

Leading Curriculum, Training and Learning

RESOURCES FOR COLLEGE LEADERS





Transforming Teacher Education and Learning in Ghana

UNIT 4: LEADING CURRICULUM, TRAINING AND LEARNING - LEADERSHIP PROGRAMME RESOURCES FOR COLLEGE LEADERS

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The Government of Ghana



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Welcome to the T-TEL Leadership Programme Resources for Leaders in Colleges of Education

Transforming Teacher Education and Learning (T-TEL) is a Government of Ghana programme to support the implementation of the new policy framework for Pre-Tertiary Teacher Professional Development and Management. T-TEL seeks to transform the delivery of pre-service teacher education in Ghana by improving the quality of teaching and learning through support to relevant national bodies and institutions and all Colleges of Education (CoE).

Elements of the programme will include:

- Professional development for all CoE tutors (including tutors in mathematics, English and science);
- Support for the leadership and management of CoEs and training of their leadership and management teams;
- Support to reform the Diploma in Basic Education (DBE) curriculum;
- Support to develop more effective student practicums;
- Work with MoE and regulatory bodies on the implementation of existing policies for teacher education;
- A Challenge Fund to which CoEs and their partner districts and schools will be able to apply to carry out innovative initiatives; and
- A set of incentives for each CoE to improve their management and training delivery.

The role of leaders of educational institutions in securing quality provision and ensuring that all learners achieve their full potential is both a professional responsibility and a moral obligation.

Whilst the quality of teaching and learning is considered a major contributory factor to positive learning outcomes, there is growing evidence about the positive relationship between effective leadership and continuous improvement in schools and colleges in many countries. The Leadership component of the T-TEL programme seeks to focus on the improvement of management, leadership and governance of Colleges of Education as they develop their capacity as autonomous tertiary education institutions.

As the primary decision-making authority in the college, it is critical that college principals and their leadership teams take initiative in building classrooms which are student-friendly as well as inspire and motivate tutors to develop their professional capacities. In transforming these colleges, it is also imperative that management and administration and most importantly leadership are effectively strengthened to ensure changes are embedded in everyday practice.

The Leadership Programme for college leaders is organised into 6 units around four domains of institutional leadership with a clear focus on professional development and quality assurance. The four domains are Leading Institutional Strengthening (Systems and Operations Leadership), Curriculum, Training and Learning Leadership, Change Leadership and Strategic Leadership. The six different units were carefully selected to ensure that college leaders are equipped with the necessary skills to lead their colleges towards autonomous tertiary institutional status. Imbedded in each unit is the self-assessment of seven quality assurance indicators of Leadership and Management, Training and Learning, Assessment, Student Engagement, Monitoring and Evaluation, Environment and Infrastructure and Partnership and Cooperation.

The Leadership Programme resources provide a step-by-step guide on assessing the indicators against specific themes and evidence.

The resources are self-contained and could be used for self-study. However, since college and improvement is mostly accelerated through a college approach, the Leadership Programme resources are developed to encourage and ensure collaborative working between senior leaders, middle leaders and college community. The aim is to build a culture of distributed and transformative leadership practices within each college.

The leadership materials are presented and printed in the respective units, but are also available online at www.t-tel.org in various formats such as HTML, ePub and PDF. All T-TEL resources are Open Educational Resources (OER), available under a Creative Commons Attribution ShareAlike licence.

This means that you are free to adapt the resource, as long as you attribute T-TEL and retain the same licence.

1.0 Introduction and Overview

INTRODUCTION

This Unit focuses on the second domain: Leading Curriculum, Training and Learning in the Leadership Programme professional development resource series. In the first domain; Leading Institutional Strengthening you were introduced to three Units in the series on 'Setting New Directions', 'Systems Leadership' and 'Operations Leadership'. The Units afforded you the opportunity to undertake various initiatives in your colleges aimed at strengthening key improvement practices on your colleges' journey to an autonomous tertiary education institution. Through a collaborative approach (the process of engagement with key stakeholders within the college community), your colleges have been able to: revise their vision and mission statements, undertake a whole college self-assessment and gender responsive audit, develop college improvement plans and formulate set of management policies. As a college leader, you are now more aware of your roles and responsibilities within the context of the Colleges of Education Act, 2012 (Act 847). These initiatives were intended for creating the systems and the operational framework necessary for embarking on the other core business of your role – provision of Curriculum leadership in your institutions and to college teams.

The intention of this Unit 4; Leading and Supporting Curriculum, Training and Learning therefore, is to explore with you, the strategies and approaches for leading and supporting curriculum, training, and learning in Colleges of Education as tertiary institutions. In so doing, the components to the Unit are closely aligned with the new National Teachers' Standards and the Diploma in Basic Education (DBE) reviewed National Curriculum Framework. Deliberately, the Unit is made of 5 components as illustrated below:

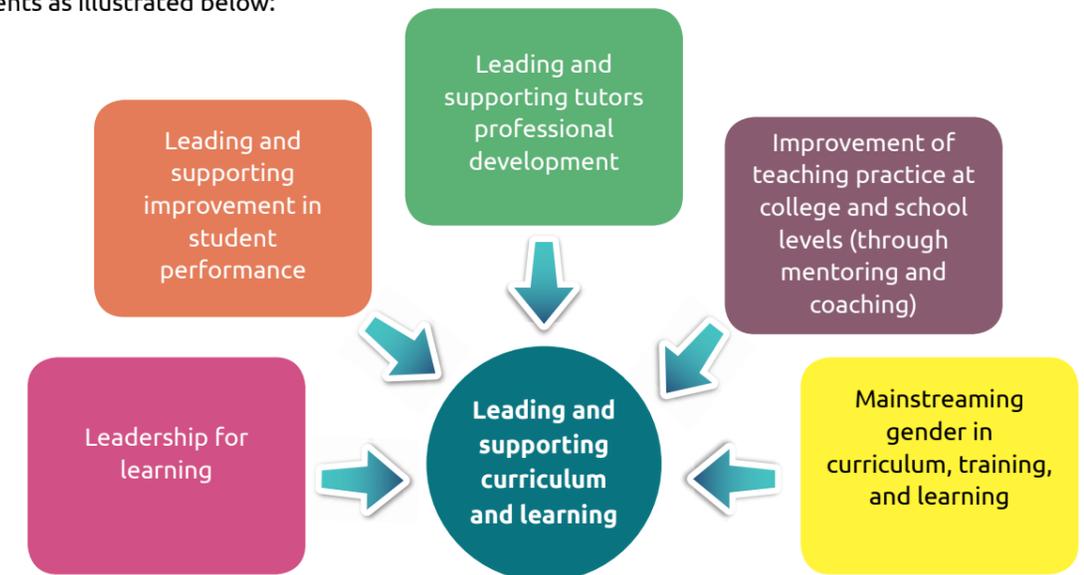


Fig. 1: Components of Units 4

The aim is to equip colleges with the skills and the experience needed to provide the required leadership for driving the implementation and maintenance of the curriculum – Curriculum Leadership. Before turning to the discussion on Curriculum, the learning outcome for the Unit and the Unit's relevance to National Policy Framework are as follow:

