

Transforming Teaching, Education & Learning

Leaders in Teaching (LiT) Quarter 2 Progress Report

Executive Summary

31st October 2023

Quarter 2 Progress Summary (1st July to 30th September 2023)

The goal of Leaders in Teaching (LiT) Ghana is to improve the quality of teaching and learning in Ghanaian secondary education institutions (Senior High Schools (SHS), Senior High Technical Schools (SHTS) and Technical Institutes (TIs)) so that all young people have the 21st Century Skills and competencies needed for lifelong learning, employability and adult life. This goal will be achieved through four objectives:

1. **LEAD PILLAR: *To improve the leadership and management of SHS, SHTS and TIs*** so that School Boards and Leadership teams oversee effective learning-focused institutions with School Improvement Plans, conducting robust learning assessments and using accurate, timely and relevant data to inform decision-making and ensure effective quality assurance and oversight of all SHS, SHTS, TIs and teacher education institutions through a performance management and accountability system linking classroom, school, district, regional and national levels.
2. **TRAIN PILLAR: *To improve the quality and relevance of pre-service and in-service teacher education***, so that all teachers in SHS, SHTS and TIs are delivering the new secondary education curriculum and adhering to the National Teachers' Standards.
3. **RECRUIT PILLAR: *To attract, recruit and retain quality teachers for secondary education institutions*** with a particular focus on the recruitment of women and addressing staffing issues in rural areas.
4. **MOTIVATE: *To improve teacher motivation and elevate the status and respect for the profession.***

This approach is aligned with the four pillars of the Leaders in Teaching Model. The LEAD pillar operates at both 'school' and 'system' level - ensuring that schools are effectively led and that they operate within an effective quality assurance, performance management and accountability system at national and sub-national levels. This includes assessment as, without making significant changes to the current assessment system, teachers and learners are unlikely to adhere to the approaches set out in the new curriculum, undermining its chances of preparing young people for the world of work and further study.

Excellent progress has been made over the past quarter across several important area of the Secondary Education Reforms. Weekly Professional Learning Community (PLC) sessions are taking place across all 700 Senior High Schools (SHS) and Senior High Technical Schools (SHTS), with 688 schools having either completed or almost completed the PLC Handbook on the National Teachers' Standards (NTS) whilst 13¹ Secondary Education Transformation Programme (SETP) schools are completing PLC Handbook 3 on Numeracy across the Curriculum. In total, as of 13th October 2023, the 688 schools had held 7,951 weekly PLC sessions (average of 11.6 sessions per school) with teacher attendance standing at 76%. By the same date the 13 SETP schools held a further 146 weekly PLC sessions (11.2 per school) with teacher attendance standing at 87%.

Importantly for sustainability and quality assurance, these weekly PLC sessions are surrounded by a structured monitoring and support system which T-TEL has helped GES to put in place. This involves regular use of school-level data by GES staff in schools, districts, regions and headquarters through the Secondary Education Institution (SEI) Dashboard. This Dashboard has around 1,200 active users each day, requiring T-TEL to purchase more internet bandwidth for the site so that it is not slowed

¹ This number includes one Technical Institute- Walewale TI- which is now under Ghana TVET Service (GTVET) not Ghana Education Service (GES).

down by the number of users. A total of 352 School Improvement Advisors (SIAs) have been recruited, trained and assigned part-time in teams of two to oversee between three and five schools each. These SIAs make regular visits to observe lessons and PLC sessions and advise on implementation of School Improvement Plans (SIPs). Each Regional Education Office (REO) has also constituted a Regional Monitoring Team which visits schools every day, often accompanied by T-TEL technical staff who are embedded in 9 REOs. During the quarter, Regional Monitoring Teams and SIAs observed 2,395 lessons across 530 SHS and SHTS, with the data from each lesson observed being uploaded on the SEI Dashboard.

Aggregated data from these lesson observations provides encouraging early signs that the quality of teaching is improving and that adherence to the NTS is increasing- for example the proportion of lessons observed where teachers *'employ a variety of instructional strategies that encourage student participation and critical thinking'* currently stands at 48% compared with a figure of 7% from the November 2022 baseline survey. We should be clear that these two figures are not directly comparable but it is an encouraging sign of potential progress which we will be able to verify statistically when the next annual evaluation survey is carried out from January 2024.

REOs in particular and GES staff overall are taking full ownership and responsibility for ensuring improvements in teaching and learning across SHS and SHTS. The monthly Regional Oversight Committees (ROCs) chaired by Regional Directors of Education from all 16 Regions are playing an important role in enabling REOs to use school-level data to identify performance issues and take corrective action (such as the case of the Northern Region where poor PLC attendance in one SHS was turned around by the Regional Director of Education summoning all non-attending teachers to one-on-one meetings in her office). The presence of the Conference of Heads of Assisted Secondary Schools (CHASS) on these Committees is also helping to ensure that performance issues are being addressed.

The monthly Ministerial Oversight Committee meetings, chaired by the Minister for Education or the Chief Director of the MoE in the Minister's absence, are also helping to ensure effective coordination, oversight and performance management. Each Regional Education Office knows that their performance data is scrutinized at these meetings whilst national agencies all wish to ensure that their Roadmap Key Performance Indicators (KPIs) are 'green'.

The national scale, potential for sustainability and impact of these achievements should not be underestimated and GES should be very pleased of what they have achieved to date since May, laying the foundations for successful curriculum roll-out from October 2024 onwards.

