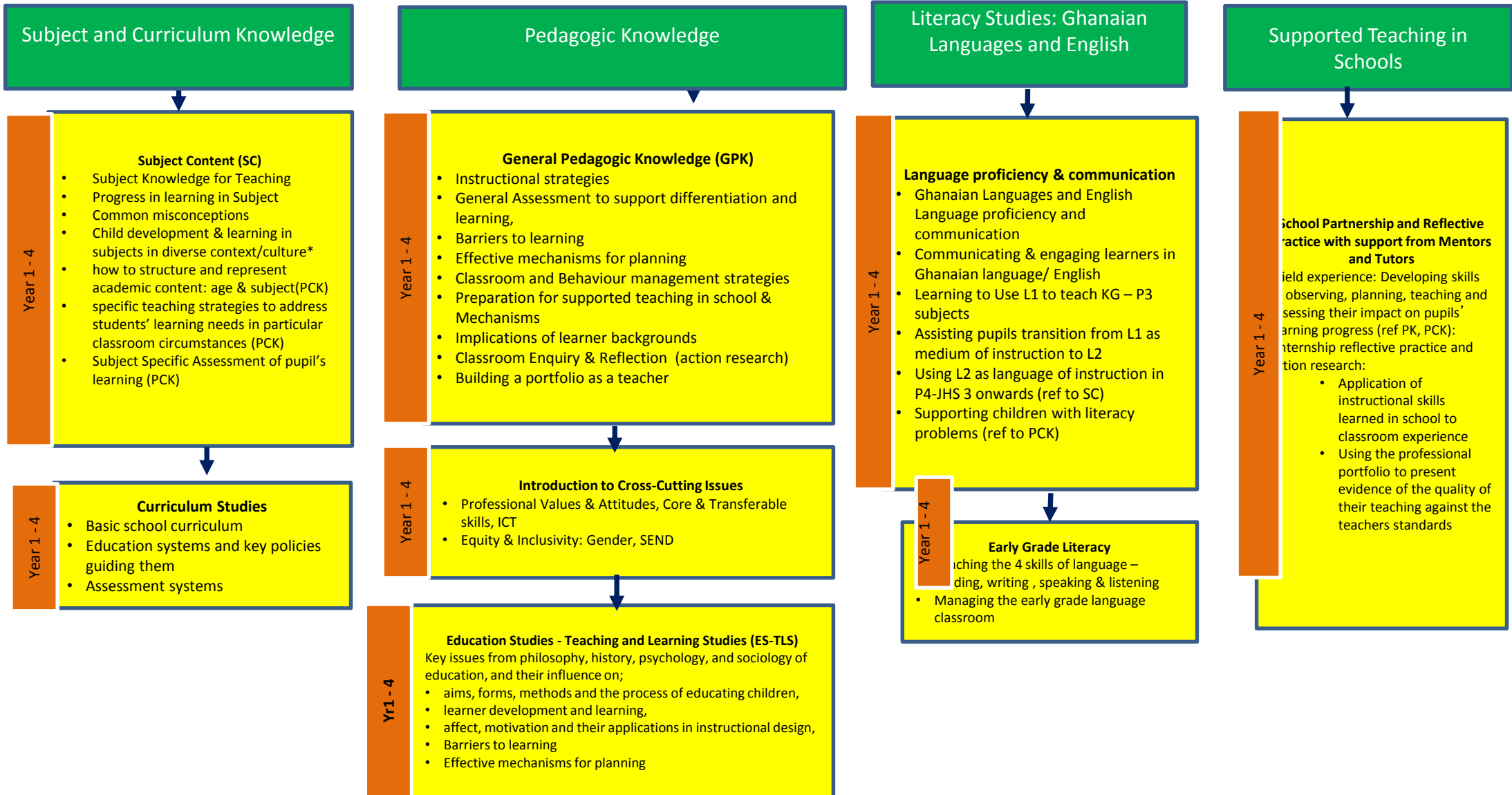
Literacy Studies:
Ghanaian Languages and English

Pedagogic Knowledge

Supported Teaching in School

Effective Engaging Inspirational New Teachers

Enhanced learning outcomes and opportunities for pupils



What makes this Model Unique? (1)

- **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**
- **Emphasises strong working partnership between the training institutions, the Ministry of Education, Ghana Education Service and schools.**



What makes this Model Unique? (2)

- **Level specific specialism** for K-P3, primary, JHS for teachers in the current basic school system
- 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
- Includes **high quality CPD** for tutors, mentors, lecturers, school and college / university leaders



The Nature of the Curriculum



- ***A value driven curriculum:*** the writing of the NTECF was driven by: the Nation's core values of honesty, creativity and responsible citizenship, the intent of achieving SDG 4: inclusive, equitable quality education and life long learning for all and the vision for a good teacher as set out in the NTS.
- ***A concurrent curriculum:*** where student teachers' subject content knowledge, pedagogy and assessment approaches and practical teaching skills are developed along side each other.
- ***An integrated curriculum:*** preparing student teachers to: meet the requirements of the NTECF; be assessed against the NTS and to be able to teach the School Curriculum