1.1 UNIT LEARNING OUTCOMES

By the end of this unit, the Colleges of Education would be able to, among other things:

- Implement strategies to transform teaching, learning, pedagogy and assessment practices
- Design assessment processes for the colleges and compare them to the DBE requirements to ensure that are fit for purpose
- Identify techniques for mentoring and coaching and use them to support professional and personal development of tutors
- Carry out a teaching and learning observation and provide constructive feedback
- Plan approaches to improving the performance of individual tutors and conduct constructive performance appraisal meetings
- Develop a college of education level gender responsive matrix, conduct sex disaggregation, and gender analysis and use a gender scorecard
- Improve gender equality of teacher trainee enrolment and performance
- Develop strategies to lead and support improvement in female trainees' performance with tutors equipped to lead and promote gender equality

1.2 RELEVANCE TO NATIONAL POLICY FRAMEWORK

The key national policy framework informing this unit is the Colleges of Education Act, 2012 (Act 847). Specifically, the act requires Colleges of Education to:

- Provide teacher education to citizens in the teaching profession;
- Offer programmes of study that have special relevance to the needs of the educational systems of and for the development of the country;
- Adopt and expose students to the modern and innovative techniques of teaching and learning that promote critical thinking and problem solving;
- Make basic research and action research integral part of their educational provisions to support quality teaching and learning in the classroom;
- Set up well-equipped resource centres for the purpose of equipping staff, students and serving teachers with effective classroom teaching skills including effective use of teaching and learning materials;
- Offer programmes for the award of diplomas and other certificates through affiliation with other chartered institutions accredited by the National Accreditation Board;
- Make provision for the general welfare, recreational and social needs of the staff and students of the college;
- Develop close relationships with professional teacher organisations, the Ghana Education Service, pre-tertiary educational institutions, universities and other tertiary institutions both local and international for the exchange of ideas and professional development; and
- Exercise powers that are incidental to the performance of the aims and functions of a college.

The Teacher Education Curriculum Framework also sets the direction and embraces different schools of thought and ideas that will assist colleges in developing the repertoire of knowledge, skills attitudes and values that a beginning teacher needs to meet the challenges in the school system. Specifically, the Framework aim at the development of a teacher who:

- Demonstrates attainment of the minimum levels of practice as set out in the National Teachers' Standards in order to inspire and challenge learners to achieve their potential.
- Has a secure knowledge of the subject matter content at the level he/she is being prepared to teach, and at the same time has a good understanding of national educational policies.
- Demonstrates ability to integrate his/her curricular, subject and pedagogical knowledge, plans for and uses differentiated interactive instructional strategies and resources to improve learning outcomes of all learners irrespective of gender, disabilities, or geographical location.
- Has a good grasp of the content of the textbooks, teachers guide, syllabi and other resources required by the curriculum at the specific level of training (early childhood, primary, JHS or SHS)
- Have a good understanding of the learners, their development, their needs and their socio-cultural and political backgrounds, as well as respect of their rights as human beings.
- Have a good understanding of own professional identity; beliefs, emotions, strengths and weaknesses.
- Views learners as active constructors of knowledge and is therefore able to create learning contexts that are learner-centred and that encourages learners collaborate with others
- Exhibits technology and information literacy and is able to integrate technology including open education resources in his/her teaching.
- Is an active co-learner with his/her students, life-long learner, effective communicator with learners, and democratic in designing and arranging the learning experiences for learners.
- Must be competent in the use of different pedagogical strategies including project-based, inquiry-based, and problem-based instructional and learning strategies, to meet the diverse needs and learning styles of learners.
- Promotes critical thinking, problem solving, and communication through the learning environment created by the teacher.
- Promotes literacy in English language and at least one Ghanaian language, especially at the early grade level.
- Participates in school observational visits, demonstration school practice, and a student-supported practicum (internship) experience that encourages continuous reflection by the teacher; the latter can be enhanced through the use of portfolios, diaries and journals.
- Exhibits potential attitudes, values and beliefs that are in tune with the code of ethics of the teaching profession.
- Integrate informal learning and cultural knowledge in lesson plans to meet the needs of the learners.

This means that the teacher education curriculum should provide opportunities that allow the teacher trainees to develop these characteristics. These will include:

- Develop disciplinary knowledge in the various core subject areas of the concurrent teacher education curriculum.
- Observe and communicate with learners in real classrooms.
- Perform critical self-analysis and evaluation of one's assumptions, beliefs and emotions.
- Develop professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry.
- Develop the capacity for self-directed learning, work collaboratively in groups and spend time to think, reflect, assimilate and articulate new ideas.

By implication, the programmes or the curriculum provisions, pedagogical, research and partnership building requirements of the Act and the Framework align with the expected outcomes of this Unit.

The Unit explores the leadership that colleges require in order to implement the statutes relating to curriculum provisions and quality teaching and learning. Central to this is the concept of 'Leadership for Learning' (LFL) and approaches such as tutor professional development, students' performance improvement, teaching practice improvement through coaching and mentoring and gender mainstreaming in teaching in learning. The content of the Unit is also in line with the Act's requirement of the colleges to implement various statutes to regulate and guide curriculum provision which in the context of this Unit require Curriculum Leadership.

The curriculum (a set of desired goals or values that are activated through a development process and culminate in successful learning experiences for students (Wiles & Bondi, 2007)) is important because it identifies what needs to be delivered and learned by the trainee teachers and how it is to be delivered. The new teacher education curriculum framework for Ghana being developed, proposes 4-pillars to teacher education in addition to 4-cross cutting issues as:

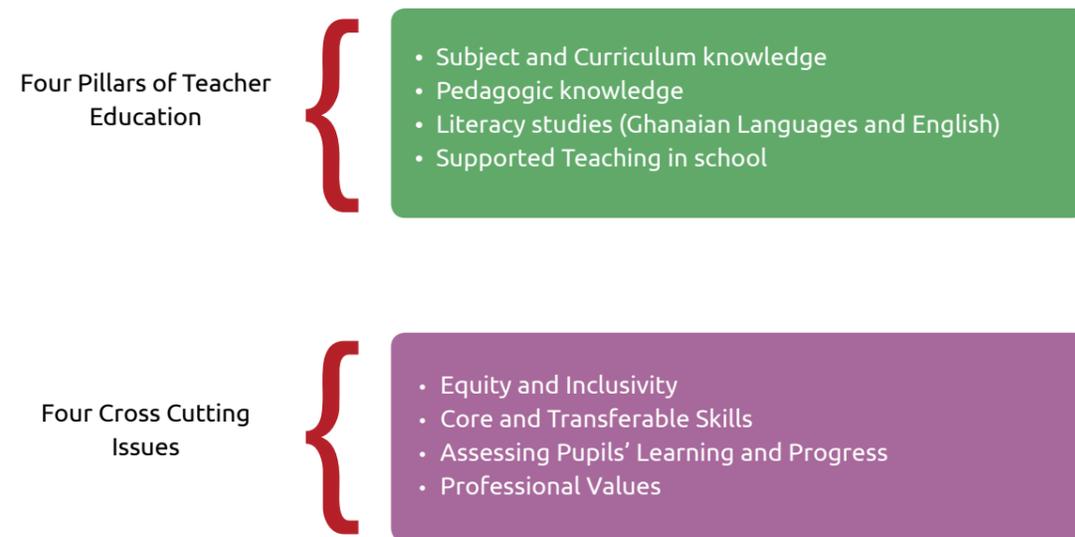


Fig. 2: Proposed Teacher Education Curriculum Strands

The role of the Principal as the Lead Curriculum Leader is crucial in ensuring both tutors and trainee teachers are being directed and supported towards achieving a common goal of the learning outcomes we want our trainee teachers to achieve within the framework of the National Teachers' Standards (NTS) developed by the National Teaching Council (NTC). Refer to the "Leadership and Quality Assurance of Teaching and Learning Handbook" for more information on the NTS. Let us now review the concept of curriculum within the context of leading curriculum in the Colleges of Education. We first need a working definition of curriculum: what does curriculum mean to you?

1.3 WHAT IS CURRICULUM LEADERSHIP?

There are many schools of thought on what 'curriculum' is. See Exemplar 2 on page 97 for some of these thoughts. The differences in view on what constitutes a curriculum is important because they help to narrow down the responsibility of curriculum leadership. This Unit therefore adopts a dynamic and adaptive definition of curriculum work as:

The Curriculum represents a set of desired goals or values that are activated through a development process and culminate in successful learning experience for students. (Wiles & Bondi, 2007)

In this way, the curriculum of the CoE exposes future teachers to consider attitudes and values that will later inspire their students. It involves programme objectives, content, learning experiences, resources and assessment offered by the colleges including textbooks and various technologies used in the teaching and learning process.

Curriculum is important in the educational process because it involves selecting and presenting knowledge, shaping character, setting attitudes and developing behavioural patterns in the learner. It can be seen as the design for learning and what the college intends for students to experience from the educational provision made available to them.

There are various classifications of curriculum but for this section we will consider only the *official* and *hidden* classifications.

- *Official curriculum* – It is the prescribed or intended curriculum based on specific political, socio-economic and philosophical agendas, to be adopted and followed by the Colleges of Education.
- *Hidden curriculum* – This refers to the interpretations, beliefs, assumptions and values that tutors and student teachers bring to the teaching and learning processes.

Curriculum leadership is about providing direction and support for curriculum development, implementation and review. It determines the outcomes that should be promoted and achieved by the official curriculum, and makes transparent the interpretation and assumptions that are present in the hidden curriculum. The curriculum leader ensures that curriculum decisions that are made target the learning experience of the students. In this sense, the leader supports the college community and empowers the tutors to provide a clear definition of what is intended for the student teachers. This definition includes the objectives, standards, programmes, schemes of work, contents and even lesson plans.

Activity 1:

Read the case study below and discuss the curriculum issues you can identify.

Case Study 1**Hebam College has a mix up**

1. Hebam College is a fairly new college of Education with a student population of 1,800 (1000 male and 800 female), academic staff of 40 supported by 55 non-academic staff. The Principal, Mr. Mensah is in a fix. He has been informed that with the new standards for teachers being introduced by NCTE he has to ensure that the college successfully embraces the revised curriculum. Some tutors are clinging to their old notes and do not want to change. They claim there have been no problems with their teaching and student passing the exams so there is no need to change. Other teachers are excited about the new pedagogies and assessment but reluctant to share with their peers. Despite the initiatives introduced by the T-Tel programme Mr. Mensah cannot see the light at the end of the tunnel. He sits down pondering, calls in the Vice Principal to discuss the issue but he is nowhere to be found. Mr. Mensah therefore calls in the college secretary.

Before the issue could be discussed one head of department Mr. Nyamekye comes in and demands resources for his department claiming his department is the most important. Mr. Mensah must forget about the others and cater for his department. The college secretary points to the vision on the wall which states among other things that the college will provide equal opportunity for all to attain quality education. Mr. Mensah calls for an emergency staff meeting. At the meeting so many things emerged both good and bad. For example, the college has a good vision but members do not see its link to the reviewed curriculum, tutors have had capacity building in new pedagogies, the question that keeps emerging is "Who is responsible for the curriculum and what does it involve?" Moreover, each department appears to be doing 'its own thing'. Therefore, the big questions are: "What is the way forward? What kind of learning experiences do we want our trainee teachers to have? Do we have a working team? Who should lead and guide the college curriculum?"

Discussion

1. What key issues relating to curriculum can you identify?
2. How do you propose to solve the issues and why?

See Exemplar 2 on page 97 for suggested response.

1.4 FUNCTIONS OF THE CURRICULUM LEADER

The Curriculum leader defines the vision, identifies tasks, designs plans, implements the plans and finally evaluates the result. These functions obviously require that the curriculum leader adopts a collaborative approach by building teams of individuals with the competence needed to contribute effectively to the curriculum work. Where such individuals are not readily available on your staff, you (curriculum leader) can do one or more of the following among others:

- Provide professional development to the staff
- Buy the service of other colleges and use your staff to shadow
- Buy the service of your affiliated institution and use your staff to shadow
- Buy the service of a private consultant and use your staff to shadow

The curriculum leader must always provide all the information relating to the curriculum planning and implementation. Thus he/she must ensure effective communication among the team. Using review and validating technique, the curriculum leader should regularly monitor and coordinate the work being done.