During the Secondary Education Reform (Leaders in Teaching) Quarterly Planning Meeting held on 28th and 29th September, government partners, T-TEL staff and implementing partners were asked to complete a participatory exercise to identify i.) the main strengths and successes of LiT and ii.) the top issues and challenges which still needed to be addressed. The top successes and strengths were:

1. The establishment of weekly Professional Learning Community (PLC) sessions across all 700 SHS and SHTS (8 votes).
2. Sense of ownership, responsibility and collaboration across implementing agencies (MoE, GES, NaCCA, GTEC, NSS, WAEC, NaSIA etc.) (7 votes)
3. Strong accountability structures which make use of real-time school-level data to oversee progress and address issues- Ministerial Oversight Committee and Regional Oversight Committees fed by the online SEI Dashboard (6 votes)

The top issues and challenges which still need to be addressed were:

1. Ensuring that the techniques and approaches covered in the weekly PLC sessions translate into classroom practice (3 votes)
2. Addressing issue of schools which state that they do not have sufficient funds to implement activities in the School Improvement Plans (SIPs) which they have developed (3 votes)
3. Ensuring that all School Improvement Advisors (SIAs) receive adequate training to undertake what is a demanding and multi-faceted role (3 votes)

Overall this is encouraging feedback and reinforces the excellent progress that LiT has already made in its first six months. Further activities and successes achieved during the quarter are summarized below by pillar:

LEAD (schools)

All 700 schools have developed approved School Improvement Plans (SIPs) and implementation has continued over the quarter. 525 schools are now reporting SIP implementation progress online through the SEI Dashboard and GES are working to ensure that the remaining schools are reporting online by November. Terms of Reference for Results-Based Grant support for the 89 'prioritized' schools' SIPs have been developed and will be operationalized when the new academic year commences in December 2023.

Excellent progress has been made on leadership where training materials have been produced by the Institute for Educational Planning and Administration (IEPA), GES and T-TEL for dedicated leadership training for all 16 Regional Directors of Education which will commence next quarter.

The MoE, GES and GTVET have developed a restructured Framework for Guidance, Career & Counselling (GCC) in Secondary Education Institutions to ensure that they better meet the diverse needs of learners. This Framework is now being piloted in 47 selected SHS, SHTS, STEM schools and TIs across the country. The Framework presents a structured and comprehensive approach to supporting learners from year 1 to year 3 in second cycle institutions. The framework focuses on four thematic areas – 1) academic, 2) career & tertiary, 3) psychosocial support, and 4) guidance services. The proposed change in approach is aimed at enhancing the effectiveness of student support services by placing greater emphasis on career guidance and aligning support with the evolving needs of the 21st century learner.

Last quarter stakeholders agreed that they would develop a mandatory online sexual harassment awareness and training course in an effort to send a clear message to all employees of GES and GTVET that sexual harassment is unacceptable and in clear contravention of GES's Code of Conduct. A Technical Working Group has developed a 'Guideline on Addressing Sexual Harassment in SEIs'. This guideline provides more details on the issue of sexual harassment as captured in the GES Code of Professional Conduct. The guideline include definitions, types and examples of sexual harassment, procedures for reporting, redress mechanisms and guidance for referral. The material in this guideline is being used to develop *an Online Sexual Harassment Training and Certification Course* which will be launched in November. The online training will include quizzes and school-based scenarios to assess the participants. If a teacher obtains a set minimum score on the course, they will be issued a certificate upon completion of the training. Additionally, earning a certificate at the end of the course will grant the teacher a Continuous Professional Development (CPD) point from the National Teaching Council (NTC).

LEAD (system)

There were several issues during the quarter which meant that we had to revise the KPI on assessment so that it now focuses on the 32 curriculum trial schools. Initially the KPI was focused on developing a national assessment system with WAEC and NaCCA, linked to the new secondary education curriculum. However, given the sensitivity of assessment and the fact that WAEC's availability was limited since they were focusing on conducting the national Basic Education Certificate Examination (BECE) and the West African Senior School Certificate Examination (WASSCE), a strategic decision was made in September to shift the focus and adjust the KPI and related activities to focus solely on the curriculum trials in 32 selected secondary schools.

This decision has helped to reset the focus on assessment and, from early October onwards, NaCCA and WAEC have made good progress in producing a teacher assessment manual and toolkit which should be completed by mid-November.

The 11th meeting of the National Implementation Support Team (NIST) was held on 27th September 2023 to discuss updates on teacher education reform activities in the Colleges of Education and their mentoring Universities. The meeting was chaired by the Director-General of the Ghana Tertiary Education Commission (GTEC) with six teacher education universities and representatives from their affiliate Colleges of Education in attendance. Also present at the meeting were PRINCOF and officials from T-TEL. Key issues discussed included: Professional Educational Leadership Qualification Curriculum Framework (PELQCF); blended learning; institutional and programme accreditation for Colleges of Education; and signing of MOUs to extend affiliation between the Colleges of Education and mentoring universities.

GTEC's decision to conduct orientation workshops for council members of all 46 public Colleges of Education to improve oversight and quality of decision-making was successfully achieved. A total of 608 Council members from all 46 public Colleges of Education participated in the training workshops.

GES and T-TEL presented the findings of the Secondary Education Transformation Programme (SETP) evaluation survey at the Ghana Teacher Prize event in Takoradi on 3rd October. The findings were positively received by the audience who were particularly happy to hear that the learning from SETP had been used to scale up the introduction of Professional Learning Communities (PLCs) and School Improvement Plans (SIPs) to all 700 SHS and SHTS in the country.

ESSA also presented the teacher motivation and workforce study as a working paper at the Ghana Teacher Prize symposium on 4th October. The audience provided some useful insights that ESSA will be incorporating in the study, including recommendations concerning the retention of teachers in rural area and the attrition of TVET teachers. Generally, the research was received well, and participants looked forward to seeing the final findings.

T-TEL provided technical assistance during the quarter which enabled GTVET to achieve the significant step of finalising their Scheme of Service so that it received approval from the Public Service Commission. This had been a pressing concern for GTVET because, without this approval, they were not able to officially start functioning as an agency. GTVET have expressed gratitude to T-TEL and Mastercard Foundation for the support which has enabled them to take this momentous step. T-TEL is now supporting GTEVT to map their 13,000 staff onto the payroll, now that their Scheme of Service has been approved. GTVET were also supported to draft a high-level action plan informed by the recommendations from the institutional audit report. This action plan will be turned

into a series of funded proposals over the next quarter which GTVET will use to seek support to develop their capacity to oversee TVET transformation.

