Transforming Teacher Education in Ghana

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What is T-TEL?

- The four year (2014-18) **Transforming Teacher Education and Learning (T-TEL) programme is owned by the** Government of Ghana and funded by UK aid.

- T-TEL was established to address the demands of the new Pre Tertiary Teacher Professional Development and Management Policy (PTPDM) and Colleges of Education Act (Act 847, 2012) and transform the delivery of teacher education in Ghana.

- T-TEL is fully embedded in vision of the Ministry of Education "*To ensure inclusive and equitable quality education and promote life long learning opportunities for all*"

The T-TEL Strategy

- Key strategic approaches:
  - ❑*Collaboration and relationship building*
  - ❑*Multi stakeholder political engagement and partnership*
  - ❑*Innovation and change management*
  - ❑*Coordination and Communication*
  - ❑*System-wide, and change at every level*

- These five approaches influenced the setting up of a number of platforms to receive stakeholder feedback, input and comments.

- These platforms include National Steering Committee, Technical Advisory Committee, PRINCOF Annual Forum, Ad hoc Committee Guiding the Development Colleges of Education Roadmap and Technical Committee on National Teacher Education Curriculum Framework.

Partnerships for Change

Partner	Policy mechanism
NCTE	Institutional Road Map to Tertiary Status
	Content Frame for Training for College Councils
NTC	National Teachers Standards
NAB	Quality Assurance Tool kit
UCC	MoU to review the DBE Curriculum
All partners	National Curriculum Framework for Teacher Education

Our focus

- The drive to transform the teacher education sector gave rise to eight programme components and four policy Reform Initiatives:
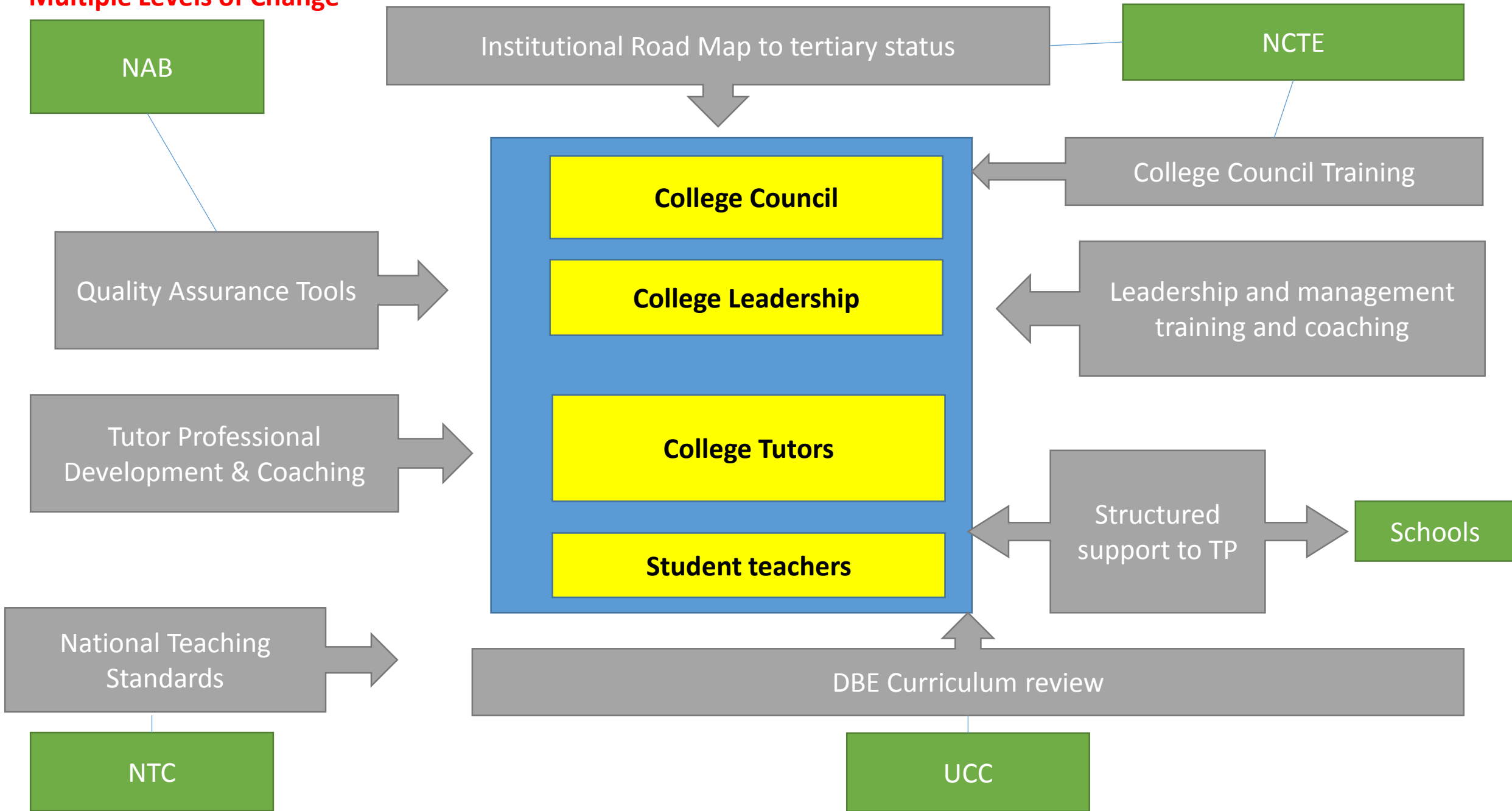
    Teacher Education Policy Reforms