Another important function of the curriculum leader is the maintenance of the curriculum. The curriculum so developed must work when it arrives in the colleges. At the college level, there are specific tasks and functions for the leader undertake for effective maintenance of the curriculum to ensure that the college delivers the curriculum as intended. Some of the curriculum maintenance tasks of the leader are:

- Keep the college abreast with national and international curriculum initiatives
- Ensure that staff comply with statutory provisions and laws affecting the curriculum
- Adopt relevant and appropriate textbooks and other teaching and learning resources
- Undertake college evaluation for quality assurance and accreditation purposes
- Review performance and learning of students
- Develop staff in-service training programme
- Develop job description and hiring qualified staff
- Ensure gender equity and inclusion for both students and staff
- Keep abreast with current research affecting the curriculum

Central to the functions of the curriculum leader is the performance and learning experiences of the student teachers. Through their curriculum experiences, student teachers are expected to perform better as beginning teachers. This mandate of preparing and developing better beginning teachers is what curriculum leadership is all about in the context of this Unit – Leading and Supporting Curriculum Training and Learning. The approaches and the areas of college practice recommended for your college form the component of this Unit as illustrated earlier. Let us now turn our attention to the approaches:



A Council Chair on Tutor Ownership for Professional Development

2.0 LEADERSHIP FOR LEARNING

This section focuses on the concept of Leadership for Learning (LFL). Let us start by looking at Scenario 1 below:

Scenario 1

Mr. Mensah is a very busy man. He takes his administrative work seriously, always attending meetings, writing letters, visiting NCTE and travelling abroad to search for collaboration. The tutors are left on their own, he does not know most of them or what and how they teach. Ms Nyameye is frustrated she needs support and resources for her classes. The college has not organized any professional training for tutors for a very long time. Ms Nhyira a head of department, was lucky enough to be invited to a work shop at a sister college and is excited about the new ideas that promote learning. She sees the Principal to sell the ideas she has learnt. Mr. Mensah is not convinced - he tells her it is not important and there is no money for that when he is thinking of money for his trip to the UK to sign an MOU - partnership for student exchange.

1. Leadership for Learning Framework

The leadership for Learning Framework, illustrated pictorially as a three-tier wedding cake (Figure 1), provides the conditions for learning. These are surrounded by the core values of moral purpose and democratic values. The three layers of the cake represent the three forms of learning – teacher trainee learning, professionals (administrators/tutors) who are also learners, and the college as an organisation which has to go on learning.

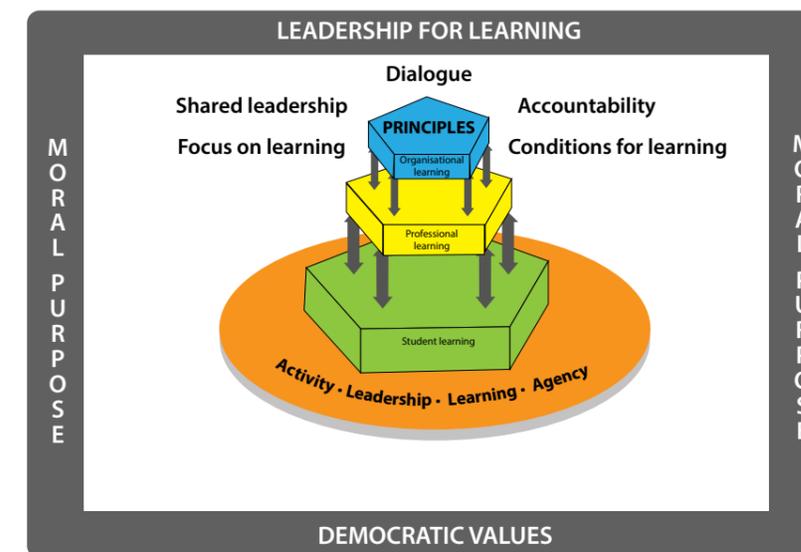


Figure 1. Leadership for learning Frame work (Source: Young, Lacon, Gomea, & Verburg, 2009)

This section of the unit intends to introduce College Leadership to the concept of Leadership for learning as a concept that when adapted will enhance teaching and learning in the light of their transition from post-secondary to tertiary status and their mandate of training individuals to be professional teachers.

Leadership for Learning seeks to connect what college leaders do to the overall learning in the college. Leadership for Learning, as is practiced in Ghana now, derives its theoretical base from the Leadership for Learning Cambridge Network which has developed a framework to explore the interconnectedness of learning and leadership. This framework is a result of studies conducted in seven countries, eight sites and twenty-four schools and sponsored by the Swedish charity 'Carpe Vitam'. (Young, Lacon, Gomea, & Verburg, 2009)

Studies on School Leadership in Ghana had established a disconnect between school level leadership and the promotion of learning. Basic school Head teachers for example saw themselves basically as custodians of school property rather than leaders of learning. Interventions that had the potential of changing Head teachers' perspectives of their leadership roles to focus on learning were therefore recommended. (Oduro, 2009)

As mentioned earlier, Leadership for Learning looks at two concepts leadership on the one hand and Learning on the other as linked, interrelated and interdependent. Leadership is an activity that is distributed and learning an activity that is dispersed. Much of our focus is on the college leader (Principal, Vice Principal, Head of Department, Quality Assurance Officer, etc.) – the gatekeeper of what happens in an educational institution, leading others within his or her realm of influence but also accountable to others beyond, as well as within, the college. As college leaders, you lead and influence whatever learning that takes place within the college. When you set new directions by reviewing your college visions and developed College Improvement Plans from the previous units you as leaders were/are directing, influencing and leading what should be learnt, how it should be learnt, when it should be learnt and who should learn. In determining the what, how when and who about learning you are focusing on curriculum leadership. However, what has to be noted is that tutors and teacher trainees are also leaders depending on the situation.

Now referring back to the Leadership for learning framework, there are three layers of learning illustrated. Relating it to the colleges, these layers i) are teacher trainees learning, ii) tutor and administrators learning and iii) the college, as an institution of learning. These three layers also sit on a base of four key ideas which are embedded in each of the three layers;

- Activity** – learning has to be an active process whether physically, mentally or emotionally.
- Leadership** – defined by the activity that leaders engage in singly or together with others.
- Learning** – is critical in all activities in a school
- Agency** - When people take responsibility to do something, to lead in changing things, however small, this is something that we always wish to encourage in our students and our teachers.

We will now look at some concepts (i.e. leadership, perspective of leadership and learning) in detail as they are critical to using the leadership for learning framework **1. Leadership**

In the previous units, we have looked at leadership in terms of that which makes the college function effectively and seen as a process of influencing people to accomplish the vision and mission, inspiring their commitment so as to improve the organisation. As part of College Leadership what does the term leadership mean to you?

Activity 2

Discuss figures in the tree in your college groups. Which figure best describes you as a leader? Why?

What is leadership? - Think, pair, share.

2. Perspectives of Leadership:

Leadership can be looked at as a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task.