TRAIN (in-service)

Following the submission of all the completed curricula to the Ministry of Education last quarter, NaCCA received approval to proceed with the design and printing of 33 out of the 34 subject curricula ahead of the curriculum trial. The Ministry raised a few concerns about the content of the Social Studies Curriculum. After discussions with the Ministry, NaCCA was directed to constitute a panel to review and provide technical, guidance and constructive suggestions on how to include more Geography, History, Economics and Government content into the Social Studies Curriculum. This panel has been constituted and revisions will be completed by the end of November 2023.

Following a third writing workshop from 23rd to 27th July held at Volta Serene in Ho, 32 out of 34 subject groups have now produced draft Year One Subject Specific Teacher Manuals for the new curriculum. These manuals have been used by a separate team to develop corresponding subject-specific Professional Learning Community Handbooks (details under KPI3.3). The two subjects where further work is required are Social Studies, where the curriculum is being revised at the direction of the MoE, and Religious and Moral Education (RME), where the lead writer unfortunately passed away and where additional support is now being provided to the team to enable them to complete writing.

NaCCA completed the PLC Handbook entitled 'Introduction to the Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technology, Engineering and Mathematics (STEM) Curriculum'. This is the second PLC Handbook for all SHS, SHTS and STEM schools and it will be rolled-out nationally in November 2023.

Following the introduction of the PLC handbook on the new curriculum to all teachers in secondary schools, the next step is to ensure that the teachers understand the content and how to plan and teach effectively once the curriculum goes live in schools. To do this NaCCA commenced the development of departmental-based PLC Handbooks which will be rolled-out in schools after the PLC Handbook on the new curriculum has been completed by all schools in April 2024. The Departmental PLC Handbook will incorporate the learning planner template which will guide teachers on how to plan and teach the new curriculum. To develop the Departmental PLC Handbooks, the 34 subject areas were grouped into 11 departments. The Departmental PLC Handbooks were then developed during three writing workshops which were held between 27th August and 20th October in Ho and Koforidua.

NaCCA, in collaboration with GES, WAEC and NTC, constituted a team of writers to develop subject-specific PLC Handbook. These Handbooks will be used by teachers when they begin teaching the new curriculum. This will be from October 2024 for the vast majority of teachers but, for those 300 or so teachers in curriculum trial schools and subjects, they will be using these Handbooks from December 2023.

The subject-specific PLC Handbooks are based on the Year One Teacher Manuals, and they explain to teachers how to use the manuals to teach effectively. Each subject manual has 24 weekly sessions covering the whole academic year. Three writing workshops were held between 17th July and 25th August and the Handbooks are currently being proofread before design and printing and will be used by all the 32 curriculum trial schools from December 2023.

T-TEL and Ghana Society for Educational Technology (GSET) have supported NTC, GES and the Centre for National Distance Learning and Open Schooling (CENDLOS) to administer a digital skills audit tool to all teachers in all Senior High School/Senior High Technical School (SHS/SHTS) across Ghana. The purpose of the digital skills audit is to assess the level of digital literacy and competency of teachers so that stakeholders know what steps we need to take to ensure that teachers are integrating relevant and appropriate technology in their lessons.

The digital skills audit tool was administered online via google forms to all schools through their designated ICT troubleshooters. As of 16th October a total of 32,738 responses from teachers had been received. Preliminary data shows that 25% of respondents are female, while 75% are male. 96% of teachers access the internet via mobile data. 80% of teachers have access to a laptop while 90% have access to a smartphone. Only 0.8% of teachers do not have access to any digital device. This data highlights the potential for the effectiveness of a 'Bring Your Own Device' policy in schools.

As part of the process of digitising the ICT Integration Handbook, a Learning Management System (LMS) has been developed with content from Volume 1 of the ICT Integration Handbook fully completed. Content from Volume 2 of the ICT Integration Handbook is being incorporated and is expected to be completed by next quarter.

The Expert Advisory Panel, led by Professor Akyeampong, which reviewed the new SHS, SHTS and STEM Curriculum in January 2023 strongly recommended that the Government of Ghana should trial the curriculum in a selected number of schools prior to national roll-out in October 2024. In total there are 34 subjects in the SHS, SHTS and STEM Curriculum and, in discussions with the MoE, GES and NaCCA it has been decided to include a total of 32 schools, across 13 Regions, in the curriculum trial- including some SETP schools and selected other schools in addition to the STEM schools. Some of these schools will only trial 1 or 2 subjects whilst the STEM schools will trial many more with Koase SHTS trialing 26 subjects.

The aim of the curriculum trial is to ensure that the new SHS, SHTS and STEM Curriculum is fit for purpose so that amendments can be made where necessary ahead of the 2024/25 academic year.

NaCCA and GES held a curriculum trial kick-off meeting from 8th to 10th September with staff from 31 of the curriculum trial schools (the 32nd school, Kumasi Academy, was added after the workshop). The School Improvement Advisors (SIAs) assigned to support each of the 31 schools were also present along with representatives from the MoE, NTC, WAEC, NaSIA, CENDLOS, GTVET, T-TEL and Lead for Ghana. These agencies have developed a National Agencies' Readiness Plan whilst each of the 31 schools produced a School Readiness Plan. These plans set out the actions which agencies and schools will take over the coming months to implement the new curriculum. NaCCA and GES have established a Curriculum Trial Sub-Committee to provide strategic direction, coordination and oversight to the implementation of the Curriculum Trial. The Curriculum Trial Sub-Committee will meet on a monthly basis from November 2023 to August 2024. Monthly updates from the Sub-Committee will be presented as a standing agenda item at the monthly Ministerial Oversight Committee meetings.