    Reform of Teacher Education Institutions (Colleges of Education)

    Reform of the Teacher Education Curriculum

    Reform of Teacher Education Standards and Practices

Multiple Levels of Change

NAB

Institutional Road Map to tertiary status

NCTE

College Council Training

College Council

Quality Assurance Tools

College Leadership

Leadership and management training and coaching

Tutor Professional Development & Coaching

College Tutors

Structured support to TP

Schools

Student teachers

National Teaching Standards

DBE Curriculum review

NTC

UCC

Transforming College Leadership and Management

The Leadership Programme

Key Question:

What does good leadership and management of Colleges of Education for transformation look like?

T-TEL Innovation: Transformative Approach

Professional Development Domains

- Institutional strengthening (Setting New Directions, Systems Leadership and Operations Leadership)
- Curriculum Leadership
- Change Leadership
- Strategic Leadership
- Gender Responsive Management and Pedagogy

Quality Assurance Indicators

- Leadership and Quality of Management
- Students' Engagement
- Quality of Training and Learning
- Monitoring and Evaluation
- Environment and Infrastructure
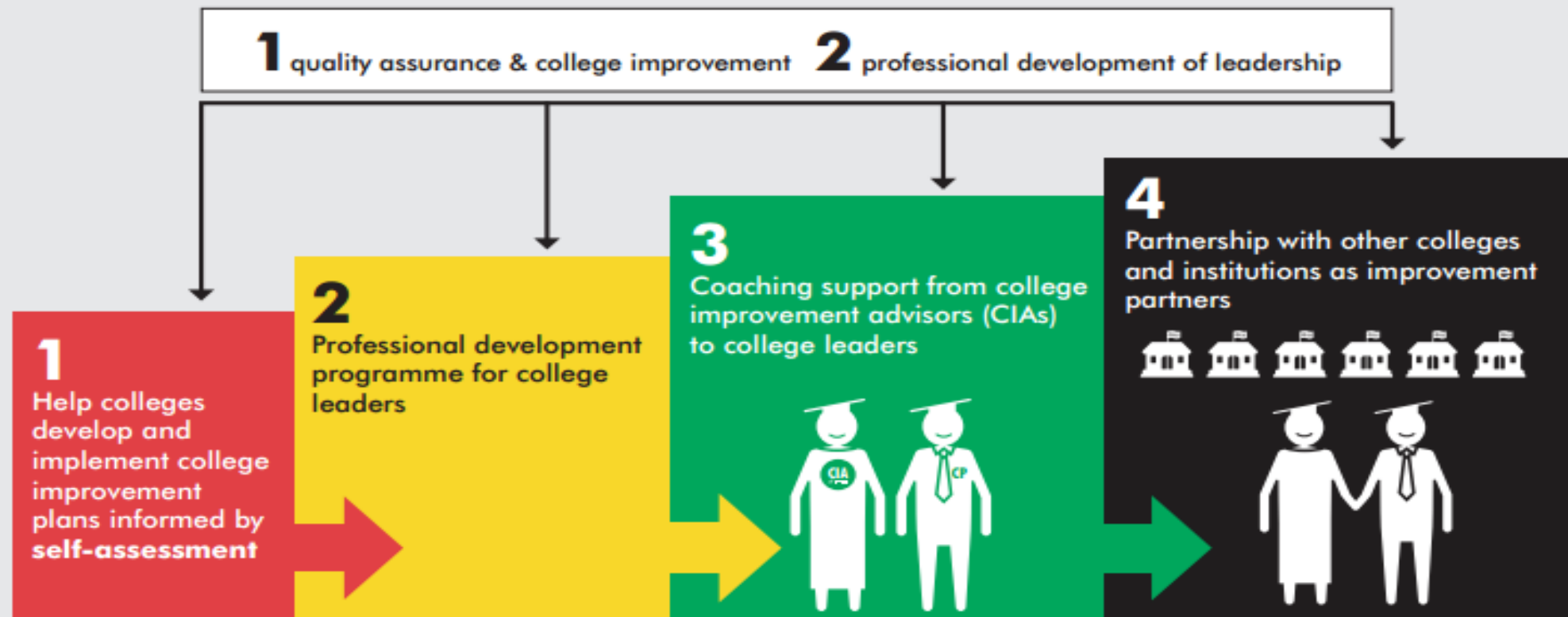- Assessment
- Partnership and Cooperation

The Transformative Approach
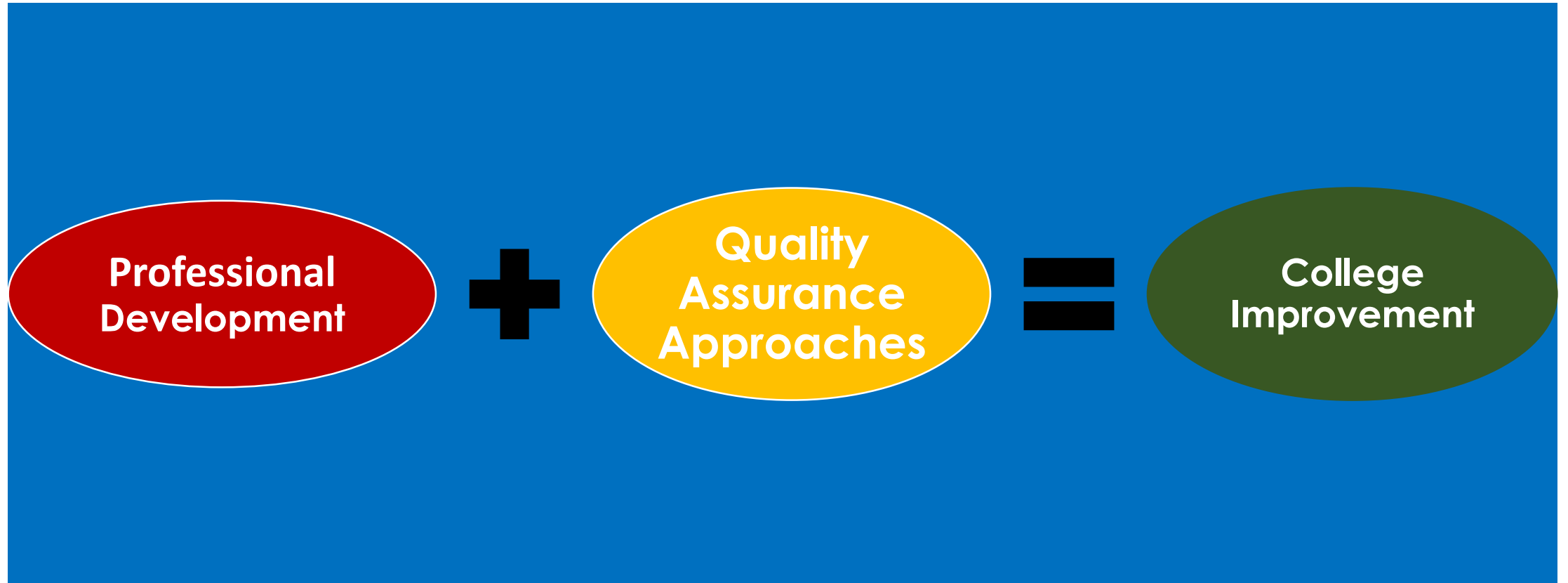
WHAT DOES GOOD LEADERSHIP & MANAGEMENT OF COLLEGES OF EDUCATION LOOK LIKE?