Another perspective is the art of motivating a group of people to act towards achieving a common goal. A leader is the inspirer and director of action. These can be linked to the core characteristics of leadership discussed in Unit Three for example leadership influence is directed toward achieving group goals, the leader's actions focus on influencing behavior, influence is viewed by followers as reasonable and justified, a single individual usually fulfils the role for a group, and systematic and continuous series of actions. As a leader in an educational institution it is essential that you;

- Establish a clear vision/goal,
- Share (communicate) that vision/goal with others so that they will follow willingly,
- Provide the information, knowledge, and methods to realize that vision,
- Coordinate and balance conflicting interests of all members or stakeholders.

Summary

A leader is one who comes to the forefront in case of crisis, and is able to think and act in creative ways in difficult situations. Figure 2 sums up what the leader does.



Figure 2: Leadership

3a. Learning

Learning has been defined from many perspectives by different authors. Some see it as a process, others as an activity, or the outcome of an activity, change of behavior or having an understanding. For the working definition, we shall look at learning as the process of acquiring new knowledge, behaviors, skills, values, preferences, or understanding, and this may involve synthesizing different types of information. There are a number of assumptions of learning, what it means and what it involves. Remember in discussing curriculum earlier we have established that among other things it involves what has to be learnt, how it is learnt and when learning should take place; therefore, learning is critical for curriculum leadership. Your perception of learning as a college leader will influence what you do as a curriculum leader.

Activity 3

Refer to Appendix A and respond to the items in the Table 1 to identify your perception of learning. Which view resonates most closely with you?

3b Learning Experiences

The learning experience an individual has in an educational institution needs to be composed of three dimensions: emotional (feeling), cognitive (knowledge) and doing (physical activity). These three dimensions must also be experienced in all the three levels in Figure 1; student learning, professional learning and organizational learning. Do you have the learning experiences listed in Appendix B Table 2 found in your colleges?

As curriculum leaders, you need to lead, direct, or influence others so that students, tutors and administrators all have these learning experiences. Do issue of gender constrain or affect these learning experiences?

As college leaders, we need to keep the following questions in the forefront of our thinking if we are to ensure quality teaching and learning in our colleges

1. What is the nature of students' experiences in the classroom and during teaching practice?
2. What is the nature of tutors' experiences and expertise in our colleges?
3. What do tutors have to do to enhance students' knowing, feeling and doing?
4. What can college leaders do to create an atmosphere for professional learning?

Comparing Leadership and Learning

Activity 4: Brainstorming

"Leadership and learning are indispensable to one another." **John F. Kennedy**

What does this statement mean to you?

In your college group discuss

Learning and passing exams.

What is the difference?

What activities are needed for both?

The critical lesson from this activity is that leadership and in this case curriculum leadership is important if effective quality learning is going to take place in the college. As a curriculum leader, you also learn as you lead and this improves your leadership. Leadership and learning are interdependent and interrelated. Curriculum leadership is intrinsically linked to continuous improvement on learning and requires continuous evaluation of leadership influence on curriculum development, implementation and review in order to support effective learning.

Leadership for Learning Principles

Leadership for learning is based on five principles for practice. These principles are guidelines for the curriculum leader to ensure i) teacher trainee learning is focusing on performance and needed learning resources, ii) professional (*tutor/administrator*) learning looking at the provision of professional development based on needs and outcomes of staff appraisals and iii) *college learning* mainly referring to provision of facilities and change of culture to adapt to innovative procedures that promote learning. Remember that as a curriculum leader you are providing direction and support for curriculum development, implementation and review and therefore these principles assist you to play your role so as to ensure quality teaching and learning in your college. These principles are

1. *Leadership for learning practice involves maintaining a **focus on learning** as an activity*
2. *Leadership for learning practice involves creating **conditions favourable to learning as an activity***
3. *Leadership for learning practice involves creating a **dialogue** about leadership for learning*
4. *Leadership for learning practice involves the **sharing of leadership***
5. *Leadership for learning practice involves a shared sense of **accountability***

What is important is that one has to build up the sense of agency in the individual whereby one is proactive and takes the initiative to promote quality learning. In the college setting, leadership in an activity, however large or small can be done by the Principal, Head of Department, tutors, non-academic staff, or teacher trainees. We shall now look at these principles in detail.

2.1 FOCUS ON LEARNING

The first principle **focus on learning** is an essential principle as everything that happens around the college revolves around learning as the main activity. This is looked at from four angles.

1. Teaching with a focus on learning; can be seen as the tutors themselves ensuring they learn so that they can ensure that students learn. They may learn from observing students learning. When student centered pedagogies such as Activity Based Learning is regularly used, enhanced learning is achieved. When gender responsive pedagogy is use, enhance learning, especially for females, is achieved. This leads to quality teaching and learning which is one of the quality indicators of the colleges' quality assurance framework.

2. A focus on professional learning; is an important issue as a majority of tutors accept that they need to improve their skills through professional learning which will in turn improve their teaching skills. In focusing on their professional skills, they become potential agents of change and leaders among their colleagues. Curriculum Leadership therefore has to provide the support and create the environment where tutors and administrators have the opportunities to improve their skills and build capacity. For example, a staff professional development policy in place, or a resilient performance appraisal system in place can support this.

3. A focus on organised learning implies a deep capacity to respond to situations intelligently. This may differ from college to college and may be 'controlled' to a large extent by management. Having quality leadership and management ensures organised learning and support of the curriculum. This also means that the necessary policies are developed and implemented including a teaching and learning policy, tutor professional development policy and student admission policy. Also, issues learnt in unit two and three about systems strengthening are directly related to focusing on system learning whereby college leadership through systems and operational leadership ensure building the colleges up.

4. A focus on system learning relates to colleges working together. Tutors share knowledge and skills and some Principals meet to share how they handle situations that come up in their individual colleges. This focus on system learning is an opportunity where college principals can benefit from each other.

In looking at the principle of focus on learning, emphasis needs to be put on appreciating what occurs in the colleges. We should therefore aim at facilitating learning to achieve quality education and 'quality determines how much and how well children learn and the extent to which their education translates into a range of personal, social and developmental benefits' (UNESCO, 2004).

In ensuring a focus on learning you have to remember that:

- Everyone is a learner
- Learning involves emotional, cognitive and physical processes
- Learners have individual differences
- The capacity for leadership arises from learning experiences
- Opportunities in the college, classrooms and communities enhance learning.

2.2 IMPROVING CONDITIONS FOR LEARNING

In order for learning to effectively take place a college ought to have a supportive learning environment. This includes social, emotional and physical environments that should all be gender responsive. All stakeholders have a role to play to ensure the culture of the college, the technology and facilities within the college and the pedagogy that exists all gear towards creating a healthy environment for the college so as to promote quality teaching and learning. The tutors' role for example is to create the opportunity for feedback from their students' and colleagues'. College leaders are to focus on the point that 'leadership for learning practice involves creating conditions favourable for learning.