TRAIN (pre-service)

An Inter-Agency Teacher Education Curriculum Review Steering Committee was constituted by NTC and GTEC to oversee the process of reviewing and revising three critical policy documents: i.) the National Teachers' Standards (NTC); ii) the National Teacher Education Curriculum Framework (NTECF) and iii.) the National Teacher Education Assessment Policy (NTEAP). These documents need

revising to ensure that they are fully aligned with NaCCA's new SHS, SHTS and STEM Curriculum and that they are comprehensive enough to guide universities that train SHS/SHTS teachers to produce teachers who can ensure that secondary education graduates are equipped with the 21st century skills and competencies needed for adult life, the world of work and further studies.

The review process began with the revision of the National Teachers' Standards (NTS). As part of the NTS review process, NTC organized a consultation event to seek stakeholders' input before finalizing the revision. The event took place on 6th October 2023 in Takoradi with about 150 participants in attendance from various stakeholder groups including Teacher Education Universities, Regional Directors of Education, District Directors of Education, District and Regional Educational IT Officers, officials from the Ministry of Education, GES, NASIA, PRINCOF, CETAG and TTAG. The date and venue for this engagement were strategically fixed to take advantage of the availability of stakeholders during the 2023 Ghana Teacher Prize celebrations which ended with a grand durbar attended by President Akufo-Addo on 5th October 2023.

The National Teaching Council (NTC) has developed a Curriculum Framework for a Post Graduate Diploma in Education (PGDE) intended for National Service personnel who are interested in pursuing teaching as a career. This is in fulfilment of the NTC's mandate of ensuring that all teachers in Ghana are licensed and qualified, as part of the nation's drive to professionalize teaching.

The PGDE Curriculum Framework sets out the requirements which need to be met by tertiary education institutions wishing to offer the PGDE and serves as a guide to develop the programme. This programme will run concurrently with existing teacher education programmes offered by universities and will be flexible, innovative, and practical-oriented, linked to pedagogies which feature in the new SHS, SHTS and STEM Curriculum. It will give an opportunity to service personnel who wish to become professional teachers to go through pedagogical courses that align to their first-degree subject content areas so that they qualify as effective teachers for those subject areas.

Following the completion of two stakeholder engagement events, the Framework was finalized and NTC made a call for submission of proposals from universities with a strong track record in teacher education. By the end of the call period, four Universities had submitted applications for grants to develop the PGDE Curricula for NSS Personnel- UCC, UEW, UDS and AAMUSTED. All four applications have been reviewed, accepted and a grant of GHS 200,000 has been made available to them for the development of the curriculum. Due to the urgency in getting the programmes developed and accredited for the 2023/2024 batch of NSS personnel, NTC has made the decision that a one-time grant payment will be made to the Universities upon submission of their full PGDE Curriculum documents by the deadline of 1st November 2023.

In the next stage of the process, GTEC and NTC will engage assessors to review the new PGDE programmes submitted by universities as part of the accreditation process.

RECRUIT

NTC and NSS's mandatory pedagogy training for Service Personnel posted to SHS and SHTS took place from 9th to 20th October 2023 at 8 universities across the country. NSS, following a request from GES, posted 3,586 graduates holding degrees without prior pedagogy training to take up teaching roles in SHS and SHTS. These were the personnel targeted for the mandatory pedagogy training. The total number of personnel who were trained from 9th to 20th October was 1,934 as a significant number of personnel refused to accept postings to SHS and SHTS and made efforts to be redeployed. These numbers illustrate the negative perception of teaching as a profession amongst

Ghanaian youth. It is pleasing that those young people who participated in the pedagogy training have largely had a change of heart about teaching, as evidenced below.

As part of initial preparatory activities towards the training, NTC, NSS and T-TEL revised the Handbook to be used for the training based on feedback from last year's experiences and then selected a final group of 126 facilitators based on the skills demonstrated during their clinical teaching.

Drawing insights from the previous year's pedagogy training, NSS, NTC, and T-TEL took a proactive approach with this year's group of service personnel assigned to secondary schools. T-TEL hired a team of 16 interns from TTAG who made individual phone calls to over 3,000 personnel who had been posted to SHS and SHTS in the week commencing 2nd October 2023 to inform them of the training and their assigned Centre. A dedicated WhatsApp group was then created to ensure rapid and accurate information dissemination to all personnel.

The pedagogy training then took place from 9th to 20th October 2023 where a total of 1,934 (out of the 3,586) NSS personnel who were posted to secondary schools participated in the training. Personnel were split into classes of no more than 40 for the training which was very interactive and modelled the pedagogies which they are expected to demonstrate when they are teaching. To demonstrate the competencies and skills acquired through the training, Personnel submitted a lesson plan that they have taught and a page write up reflecting on the lesson they have taught. This mini portfolio will form the basis for the issuance of a temporary certificate by NTC to the Personnel, enabling them to take up their teaching roles.

All 1,934 personnel completed a pre-training and post-training evaluation survey. During the pre-evaluation, 68% of the service personnel said that they were not interested in pursuing a career in teaching and 44% said that they had the expectation that the pedagogy training would adequately prepare them to teach in SHS and SHTS. By the end of the training and the post-training evaluation, 72% of personnel say that they now have an interest in pursuing a career in teaching; 85% of personnel said that the training has adequately equipped them to teach in SHS and SHTS and 89% are interested in advancing their skills through a postgraduate teaching programme (Postgraduate Diploma in Education). These results show the positive impact of the training in shifting attitudes and behaviour amongst the service personnel.