The Nature of the Curriculum



- ***A developmental curriculum.*** Student teachers will progress through four levels: beginning, developing, embedding and extending teaching. Each level has its own set of expectations
- ***Interactive pedagogy.*** Student teachers will be prepared to base the pedagogy they use on the social constructivist view, which sees teacher education as the co-construction of knowledge.
- ***Supported teaching in school.*** Student teachers will spend 30% of their training in the field.
- ***Specialism options.*** Following a generic first year, student teachers will elect to follow an early grade (K-P3), primary 4-6 or Junior High School pathway.



Roadmap for the implementation of the 4-year B.Ed Curriculum

By: Dr. Sam Awuku (T-TEL Policy Reform Adviser)
& Dr. Eric Ananga (T-TEL Curriculum Reform Consultant)



Universities' Role and Responsibilities

- This support will be based on the following understanding of respective roles and responsibilities:
 - Universities will lead on curriculum writing in line with the NTS and NTECF. NCTE's 'Curriculum Writing Guide' provides a comprehensive step by step guide to writing the curriculum. Included in the guide is strand level exemplification for each subject and learning area, produced by the Curriculum Writing Advisory Group for NCTE. What remains now is to develop the curriculum through course-level writing. The Curriculum Writing Guide will be made available to universities.
 - Universities are requested to nominate a 'curriculum writing lead' who will have responsibility for leading the writing process. This lead person will be the nominated point of contact for T-TEL and will be responsible for requesting any support which the university requires.



Universities' Role and Responsibilities

- Universities are free to choose to write the new curriculum alone or in a group. If a group of universities decides to come together to write the curriculum then each university is requested to nominate a 'curriculum writing lead'. The group of universities will then decide which of these 'curriculum writing leads' should have overall responsibility (on behalf of the group) for requesting support from T-TEL
- NCTE's Curriculum Writing Guide sets out the format for each Course which needs to be completed and submitted to NAB for assessment and accreditation.
- Universities are requested to produce a plan which identifies the individual (or group of individuals) who will be responsible for writing each specific Course. It is an expectation that at least one College of Education Tutor (from an affiliated College) will be involved in the writing of each Course to ensure that Colleges have been engaged in the writing process.



T-TEL's Role and Responsibilities

- To provide support as and when requested by universities to enable the successful writing of the curriculum. Such support may include (but is not limited to): technical support to drafting of Course materials through the provision of internal and external experts; logistical support and payment for workshop venues, transportation and related costs; proof-reading, editing and printing of documents and assistance in programme planning and management.
- T-TEL will provide support once a formal request has been received from universities. T-TEL is happy to support individual universities or a group of universities which has chosen to write as a group.



Suggested Timeline and Process

The timeline is underpinned by the following:

- Submission of Completed 4-yr BEd Curriculum to NAB by 31st May 2018
- Implementation of the new Curriculum by **October 2018**



Suggested Timeline



Activity	Proposed Dates	Details of Activity
Writing Week 1- University Course-Leads draft Course materials for Year 1 of the curriculum	w/c 26 th March	Residential workshop involving Course writing teams.
Review Week 1- University teams review and finalise Year 1 Course materials	w/c 2 nd April	University-based week to review produced materials.
Writing Week 2- University Course-Leads draft Course materials for Years 2 & 3 of the curriculum	w/c 9 th April	Residential workshop involving Course writing teams.
Review Week 2- University teams review and finalise Years 2 & 3 Course materials	w/c 16 th April	University-based week to review produced materials.
Writing Week 3- University Course-Leads draft Course materials for Year 4 of the curriculum	w/c 23 rd April	Residential workshop involving Course writing teams.
Review Week 3- University teams review and finalise Year 4 Course materials	w/c 30 th April	University-based week to review produced materials.
Consultation involving stakeholders where draft curriculum is presented and discussed	w/c 7 th May	Consultation Events/ Road Shows with key stakeholders
Finalisation of materials based on consultations	w/c 21 st May	University-based work
Submission of final curriculum to NAB	31 st May	

Continuing Professional Development (CPD)

- Some institutions will require CPD to prepare them to deliver the curriculum
- T-TEL will provide CPD to universities and affiliated colleges
- Institutions – universities and affiliated colleges - should carry out capacity needs analysis to identify gaps and strengths
- T-TEL will provide support for this analysis.



Group Exercise

- **What main tasks do you need to do within your mandate to ensure the effective implementation of the Teacher Education Reform policy as presented?**
- **What support will you require from T-TEL to undertake the tasks identified. Kindly classify under:**
 - **Short term (By Oct 2018)**
 - **Medium Term (By Nov 2019)**
 - **Long Term (After 2020)**



THANK
YOU

