Transforming Teacher Education and Learning in Ghana (T-TEL Ghana)

Evaluation of T-TEL Materials: TPD and TP

Presentation @ Learning Summit
(11 August 2017)
Accra
Outline

• Background
• Purpose
• Methodology
• Key Findings
• Implementation of recommendations
• Conclusion
Background

• T-TEL’s support to improving the quality of teacher education in Ghana includes investment in tutor professional development and in better supported teaching practice for student teachers. Both areas of work involve...

• developing and printing of large numbers of handbooks for tutors, school mentors and student teachers

• regular coaching for tutors

• training of tutors to lead on tutor professional development

• training of tutors to manage teaching practice
Purpose

• To evaluate the use and application of the T-TEL materials by tutors and student teachers:
  - Tutor Professional Development (TPD) materials (Professional Development Coordinators and tutor guides)
  - Teaching Practice (TP) handbooks for student teachers, mentors and tutors

• To improve materials in future

• To learn lessons relevant to:
  - T-TEL
  - CoE
  - Sector bodies (e.g. UCC; NCTE; NTC; GES)

• Ascertain value for money: is the investment effective?
Methodology

- Independent evaluators – Prof. Jonathan Fletcher and Mrs. Sarah Shepherd
- Desk review of materials
- Study of Diploma in Basic Education (DBE) materials
- Desk review of T-TEL Monitoring & Evaluation reports
- Visit to 5 Colleges of Education (CoE)
- Interviews with Vice Principals, students, tutors, Teaching and Learning Advisors (TLAs), School Partnership Advisors (SPAs).
- Interviews with writers, NCTE, NAB, PRINCOF, UCC, UEW
- June – August 2016
Key Findings: Teacher Professional Development (TPD) Materials - Strengths

- Materials relevant to teaching/learning in colleges, especially to the methods courses
- Pedagogic approaches applauded by evaluators and interviewees
- Teaching/learning strategies supported by research evidence of impact on learning (e.g. Hattie, 2016)
- DBE Curriculum units covered in the examples
- Gender sensitivity well promoted in the handbooks
Key Findings: Impact (Strengths)

• Some tutors trying to use the strategies in their classes

• Students finding lessons interesting and interactive

• Gender sensitivity promoted *in practice* through the teaching/learning strategies (collaborative learning; planning for gender responsiveness) – females are participating more
Key Findings: **Professional Development Sessions (PDS) - Strengths**

- **Structured tutor TPD in CoE introduced**
  - 100% CoE implementing PDS
  - 68% tutors attending (average ranging from 44% to 84%)
- **Principal’s support and attendance making a difference**
- **Professional Development Coordinators (PDCs) becoming confident**
- **Tutors enjoying the PDS and finding them motivating**
Key Findings: Challenges (PDS)

- Too much content for PDS
- Tutors’ perceptions of the relevance to DBE curriculum
- Less experienced tutors not able to relate generic pedagogic principle to specific subject areas
- HoDs are not involved in coaching/lesson support
- Some tutors not motivated
- Few women engaged as PDCs
- Sustainability of materials development process limited – not built the capacity of enough Ghanaian writers from conceptualisation.
Key findings - Teaching Practice
Handbooks: Findings - strengths

• Transparent teacher competencies
• Handbooks provide structure, covers curriculum content
• Students happy with the handbook and its ease of use
• Strong linkages between assessment frameworks for Years 1, 2 & 3
• Handbooks most effective as part of a teaching practice system
Implementation of recommendations

- Content for PDS reduced in subsequent themes
- Purpose of the materials better communicated
- Greater focus on more accessible materials
- Introduce PD topics to Principals first
- More women engaged as PDCs
- Ghanaian writers involved from conceptualisation
- Mentors trained in the new strategies and to support students to use the books
- Certification for tutors yet to be developed
- Coaching to be used to support less experienced tutors in subject specific pedagogical knowledge
- ***Following Slides show impact of materials and strategies (as well as implementation of recommendations) on tutor practice
PDS % Attendance – Male/Female (Oct, 2016 – April, 2017)
CoE Tutor Findings

**Output indicator 2.1:** % of male and female tutors effectively using T-TEL teaching and learning materials for lessons and tutorials

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<th>Baseline</th>
<th>Midline</th>
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<td>Overall</td>
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**Output indicator 2.2:** % of male and female tutors demonstrating student-focused teaching methods

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<tr>
<td>Female</td>
<td>25.0%</td>
<td>67.6%</td>
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<tr>
<td>Overall</td>
<td>26.1%</td>
<td>65.9%</td>
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Output indicator 2.4: % of male and female colleges tutors demonstrating gender-sensitive instructional methods

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<td>Male</td>
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<tr>
<td>Female</td>
<td>3.6%</td>
<td>48.5%*</td>
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<tr>
<td>Overall</td>
<td>2.2%</td>
<td>47.1%*</td>
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Conclusion

“Leadership is critical for even greater impact”

Principals hold the key to the successful implementation of T-TEL “strategies”:

• Support to PD Sessions
• System for coaching support to tutors
• Staff development policy and systems
• Coaching by HoDs to improve lesson support to tutors
THANK YOU