The Lead for Ghana (LFG) program centers on identifying, recruiting, training, and positioning exceptional recent university graduates and young professionals to dedicate a minimum of two years to teaching full-time. Those who participate in the LFG Fellowship are referred to as Fellows. After placement, these Fellows continue to benefit from sustained support aimed at enhancing their pedagogical and school management abilities. Within LiT's Year One Roadmap, LFG have the target of working with GES to recruit and post 150 Fellows to take up teaching roles in 50 of the 89 'prioritized' SHS and SHTS identified by MoE and GES. LFG have been asked to pay particular attention to the 7 STEM schools (which are part of the 89 prioritized schools) given their role in the Curriculum Trial (KPI 3.6) and the lack of teachers with experience of Engineering and related subjects in these schools.

Lead For Ghana saw a total of 4,403 individuals express their interest in Fellowships. Of these, 512 candidates were invited to participate in the Assessment Center and 220 showcased the minimum necessary competencies to start out training institute, making them strong contenders to make it for selection as the final 150 Fellows who will be posted to their schools from early November onwards.

LFG assessed 75 of the 89 prioritized SHS, SHTS and STEM Schools in order to select the final 50 schools where Fellows would be placed. LFG also had a commitment to ensure that they placed Fellows in schools in all 16 Regions of Ghana. These school assessments took place between 28th August and 30th September.

MOTIVATE

T-TEL is supporting NTC and GES to conduct a teacher workforce and motivation study. The teacher workforce and motivation study is being implemented by ESSA and has been divided into three strands. The first strand, on Teacher Recruitment and Deployment, has commenced.

GES, NTC and T-TEL constituted a steering committee for the study. The committee consists of representatives from GES, NTC, T-TEL, CHASS, PRINCOF, Teacher Unions, basic school heads and the teacher education universities. The steering committee meeting provided an opportunity for the members to obtain an in-depth understanding of the teacher motivation and workforce study, including its desk research findings, progress, and methodologies. During the committee meeting, ESSA were provided with feedback to refine the study's direction. ESSA has since submitted the data collection instruments, obtained secondary data from GES and NTC and have drafted the Teacher Recruitment and Deployment strand report.

This quarter T-TEL provided support to the Ministry of Education and the Teacher Education Journal to premier the EduTalkShow. The EduTalkShow airs on Tuesdays at 9:00pm on Joy Prime, with a repeat broadcast on JoyNews at 6:30pm on Sundays. Guests featured to date have included Dr Yaw Osei Adutwum, Professor Jophus Anamuah-Mensah, Professor Mohammed Salifu and Dinah Adiko.

T-TEL supported the Ministry of Education to organize a communication training workshop for Public Relations Officers of the MoE and its agencies in August 2023. The training was designed to provide the PROs with essential knowledge and tools to be able to play their public relations role more effectively. T-TEL also used the opportunity to brief the PROs about current activities under LiT and get them to be actively involved and communicate on activities led by their agencies. A session was also dedicated to the secondary education curriculum to enable PROs to understand the role their agencies are to play in ensuring the effective implementation of the curriculum.

Stakeholder engagement remains crucial in securing support for effective implementation of the secondary education curriculum. During the quarter T-TEL supported the National Council for Curriculum and Assessment (NaCCA) to conduct targeted stakeholder engagements with eight stakeholder groups. These groups are the Ghana National Association of Teachers (GNAT), Coalition of Concerned Teachers of Ghana (CCT-GH), Ghana National Council of Private Schools (GNACOPS), Conference of Heads of Private Second-cycle Schools (CHOPSS), Ghana National Association of Private Schools (GNAPS), Civil Society Organizations (CSOs), and the Conference of Managers of Education Units (COMEU).

As part of the continued support to the National Teaching Council (NTC), T-TEL collaborated with NTC to produce a documentary highlighting the remarkable contributions of Ghana's Most Outstanding Teachers of 2022. This documentary film also featured an awardee who progressed to the 8th position at the African Union (AU) Continental Teacher Prize. To ensure wide viewership, T-TEL coordinated with reputable media outlets like the Multimedia Group (JoyNews and Adom TV) and the Ghana Broadcasting Corporation (GBC), to showcase the documentary before, during, and after the Ghana Teacher Prize event. The film was also screened at the grand durbar of GTP in

Takoradi. The documentary is available at this link –
<https://youtu.be/B4ONEiQftBk?si=u0vJaq4fxGUpd6sm>

Progress against Deliverables

T-TEL has agreed a set of seven deliverables with the Mastercard Foundation which must be achieved by 30th September 2023. These deliverables and a brief summary of progress are set out in the table overleaf.

Deliverables to be achieved between 1st April and 30th September 2023

Deliverable	Progress to date
1. Finalize and sign contracts with all LIT sub-implementing partners.	Completed: Due Diligence reports were completed for IEPA and CEGENSA and contracts have now been signed with all implementing partners.
2. Establish technical teams in eight Regional Education Offices and complete purchase of all relevant office equipment.	Completed: Technical teams have been established in nine Regional Education Offices (REOs) rather than eight as initially planned because, in partnership with GES, T-TEL took the decision to introduce an additional team to cover Western North and Western Regions (based in Bibiani) so that the existing team could focus their efforts on Central Region where there are a significant number of SHSs and SHTSs (75 in total, making it the 3 rd largest region by number of schools). These nine teams have access to 10 T-TEL vehicles (with two T-TEL vehicles being reassigned from the recently completed Communities of Excellence Programme), printers and routers. Five of the nine teams have renovated their REO office spaces and have fully moved in whilst renovation is in progress in a further two offices (Ashanti and Central). Two teams do not currently have assigned offices due to issues with the REOs, both located in ‘new’ Regions- Oti (Jasikan) and Western North (Bibiani), where the REOs themselves do not yet have completed offices. In both instances temporary office space has been made available and the teams are working effectively.
3. Regional Monthly Progress Review Committees established in all 16 Regions, chaired by Regional Directors of Education, and reporting monthly to GES headquarters.	Completed: All 16 Regions have held at least one Regional Oversight Committee (ROC) meeting to review progress against the Secondary Education Reforms and to take action in those SHS and SHTS which are lagging behind on certain indicators.
4. GES and NTC supported to design and launch compulsory national online Sexual Harassment, Awareness and Prevention training for all SHS and SHTS teachers.	Almost Completed: The compulsory national online Sexual Harassment, Awareness and Prevention training has been completed by GES and NTC. The only thing that has yet to happen is the launch which will take place on 25 th November to coincide with 16 Days of Activism on Gender-Based Violence.