Thinking back to your College Improvement Plans (CIPs) whereas a college, you have planned to improve key areas of practice that you have identified as needing improvement within the National Accreditation Board's (NAB) Quality Assurance Framework. There were specific indicators relating within the framework that point to the creation of a conducive learning environment within the college. It is the responsibility of you the college leader to ensure that this goal is achieved with evidence to support its successful implementation.

Activity 5: Improving conditions for learning

In what ways have your plans ensured that structures and /or policies address the quality and adequacy of facilities, health and safety, as well as equality and diversity? Discuss in your college groups and identify at least three examples.

In identifying the ways your plans cater for the provision of improving conditions for learning we can refer to the Quality Assurance Framework you reviewed in Unit Three. This Framework also identified the role leadership plays in creating the conducive environment. Refer to Table 3 in Appendix C to look at a few examples.

2.3 CREATING LEARNING DIALOGUE

The significance of this principle is embedded in the role communication plays in improving and promoting teaching and learning. Creating learning dialogue relates to communicating between and among stakeholders about learning. Effective communication in the colleges is needed to help understand each other and for all teaching and learning activities to successfully go on within the colleges. Continuous dialogue puts things into motion as one responds and reacts to what has been communicated.

What does it mean to have a learning dialogue?

- Having discussions about leadership, learning and the relationship between them.
- Dialogues or communication in the colleges must be such that they are supportive, understandable and clear.
- Building trust is essential in ensuring dialogue is accepted by those involved in it.
- One needs to understand the language used and the context within which it is spoken.
- Anytime there is dialogue it has to be purposive and relevant to those concerned or else it will be ignored.

- Dialogue does not only involve sending out understandable information but being able to listen.
- It is important to consider one's cultural background to know what is acceptable.
- There is also the need to put an emphasis on the importance of record keeping.
- Dialogue is positively focused on the moral purpose of the college.

Having a learning dialogue involves communicating or interacting with other persons and this makes it a social activity. Consequently, the more interaction there is the more learning that takes place. Secondly as we live in a social world we need to be effective collaborators, know how to interact with those around them, and how to obtain information. Making use of cooperative learning in class where by students are put in groups (of mixed ability) to learn from each other. In this way, the stronger teacher trainees help the weaker ones to learn at the same time promote a strong social bond whereby they are each other's keeper. To promote learning as a social activity the following could be practiced;

- Face to face interaction
- Equal opportunities to share ideas, knowledge, and news
- Tolerance of each other's views
- Constructive criticisms
- Team building
- Give feedback on time

Activity 6

Refer to the scenario 1 of Hebam College at the introduction of Leadership for learning (pg.7). How would you create a culture of learning dialogue in that situation? Paired discussion, reflect on the questions below to help with your discussion

- Do you ask probing questions or merely hear them and pass them on?
- Do discussions take thinking forward or they go round in circles?
- Do you network with people in other colleges or cultural contexts?
- Who should be included in the learning dialogue?
- What is the purpose of the learning dialogue?
- Do you listen to each other without interruption?
- Do you respect each other's viewpoint?
- Do you accept collective problem solving or pursue private agendas?
- Do you stick to the topic in hand or you digress?
- Do you feel able to speculate without fear that your contribution will be sidelined?

Critical friendship as a tool for learning dialogue

Individually answer the following questions

WHO

...is your professional sounding board?
 ...asks questions that help you see things in a new light?
 ...stimulates your thinking, and brings ideas from elsewhere?
 ...is a bit removed from your work situation and yet understands it?
 ...provides you with a slightly detached viewpoint and a valuable fresh pair of eyes?

*The person you are thinking of could be described as a **critical friend**.*

Critical friendships:

- Are relationships with **trust** at its core, in which one person **assists** the other on a professional matter, particularly through **questioning** that provokes reflection and insight, and the provision of an **alternative perspective**.
- Provide an **alternative perspective**, perhaps with **data**.
- Must **take care** with the **source** of data, **analysis** and **interpretation**, and **use feedback**.

When critiquing someone's work as a friend:

- There should be no competing agendas;
- Acknowledge the context;
- Critique the work not the person; and
- Think about the four elements of description, interpretation, evaluation and identifying themes.

Activity 7**Scenario 2**

Some of our old ways contradict the principles of equity, liberty, and change. They promote ideals which make us timid in the face of authority, and risk and change averse. More often than not, common sense gives way to tradition. I've lost count of the number of times I've been told 'that's just the way things are' when I've dared to suggest improving some process or practice!" This helps sustain and perpetuate the unsuitable and unaccountable leadership models of old.

The words of a college leader

In your college groups discuss:

- Do you agree to the view of the college leader?
- Is this a situation found in our colleges?
- What can you do using critical friendship to change this situation?

Shared Leadership

Before we discuss the fourth principle of leadership for learning which is shared leadership reflect on these two questions;

Who are the leaders in your college?

What roles do they play in the success of the college?

Recounting what we learnt about learning dialogue, all stakeholders need dialogue on college improvement. When there is dialogue about student learning, environment for learning and other essentials of student learning, each participant in the dialogue is contributing their part to the decision-making process in the college. As we learnt, dialogue is about valuing everybody's opinion and collectively promoting a common cause. When dialogue is effective, all relevant stakeholders feel committed to implementing the outcome of the dialogue. This leads to collaborative working with trusted others. This is what shared leadership is about. This can be put into practice in our colleges with the use of committees. The committee system is fundamental to shared leadership because all members of committees are involved in decision making which is a key function of leadership. This is why colleges need to have functional committees to promote shared leadership.

People sometimes discuss shared leadership together with distributed leadership. Macbeth et al (2003) considered shared leadership as being distributive rather than distributed as in delegation. Thus, shared leadership can be both assumed and delegated; expressed spontaneously as well as in formalized planning.

In so doing, the experience and expertise of staff, pupils and parents are drawn upon as resources and collaborative patterns of work and activities across boundaries of subject, role and status are valued and promoted. This is made possible when structures support participation in developing the college as a learning community. For example, when staff, tutors, teacher trainees and management work together to develop a vision for the college, conduct college self – Assessment and develop a College Improvement plan they are all taking part in leadership activities. Shared leadership is therefore symbolized in the day to day flow of activities of the school and everyone is encouraged to take the lead as appropriate to task and context. Leadership potentials are harnessed this way. People are ready to take risks towards attainment of goals.