LEADERSHIP & MANAGEMENT PROGRAMME FOR COLLEGES OF EDUCATION

1 quality assurance & college improvement **2** professional development of leadership

1 Help colleges develop and implement college improvement plans informed by **self-assessment**

2 Professional development programme for college leaders

3 Coaching support from college improvement advisors (CIAs) to college leaders

4 Partnership with other colleges and institutions as improvement partners

OUTCOME

EFFECTIVE LEADERSHIP & MANAGEMENT OF COLLEGES OF EDUCATION
=
SKILLED AND COMPETENT TEACHERS DELIVERING HIGH QUALITY TEACHING
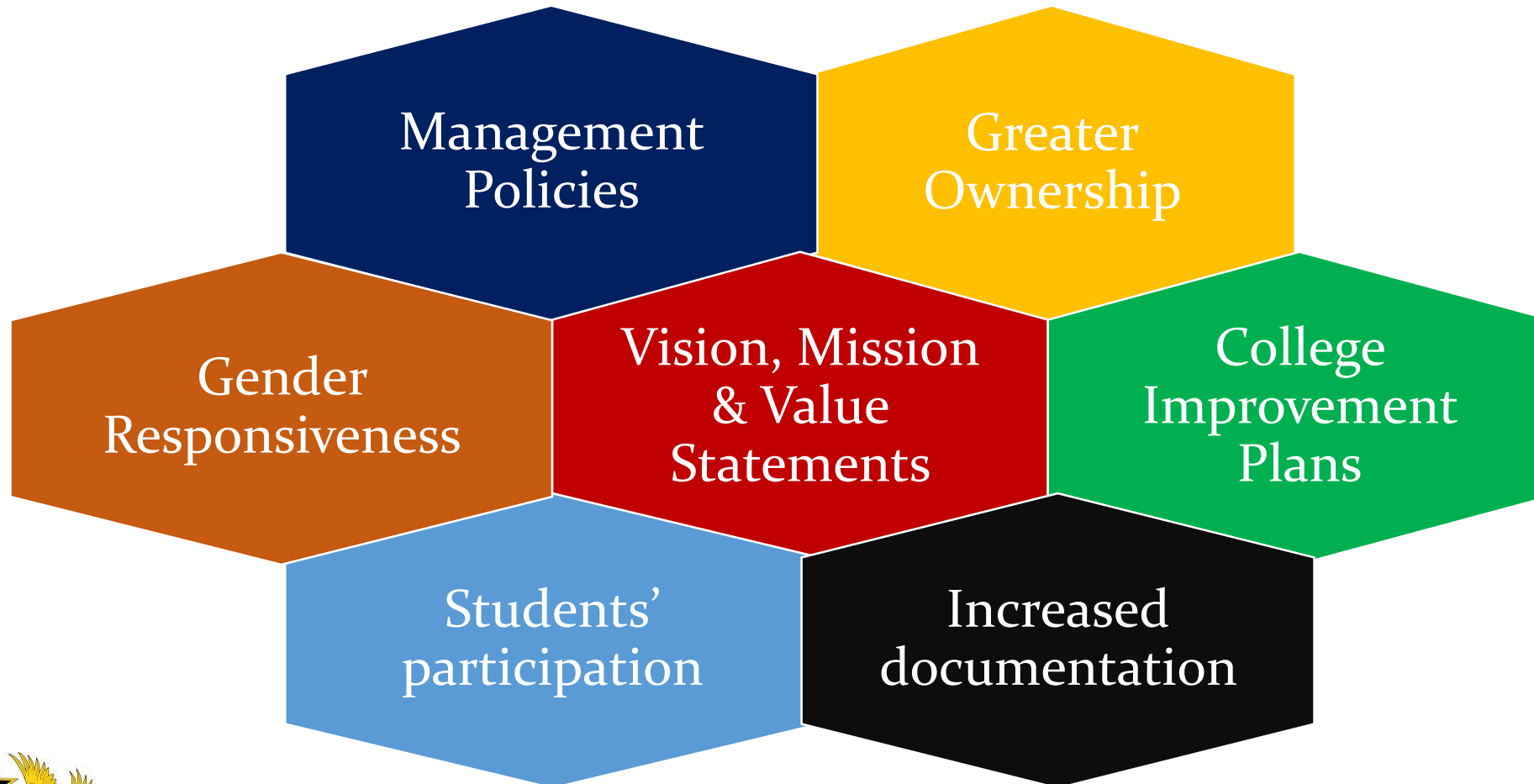
The Transformative Approach