<p>5. Weekly Professional Learning Community (PLC) sessions rolled-out and being implemented and monitored across all Senior High Schools (SHS) and Senior High Technical Schools (SHTS).</p>	<p>Completed: Training was carried out for facilitators from all SHS and SHTS nationwide. Regional and District GES teams were also trained so that they can monitor progress in addition to visits carried out by T-TEL technical teams across the regions. A national real-time reporting system has been established which shows that, as of 23rd October, all 688 schools have carried out a total of 8,056 weekly PLC sessions (11.7 sessions per school) with total teacher attendance standing at 76%.</p>
<p>6. Framework for postgraduate pedagogy training for NSS personnel developed and interested universities having submitted courses for accreditation by NTC and GTEC.</p>	<p>Completed: The Postgraduate Diploma in Education (PGDE) Framework has been developed by NTC and four universities have expressed interest in writing curricula and running the programme- UCC, UEW, UDS and AAMUSTED. All four universities have had a briefing session with NTC and been provided with a guidance note to use when developing their curricula. These four universities have been set a deadline of 1st November to submit their finalised curricula to NTC and GTEC for review and accreditation.</p>
<p>7. Teacher workforce and motivation study designed and underway, with close involvement of GES and NTC.</p>	<p>Completed: The research study, overseen by GES and NTC, has been split into three parts with the first part covering Teacher Recruitment and Deployment. Good progress has been made and ESSA presented preliminary findings of the research at the Ghana Teacher Prize symposium in Takoradi on 4th October.</p>

Progress against Secondary Education Reform (LiT) Roadmap

A detailed Secondary Education Reform (Leaders in Teaching) Roadmap has been produced to ensure effective project management and oversight. This Roadmap contains 33 KPIs and is updated on a monthly basis for scrutiny by the Ministerial Oversight Committee.

As of 25th October 2023 2023, 23 KPIs are rated Green, 6 are rated Amber/Green, 2 are rated Amber/Red and 2 are unrated because they have been completed or moved to next year. 1 KPI has deteriorated in rating since last month's report whilst 4 KPIs have improved in rating.

The two KPIs which are rated Amber/Red are:

KPI 2.2: *“Ensure that all assessment arrangements for trial subjects, including the new transcript system, have been developed by NaCCA and WAEC, and are understood by teachers in trial subjects across all 32 schools.”* This KPI had stalled for some time due to decisions which needed to be made at Ministerial level regarding assessment arrangements, combined with WAEC's lack of availability due to their focus on BECE and WASSCE. This KPI was actually rated 'Red' in late September but NaCCA and WAEC have made good progress over the past month in finalizing assessment arrangements ahead of the curriculum trial so the rating has improved to Amber/Red.

KPI 3.6: *“Ensure that all 32 Curriculum Trial schools are fully prepared to deliver the new curriculum as planned between December 2023 and June 2024.”* This KPI is Amber/Red because the curriculum trial is due to commence on 4th December and there is still much that needs to be done in terms of developing policies and guidelines on ICT usage, differentiation, assessment and quality assurance. There are also a significant number of teachers who require intensive training on the new

curriculum, particularly in STEM subjects. All these things are achievable but the time in which to carry them out is short, hence the Amber/Red rating.

The one KPI which has deteriorated in rating over the past month is:

KPI 3.7: *“Support production of textbooks for all subjects in the SHS, SHTS and STEM Curriculum.”*

This is a new KPI but it is of critical importance because, if quality textbooks are not available in schools by October 2024, the general public are likely to consider the new curriculum to be a failure. NaCCA have developed a good plan to work with subject associations to ensure quality books are produced but further consultation is required as this needs to be discussed with publishers.

The summarized version of the Roadmap is presented below.

KPI Summary – LEAD (schools)

KPI	Description	Lead Responsibility	Deadline & Deliverables	Rating	Trend since previous report & progress to date
1.1	School Improvement Plans (SIPs) developed for all 700 SHS, SHTS and STEM schools and approved by GES.	GES (Beryl)	30 th June 2023	Done	This KPI has now been completed and will not be reported on again.
1.2	School Improvement Plans implemented effectively across all 700 SHS and SHTS with additional funding and support provided to 89 prioritized schools as identified by MoE and GES	MoE & GES (Beryl)	<u>A.ii</u> (Sept 2023) Ongoing to Dec 2023	G	↑ Regional teams and 342 SIAs have commenced work, <u>ToRs</u> for prioritized schools developed, rollout Dec. All 16 Regions have held ROCs, working effectively.
1.3	Complete development of module 3 of leadership handbooks (leading and implementing the school curriculum) and roll this out across all SHS and SHTS.	GES & IEPA (Ernest)	<u>B.iii</u> (March 2024)	G	↔ Module 3 writing completed, delivery in schools (one module per academic year) to be facilitated by SIAs from January 2024.
1.4	Leadership capacity development for REOs, Regional TVET and National Education Leadership Institute (NELI) training for SHS heads.	GES, NTC, GTVET & IEPA (Ernest)	Ongoing to March 2024	G	↔ Materials for 16 REOs training <u>complete</u> and facilitators selected. Standard Operating Procedures being developed.
1.5	Teacher Education Leadership Fora to be held twice per year for all 46 CoEs and mentoring universities with the first event taking place in 2023.	GTEC, PRINCOF, IEPA, NTC (Bernice)	December 2023	G	↔ Initial meeting held with GTEC and PRINCOF. The first Forum will take place in November 2023 in Bolgatanga. Topics being selected by PRINCOF.
1.6	Work with MoE, GES and GTVET to develop a plan as to how to improve Guidance, Counselling and Career (GCC) services across 47 SHS, SHTS and TIs including strengthened linkages with employers & universities.	GES, MoE GTEC, GTVET (Marjorie & Aaron)	Ongoing to March 2024	G	↑ GCC Framework and Implementation Plan completed, 47 pilot schools trained in October and developing action plans, baseline completed in October.
1.7	Introduce measures to address sexual harassment across SHS and SHTS including development and delivery of mandatory training and related measures.	GES, NTC & CEGENSA (Marjorie)	<u>A.iv</u> (Sept 2023) Ongoing to March 2024	A/G	↔ Progressing well and content finalised linked to new GES Code of Conduct. Launch delayed to coincide with 16 Days of Activism (25 th November).