Shared leadership creates a platform for consultation, consensus building, participatory activities, cordial relationships which in turn lead to good learning outcomes. It must be noted that for shared leadership to be successful **trust** is fundamental. **Remember the Principal cannot do everything.** This means that everyone in the college is a potential leader and can or must be part of leadership by engaging in leadership activities and participate in decision making to support the college Principal. The core function of leaders is to create more leaders and not followers.

In an atmosphere of shared leadership, the following are observed:

- A large number of people are in the work of others
- People are trusted with information
- The majority are involved in decision making
- People are exposed to new ideas
- People participate in knowledge creation
- People share values
- The 'leader' takes risks and is supportive
- There is team work

Activity 8: Decision making; an indicator of shared leadership

If a circle is to be divided into three parts (pie chart) to represent the balance of decision making processes in your college, what percentage of those decisions are **Command, Consultation or Consensus?** What are the implications?

Discuss in your college groups

Shared Accountability

We just learnt about shared leadership. If we share leadership, then we are collectively accountable to the successes and failures of the college. Shared accountability, within the context of Leadership for Learning, would be more meaningful to you if the concept of accountability is first understood.

Accountability

Accountability is not about money alone, it is about answering for our actions and inactions.

Therefore, within the college, we need to account for our actions and inactions towards promoting learning (the purpose of the college). Two key concepts need to be considered when looking at accountability – Answer ability and Enforceability. Answer ability is about answering for actions taken or not taken. However, what happens when people fail to answer for their actions and inaction borders on enforceability. Enforceability is therefore about our application of sanctions for people's failure to deliver as expected.

These two concepts bring to the fore power relations. Thus, whereas those under authority are expected to be answerable, those in authority are expected to enforce attendant sanctions for failure to comply. When these are effectively done, accountability is enhanced.

How can accountability be enhanced in our colleges?

Looking back at our CIPs we have targets and activities with persons who are responsible to ensure we successfully achieve our goals, how can we ensure that we are being accountable? Who are answerable and who are the enforcers? What do you think will happen if these categories of people are able to execute their responsibilities effectively?

Activity 9

Round table Debate: Student Representative Council, College Leadership, Colleges of Education Tutors Association of Ghana, Representative from the Ministry of Education.

Each group will answer this question and justify why they are not to be blamed.

Who is to be blamed for the poor performance of students in your college? Give Reasons.

Types of Accountability

Basically, we have two types of accountability – internal and external. However, for emphasis, we will also discuss professional accountability.

What do these types of accountability mean to you?

Internal accountability has to do with answering to and enforcing action from within the college. Thus, the setting of targets within the college and working towards them amounts to internal accountability.

External accountability is that kind of accountability demanded from external stakeholders outside the college. **Refer to our analysis of stakeholders in Unit 1.**

Professional accountability has to do with doing things in response to the ethics of your profession. Thus, acting professional in all respects amounts to professional accountability. There are some professional groups that have printed professional code of conduct. Acting in accordance to these codes indicates answering to the profession answering to the profession and hence professional accountability.

What are some of the things expected from the teacher as a professional?

The Scope of Shared Accountability

Shared accountability is not only about those assigned responsibilities answering to their responsibilities and those in authority enforcing sanctions, but a collective resolve by all to be both answerable and enforcers of agreed rules and regulations.

This is the essence of shared leadership: that all within the college will be collectively responsible for the overall learning in the school. Accountability in this sense is both bottom up and top down within the college. This is influenced by the organizational structure of the college. This type of accountability is more and is more internal. There is also the external accountability to the Governing Council, NCTE, NAB MOE and other stakeholders.

Do you know that self-assessment is an accountability mechanism? We used the term self-assessment, but other authors use self-evaluation. Data/evidence based self-assessment is very crucial in the accountability process. These must also be in congruence with the colleges vision and core values. When we work closely with our external stakeholders, a shared approach to internal accountability is a precondition of external accountability.

Activity 10: Leadership for learning Indicators

In your college groups, identify indicators for one or two of the principles discussed so far.

Using your indicators, develop a college self-assessment instrument that illustrates the LfL principles.

Check the indicators that are applicable or seen in your college

Focus on learning	Everyone is a learner
Conducive learning environment	An equitable and inclusive social relationship between and among management, tutors and teacher trainees Physical environment stimulates learning Atmosphere is gender sensitive and inclusive so that teacher trainees take risks, cope with failure and respond positively to challenges
Learning dialogue	Timely feedback
Shared leadership	Leadership activities are distributed equally amongst females and males
Shared accountability	Self-assessment mechanisms are in place



College Improvement Advisor on College Leadership Functions

3.0 LEADING STUDENTS' LEARNING

There are various ways by which one can identify if student learning is being achieved. Class evaluations and observations provide excellent feedback about student satisfaction and teaching style, but they don't provide the important detail of how much your students are learning. Student learning is enhanced by many factors including a positive campus and classroom environment, and school leadership has a responsibility to create those environments for student development and success. Changing the way you assess student learning can dramatically improve teaching effectiveness, as it provides immediate feedback on what works and what doesn't. Engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences. Instructors who adopt a student-centered and gender responsive approach to instruction increase opportunities for student engagement, which leads to the achievement of learning outcomes.

This section of the Unit aims at highlighting strategies for leading and supporting student learning to enhance performance. The section deals with five focus areas:

1. Strategies for leading effective students' learning;
2. Managing resources for students' learning;
3. Leading and supporting improvement in students' performance;
4. Assessment; and
5. Students as learning champions.

3.1 EFFECTIVE APPROACHES TO STUDENT LEARNING

Strategies for Leading Effective Students' Learning Students' learning can be led and managed effectively through a number of strategies. Some of these strategies are:

Discussions

Discussions can play a valuable role in lecture courses, seminars, quiz sections, labs, studios and a variety of other settings. A well-planned discussion, that includes all learners, can encourage and stimulate student learning and add variety to your class. While "good" discussions can be a powerful tool for encouraging student learning, 'successful' discussions rarely happen spontaneously. Preparing ahead of time will help you define a clear focus by establishing goals and student expectations for the discussion.

Flipping the classroom

Flipping the classroom simply refers to a pedagogy-first approach to teaching in which in-class time is re-purposed for inquiry, application and assessment in order to better meet the needs of the individual learners. Can you provide an example from your practice when you have used this approach?

Inclusive and Gender Responsive teaching

Inclusive teaching means teaching in ways that do not exclude students, accidentally or intentionally, from opportunities to learn. Strategies for inclusive teaching provide resources, examples, and perspectives from students and faculty to help tutors and the teaching community teach more inclusively. Gender Responsive teaching means teaching and taking action to correct gender bias and discrimination so as to ensure gender equitable outcomes.