Use of College Improvement Adviser with multiple roles

- Writers – writing the professional development units

- Facilitators – leading professional development workshops

- Coaches - Coaching support to College leaders

- Researchers – providing first level monitoring and engage in programme research

- All CIAs are **national professionals** – a deliberate strategic within the T-TEL's sustainability model.

Emerging Evidence

Management Policies

Greater Ownership

Gender Responsiveness

Vision, Mission & Value Statements

College Improvement Plans

Students' participation

Increased documentation

Enablers

Professional Development Workshops

Incentive to aid implementation

Approach and Leadership Characteristic

Intensive Support through coaching

Finally

- Improvement planning is an integral part of the T-TEL Leadership development approach where quality assurance, leadership and institutional development are being used to create the benchmark for measuring high quality standards and delivering excellence in education for Ghana's young people.

- In the end, we see leadership as a form of strategic influence exercised by all and not only by the Principal alone. We are therefore encouraging all Principals to continually engage all staff to collectively mobilise their creative forces through a deliberate, self-directed activity in order to create change at the professional, organisational and policy levels (Frost, 2012).
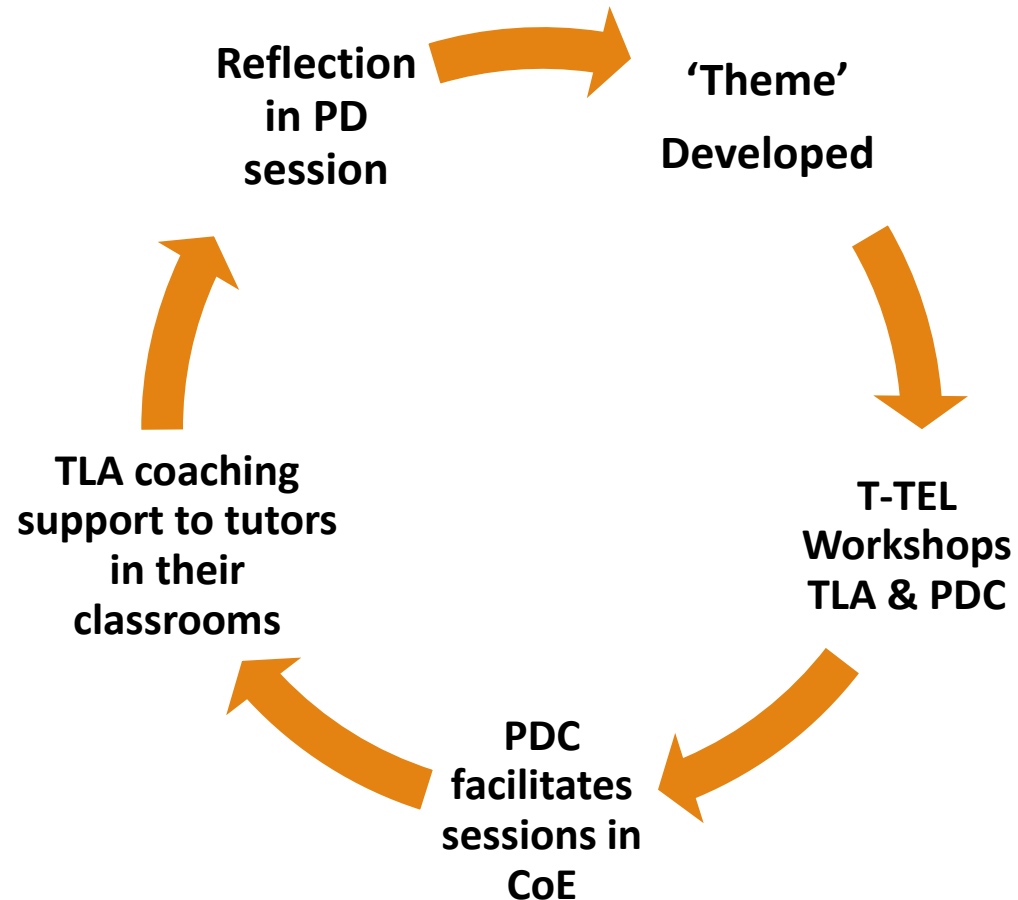
Transforming Tutor Professional Development

Tutor Professional Development (TPD):The Need

- Teacher training must be aligned with the basic education curriculum so that teachers can teach every child in every context

- Tutors must keep abreast with current trends in curriculum, content and pedagogy

- Every tutor therefore needs continuous professional development