KPI Summary – LEAD (system)

KPI	Description	Lead Responsibility	Deadline & Deliverables	Rating	Trend since previous report & progress to date
2.1	Conduct an initial baseline assessment in 89 prioritised SHS and SHTS using the new Inspection Evaluation Framework.	NaSIA, GES (Mina)	B. i (March 2024)	G	↔ Inspection Evaluation Framework (IEF) engagements ongoing. 24 prioritised schools already inspected by NaSIA.
2.2	Ensure that all assessment arrangements for trial subjects, including the new transcript system, have been developed by NaCCA and WAEC, and are understood by teachers in trial subjects across all 32 schools.	WAEC & NaCCA (Mina)	B. ii (March 2024)	A/R	↑ NaCCA and WAEC making progress on assessment and details of transcript system so that this can be explained to teachers before 4 th December when curriculum trial commences in 32 schools.
2.3	Introduction of an effective performance management system based on monthly accountability and problem-solving meetings at school, region and national levels (linked to KPI 1.2).	GES, MoE & GhLA (Abdul)	A.iii (Sept 2023) Ongoing through March 2024	G	↔ System operational across all Regions, 16 Regional Oversight Committees have met. GhLA PLC app being extended in phases through 2023 and 2024.
2.4	Hold quarterly National Implementation Support Team (NIST) meetings for teacher education and support with Board training and AAMUSTED prep.	GTEC & NTC (Bernice)	Ongoing to March 2024	G	↔ Positive AAMUSTED verification visit held some gaps being addressed. Council training completed, NIST held on 27 th Sept.
2.5	Annual evaluation survey conducted, and results disseminated to agencies	GES & GTEC (Abdul)	March 2024	G	↔ Fieldwork scheduled for Jan 2024 to include teacher ed., NaCCA involved in instruments.
2.6	Hold an Annual Research and Learning Forum linked to existing initiatives such as Ghana Teacher Prize or National Education Week to share research on secondary education.	MoE, Agencies, ESSA (Abdul)	October 2023	G	↔ First research study underway focusing on student perceptions of Science at SHS, to understand why many do not select it, in partnership with UCC DRIC.
2.7	Support Ghana TVET Service to do organisational self-assessment and accompanying action plan.	GTVET (Ernest)	February 2024	G	↔ Progressing well, assessment underway and Scheme of Service approved. Next stage is development of Action Plan and proposals.

KPI Summary – TRAIN (in-service)

KPI	Description	Lead Responsibility	Deadline & Deliverables	Rating	Trend since previous report & progress to date
3.1	Complete revisions following external quality assurance and finalise the SHS curriculum.	NaCCA & MoE (Alberta)	30 th June 2023	A/G	↔ All subjects complete apart from Social Studies, IACIG established.
3.2	Produce subject-specific Teacher Manuals for all courses in SHS Year One, including a specific focus on English Language Development.	NaCCA, NTC & GES (Alberta)	B.iv. (March 2024)	G	↔ This is on track and writing has progressed well, all Manuals complete except RME and Social Studies.
3.3	Develop Professional Learning Community (PLC) Handbooks for 2023 and 2024 (covering the period up to September 2024) including printing and distribution to all SHS and SHTS.	GES, NTC & NaCCA (Alberta)	B. iv. (March 2024)	G	↔ 80,000 copies of PLC Handbook on introduction to curriculum distributed. Subject-specific and Departmental PLC Handbooks almost complete.
3.4	Roll-out ICT & Digital Literacy training and support to all 700 SHS and SHTS through dissemination of Digital Literacy training modules and targeted school-level support through a network of digital trouble-shooters.	GES, NTC, CENDLOS & GSET (Mabel)	Ongoing to March 2024.	G	↔ Materials being digitized, GSET troubleshooters identified and trained, 30,000 teachers responded to digital skills audit survey.
3.5	Roll-out of PLC sessions across all 700 SHS and SHTS, commencing with Handbook One on NTS, and ensure that these are monitored and supported effectively (link to KPI 2.3).	GES & NTC (Beryl)	A.v. (Sept 2023) Ongoing to March 2024.	G	↔ As of 23 rd October all 688 schools have carried out a total of 8,056 weekly PLC sessions (11.7 sessions per school) with total teacher attendance standing at 76%. PLC Handbook 2 roll-out from November.
3.6	Ensure that all 32 Curriculum Trial schools are fully prepared to deliver the new curriculum as planned between December 2023 and June 2024.	GES, NaCCA and others (Alberta)	Ongoing to March 2024.	A/R	↔ Kick-off meeting held, National Agencies and School Readiness Plans developed. Urgent actions needed on teacher training and policy/guidelines.
3.7	Support production of textbooks for all subjects in the SHS, SHTS and STEM Curriculum.	NaCCA (Alberta)	Ongoing to March 2024.	A/G	↓ NaCCA to lead urgent consultations, potentially controversial- big task ahead.

KPI Summary – TRAIN (pre-service)

KPI	Description	Lead Responsibility	Deadline & Deliverables	Rating	Trend since previous report & progress to date	
4.1	Revise the National Teacher Education Curriculum Framework (NTECF) and NTS to ensure it makes adequate provision for SHS education and STEM education, providing a solid basis for development of initial teacher education programmes for these areas. Have a specific focus on English Language Development including development of dedicated teacher education programs.	NTC & GTEC (Bernice)	B.v. (Feb 2024)	A/G	↔	A technical working group has been established, co-chaired by NTC and GTEC, this group has completed consultations on revision of NTS which is now being finalised. NTECF next document to be reviewed, in November 2023, followed by National Teacher Education Assessment Policy (NTEAP) in January 2024.
4.2	Develop Curriculum Writing Guide for SHS and STEM education	NTC & GTEC (Bernice)	March 2024	G	↔	Will now commence in January 2024.
4.3	Universities commence development of new teacher education programmes for SHS education and STEM education aligned with the revised NTECF.	GTEC, NTC & universities (Bernice)	2024/25	2024 /25		Delayed until April 2024 onwards so removed from current Roadmap.
4.4	Development of accredited postgraduate pedagogy course by universities for National Service personnel assigned to teach in SHS and SHTS from October 2023 onwards.	NTC, GTEC, GES, NSS & Universities (Bernice)	A.vi (Sept 2023)	A/G	↔	This KPI builds on the pedagogy training first offered to NSS personnel in 2022 by incorporating the initial, mandatory training into an accredited course to be delivered by universities. Framework approved by NTC, 4 universities are writing curricula (UDS, UEW, UCC and AAMUSTED), submission deadline 1 st November. GTEC and NTC need to accredit rapidly for Dec 2024 start.

KPI Summary – RECRUIT

KPI	Description	Lead Responsibility	Deadline & Deliverables	Rating	Trend since previous report & progress to date	
5.1	Recruitment and deployment of National Service personnel to SHS and SHTS with at least 3,000 undergoing mandatory pedagogy training prior to posting.	NSS, GES & NTC (Abdul)	B.vi (Nov 2023)	G	↔	1,934 NSS personnel completed training on 20 th October delivered across 8 university centres. Number of trainees below target as many refused postings to SHS/SHTS.
5.2	Recruitment of deployed National Service personnel onto postgraduate pedagogy programmes offered by universities (relies on KPI 4.3 for programme development and KPI 5.1 for SHS and SHTS deployment).	NSS, GES, NTC, GTEC & Universities (Bernice)	November 2023	A/G	↔	NSS personnel posted to SHS and SHTS will be given the option of completing a postgraduate pedagogy programme (developed under KPI 4.4) which will enable them to become qualified teachers. MoE is clear that this will be targeted at certain subjects e.g. STEM. Up to 150 scholarships available targeted at women in shortage subjects- identification of candidates has commenced.
5.3	Recruitment and placement of 150 Lead for Ghana Fellows in 50 prioritized SHS, SHTS and STEM schools across the country on two-year Fellowships where they will play an important role in helping their schools prepare for roll-out of the new SHS curriculum and achievement of SIP objectives.	GES & Lead for Ghana (Beryl)	Ongoing to March 2024	G	↑	Lead for Ghana have selected 50 of the GES/MoE prioritized schools and have recruited and trained 150 Fellows who will be posted to these schools from 1 st November onwards. Fellows to participate in PLC and curriculum trial training where necessary.

KPI Summary – MOTIVATE

KPI	Description	Lead Responsibility	Deadline & Deliverables	Rating	Trend since previous report & progress to date
6.1	Conduct research study on teacher workforce and motivation to develop a comprehensive picture of i.) teacher supply and demand and ii.) current levels of motivation and factors that impact this	NTC, GES, STIR Education & ESSA (Abdul)	A.vii (Sept 2023) Oct 2023 & Feb 2024	G	↔ Study progressing well, led by GES Director of HR, Steering Committee has met and initial findings of first part of research was presented at the GTP symposium in Takoradi in early October.
6.2	Develop policy recommendations and an implementation plan to enhance teacher motivation based on the findings of research report (KPI 6.1) and ensure that these activities are in LiT work-planning.	NTC, GES, STIR Education & ESSA (Abdul)	Ongoing from Feb 2024	G	↔ Plan to be developed after research published (KPI 6.1) and incorporated within LiT work-planning and broader MoE, GES and agency policy development.
6.3	Support to GES to consider introducing a performance appraisal system for SHS and SHTS teachers which can be combined with CPD points and current promotion examinations.	GES & EDC (Beryl)	Ongoing to March 2024	G	↔ EDC and GES to ensure alignment with Education Workforce Initiative and share teacher motivation findings (KPI 6.1 and 6.2) to inform design of system.
6.4	Develop and implement a national and sub-national communications strategy which will i.) ensure that stakeholders and the Ghanaian public understand and are supportive of the new SHS curriculum and assessment arrangements and ii.) start to enhance the status of the teaching profession (linked to KPI 2.6).	MoE, NaCCA, GES, NTC and other agencies (Mabel)	B.vii (March 2024)	G	↔ The first priority of communications work for 2023 is the SHS curriculum and accompanying assessment system so that this is understood and accepted. Stakeholder engagement progressing well including Unions and GES PROs, EduTalk Show being aired, GTP activities completed.
6.5	Ensure that Ghanaian youth are fully engaged in secondary education curriculum roll-out including development of a handbook on National Values to be written in conjunction with NUGS for use across all SHS and SHTS	NUGS, LfG, Honour Ghana, GES, NaCCA (Hannah)	Ongoing to March 2024	G	↔ Lead for Ghana to play the main coordination role. NUGS actively engaged, plans being developed and Youth Advisory Group being constituted.