- TPD Should be institution based, continuous and conducted by tutors themselves

- Need also for TPD materials

T-TEL Innovation: Professional Development sessions

Reflection in PD session → 'Theme' Developed → T-TEL Workshops TLA & PDC → PDC facilitates sessions in CoE → TLA coaching support to tutors in their classrooms → Reflection in PD session

T-TEL Innovation

- Materials for TPD developed by T TEL
  - 5 books already developed including Creative Approaches, Questioning, Talk for Learning, Group Work and Teaching and Learning Materials
- Weekly PD sessions
  - T TEL initiated and supporting PD sessions in Colleges of Education using the books and conducted by tutors designated Professional Development Coordinators (PDCs)

T-TEL Innovation: Coaching for Professional Development Coordinators

- Capacity building
  - Four 5-day Workshops for PDCs and Teaching Learning Advisers (TLAs) to build capacity

- Coaching
  - T TEL, through (TLAs), sponsoring coaching of (PDCs) and tutors

Impact

TPD works

- All 38 Colleges are holding PD sessions every week

- All 79 PDCs are capable of confidently conducting PD sessions

- Tutors more reflective on their practice

- Some tutors use strategies learnt at PD sessions

- 68% of tutors observed used at least one strategy from PDS

Impact, continued

Leadership matters

- Attendance and participation in PDS higher if principal is supportive
- Tutors more likely to 'try out' new strategies if the principal is supportive of PDS

Student teachers are noticing the difference

- Understand lessons/concepts better
- Lessons interesting and more involved
- Have learnt strategies to use when teaching pupils

Next steps

- More support to the principals on the leadership of tutor development

- More support to tutors through coaching and 'trying out'

- Consider qualifications and career pathways for tutors – how can TPD contribute to upgrading/career development of tutors?

- Pilot a revised curriculum with tutors – how can TPD engage tutors in the curriculum pilot and build capacity for implementation?

The Challenge Fund: Innovation in Colleges of Education

Challenge Fund – 4 Innovations

1. Grants awarded to CoE to pilot innovations to improve quality and enable better learning outcomes

2. A challenge fund *is* an innovation for CoE

3. Application process was *enabling*, not competitive

4. Innovative incentive to implement improved financial management, monitoring and evaluation practices

T-TEL Innovation: The Challenge Fund

- The CF is a funding mechanism for Colleges to address challenges and issues that constrain the achievement of quality education outcomes, with the purpose of identifying and nurturing **new ways** to improve the quality of pre-service training of teachers.

- A total of £ 1,000,000.00 has been set aside for the Challenge Fund

T-TEL
Transforming Teacher Education and Learning

Gender responsive Colleges building **their capacity and addressing the challenges and issues that constrain the achievement of quality education outcomes**

CF PROJECTS ACHIEVE MILESTONES AND SHOW RESULTS

Technical Support Package
- *Analyse, strategise, consult*
- *Critical friend*
- *Capacity development*
- *Knowledge management/brokering*
- *Facilitate linkages to other T-TEL component advisers*
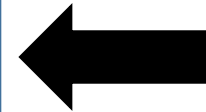
M&E Support Package
- *Result based quarterly reporting – narrative and financial;*
- *Feedback on progress in activity implementation*
- *Support to address gaps in financial management system identified in due diligence and reporting*

Project development and completion of Full Application; Due diligence; Contracting; disbursement of funds

Identification of problem (targeted); Desired RESULT/CHANGE

Interventions/ strategies to address problem and achieve results

Actions/activities to implement

COLLEGES DEVELOP STRATEGICALLY FOCUSSED PROJECT PROPOSALS

Leveraging Partnerships

Grants are only available to:

- A public College of Education on its own

- A partnership that includes **at least one public College of Education,** with the CoE as the lead organization.

- A public College of Education **in partnership with other public Colleges of Education** (up to a maximum of four colleges)

- A partnership of one or more public College of Education and one or more organisation(s) who already work with the partner College, such as:
  - Model schools
  - CoE Partner Schools that host student teachers for their practicums
  - MMDAs and DEOs with schools that host student teachers for their practicums
  - CSOs working in teacher education or girls' education
  - Universities

Innovative Grant Projects

Eligible projects must:

- Be innovative, take risks, do things differently or test a new idea that has no existing evidence base;
- Implement an existing idea but in a new situation;
- Make an impact on the quality of teaching and learning in CoE
- Achieve and measure results being offered;
- Deliver outcomes for gender equality and inclusion.

T-TEL Innovation – Enabling all CoE

- Expressions of Interest often underdeveloped.
- One-on-One targeted technical support provided to all CoE develop realistic projects guided by a results based framework.
- Projects designed to achieve tangible results and are also linked to other T-TEL components where relevant
- CoE acknowledge targeted support as capacity development for other grants in future.

Due Diligence and System Strengthening

- Due diligence exercise to assess the quality and robustness of CoE's financial management and reporting systems
- Identified potential weaknesses and risks
- Recommended specific areas for system strengthening
- T-TEL is delivering financial management and reporting training, and coaching on site.

Specific Innovations

College	Wesley College of Education, Kumasi	Abetifi Presbyterian College of Education
Project	Strengthening College-School Partnership; A New Approach To Quality Teacher Preparation	Supporting female trainees through innovative teaching & mentoring to develop interest & excel in the learning & teaching of Science & Maths
Current Situation/ Baseline	Poor mentorship and supervision of teacher trainees' practicum as a result of poor relationship with District Education Stakeholders (1. inadequate supervision & mentoring skills for college supervisors and School-Based mentors. 2. Weak collaboration between WESCO and the District Education Stakeholders (DAs,/DEOs, TA, RB)	Lack of interest and poor performance in Mathematics and Science by female teacher trainees
Expected Results/ Outcomes	Overall Outcome: At least, an average teaching practice performance rate of 75% for trainees and a 70% stakeholder involvement rating in the Practicum process achieved Specific Results: 1. Teacher Trainees' Practicum Well Supported by District Education Stakeholders (DEOs, DAs, Partner Schools, Traditional Authorities, Religious Bodies) 2. Improved Trainee Teacher's performance in teaching practice	Overall Outcome: High Referral Rates among female teacher trainees in Maths and Science subjects reduced by at least 50% Specific Results: 1. Referral rates among female teacher trainees in maths and Science subjects reduced 2. Maths and Science lesson delivery among Female teacher trainees improved

Next steps

- Monitor implementation of grant progress and results
- Targeted training and coaching on financial management and track and report funds
- Encourage Colleges to find low or no cost strategies to sustain innovations
- Support Colleges to learn from grant projects
- Use participatory and experiential approaches to enhance learning, maximize ownership of outcomes, promote inclusion and strengthen democratic processes in general

Review of the DBE Curriculum

Role of Institutional reform Agenda

Objective

- 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

Strategy: *harnessing the wisdom of 'informed' crowds*

- Sustained engagement of all key partners to realise their vision for teacher education through the development of a Curriculum Framework to act as the blue print for reviewing current and future teacher education curricula.

The model for the Framework: a vision

- Ensuring that all new teachers are fully prepared to teach the school curriculum, incl. English, mathematics and science and to develop all pupils' languages, Ghanaian and English, and literacy

- Making explicit critical cross cutting issues: equity and inclusivity, assessment, core skills, professional values

- Raising the profile of practical teaching experience through supported – assessed - teaching in school

- Moving from exam focused assessment to evidence based portfolios

- Moving from generalist to specialist teacher preparation

- Changing the structure - four pillars: subject and curriculum knowledge; pedagogic knowledge; language studies; 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 I Professional values | Assessment strategies | Core skills | and CPD for Mentors, college tutors, school leaders

Subject and Curriculum Knowledge

- **Subject knowledge, pedagogical content knowledge**
- **School curriculum including learning outcome**
- **Education system and key policies guiding it**
- **Child development and learning in diverse contexts**

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 modes to support differentiation and learning.**
- **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

Implications: potential weighting of the Curriculum Framework

Pillar	Time	Credits	Credits DBE Gen. draft14
Subject and curriculum knowledge	25%	26%	42%
Pedagogic knowledge	25%	26%	45% (15 Ped,22 Educ. 8Gen.Stud.)
Literacy studies: Ghanaian languages and English	20%	20%	
Supported Teaching in School	30% 12wks aprox. /year	28%	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 will include both subject and curriculum knowledge and pedagogy
- The supported teaching in school would be assessed as part on 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

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

Next steps:

- Review of the DBE Curriculum leading to implementation of the revised 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

Some conclusions

Challenges

- Political and Stakeholder Engagement:
- Risk Mitigation and Management:
- Building Consensus and buy in of key stakeholders
- Aligning project implementation timelines with the dynamics of stakeholder engagements and policy reform
- Creating a stakeholder led and stakeholder supported process
- Reflections and feed back

Conclusion

- Learning across a reform process is very critical because sustainable transformation is not always in a straight line, and can sometimes be messy.

- We believe T-TEL is contributing to the global understanding and lessons of how sustainable teacher education reforms can inform and improve policy reforms and eventually create a better future of the next generation of children

For more information

www.t-tel.org

THANK YOU