Student engagement through active learning

Active learning requires students to participate in class, as opposed to sitting and listening quietly. Strategies include, but are not limited to, brief question-and-answer sessions, discussion integrated into the lecture, impromptu writing assignments, hands-on activities and experiential learning events. As you think of integrating active learning strategies into your course, consider ways to ensure equitable participation, set clear expectations, design effective evaluation strategies and provide helpful feedback.

Large lecture instruction

Large classes (100+ students) should not be limited exclusively to lecture-based teaching. In a large class, participation can be designed to get students actively solving problems, interacting with one another and the instructor, and processing course materials.

Teaching with technology

In-classroom technologies — podium-based computers, wireless, real-time response systems (e.g., clickers) and web-based tools (e.g., blogs, online forums, wikis, podcasts, etc.) — continue to change rapidly. These tools have a high potential for supporting student learning in creative and innovative ways when properly aligned with the instructor's learning objectives and course content. See Appendix E for note on reasons to use Information Communications Technology (ICT).

Service learning

Service-learning refers to learning that actively involves students in a wide range of experiences, which often benefit others and the community, while also advancing the goals of a given curriculum.

Office hours

Office hours give students the opportunity to ask in-depth questions and to explore points of confusion or interest that cannot be fully addressed in class. It is important for college tutors to encourage students to take advantage of office hours and use them effectively.

The successful implementation of these aforementioned strategies depends on the effective management and utilisation of available resources.

3.2 MANAGING RESOURCES FOR STUDENTS' LEARNING

The Managing Resources for Students' Learning focus of this section of the Unit aims at helping to widen your view of what constitutes educational resources, and will encourage you to explore how best to ensure resources are being used to their maximum effect. Colleges of Education in Ghana have widely differing contexts, ranging from the environment and climate of their geographical location to the cultures and languages of their students. A college could be small in a rural area, or may be large with high numbers of staff for a student population running into thousands on the plains in a big city. In both scenarios, teacher trainees will have access to different types of resources outside the colleges but all college-based resources should be available to all trainees equally, to meet their learning needs.

It appears many colleges of education have inadequate physical resources to support learning, but once leadership is aware of all resources in the college – including the people, its surroundings, and, beyond, in the wider community – these resources can be effectively managed for learning. School leaders and teachers need to adopt this wider perception of educational resources to be able to enrich the teaching-learning experience of both teachers and students.

Activity 11:

In your college groups discuss the following questions:

1. How do we see human resource as the most valuable tools that colleges of education leadership have at their disposal for leading effective students' learning?
2. Identify some different categories of resources that your college can use to create a richer learning environment.

As a college leader, you are responsible for ensuring that all Teacher Trainees have the opportunity and support to participate fully in learning. This will only be possible if resources are managed effectively and for the explicit purpose of improving learning. By far, the most important resource that a college leader will manage is human resources. You have access to a group of people (tutors, other staff, teacher trainees, parents and community members) who all can contribute skills and knowledge to supporting learning. Alongside human resource management, you will also be responsible for managing financial and material resources in order to ensure they are suitable, accessible and used effectively to improve student learning.

Activity 12

1. In your college groups, make a list of resources within and outside your college that can support effective students' learning.
2. Classify these resources (within and outside) into under-utilised and over-utilised

	Under-utilised	Over-utilised
Resources Within: 1. 2. 3.		
Resources Outside: 1. 2. 3.		

The role of the college leader in managing resources therefore will be to design strategies that will ensure that resources are utilised adequately. Where they are under-utilised or over-utilised, put in strategies to redistribute them so that they are adequately utilised where most needed.

3.3 LEADING AND SUPPORTING IMPROVEMENT IN STUDENT PERFORMANCE

Activity 13:

In your college groups, identify the main issues regarding improvement in student performance that are being highlighted in the following scenarios.

Scenario 2:

“...I have a confession to make. I was wrong. You see, I once thought that teaching was lecturing, and I thought that because that is how my graduate mentors taught me to teach. But I was wrong. Lecturing has little to do with teaching...”

Scenario 3:

Scenario 3:

After a physics lecture at Hebam College, almost none of the students could answer the question: “What was the lecture you just heard about?” Another physics tutor simply asked students about the material that he had presented only 15 minutes earlier, and he found that only ten percent showed any sign of remembering it. However, many of the students remembered the feedback on the topic that their tutors had provided during an in-class student-led activity.

Strategies for Leading and Supporting Improvement in Students’ Performance

The issues raised in scenarios 2 and 3 suggest that improvement in students’ performance could be led and supported using the following strategies:

1. Coaching, Mentoring and Feedback - When it comes to giving effective feedback, the key for tutors and college leadership is to stop thinking like graders, and start thinking like coaches. Coaches are fundamentally teachers, but they spend little time lecturing or grading. Instead, they teach through feedback. They spend most of their teaching time monitoring students’ performance and giving feedback on what they did right or wrong, and how to improve.

Importantly, the kind of feedback they give to students is fundamentally different from the feedback most teachers give to their students. A coach doesn’t say “you’re standing wrong” and walk away, similar to a teacher leaving a margin comment that a student’s work is “vague.” That would not be helpful. Coaches say precisely what the student is doing wrong, and what they should be doing instead.

2. Share a Vision - College leadership needs to review their college’s vision and mission statements. The revised documents should be tied to the vision and mission of Teacher Education in Ghana. The vision should describe why it is important to achieve the mission statement while looking to the future. It should portray what will be achieved if the school is successful in achieving its goals. Everyone should be invested in the vision with a total buy-in from the entire college.

3. College as a Change Agent - Change agents are passionate and driven by their vision. They make the tough decisions keeping what is best for the students in focus. When complaints about change and improvement are received, leadership should address them in consultation with all stakeholders.

4. Analysing College Data - In order to lead and support improvement in students’ performance college leadership must value data analysis (disaggregated by gender); from the administration to the teachers. The secret to data analysis is to do something with the data. Many schools analyze the data and do not do anything with it. Colleges of Education in Ghana need to celebrate their strengths, keep the focus on improvement and draw up plans on how they are going to improve on their weaknesses and implement those plans.

5. Introducing Students to Their Data - As obvious as this may sound, many times, leadership of colleges of education take on the burden of the responsibility and do not allow students to take ownership of their education. It is important that leadership of colleges of education involve students by sharing their data with them from standardized test data to classroom data.

6. Teaching Students How to Learn - It is important that students are taught what to learn. In order for them to be successful as learners, they also have to discover how to learn and to develop an appetite for learning. One of the reasons some students do not succeed in college is that they sail through pre-tertiary education with the prescribed curricula, but never learn how to learn. Only to memorise content in order to pass exam. Students, earlier in their learning process, have to be taught how to self-regulate their learning, set their own academic goals, develop strategies to meet their goals, and reflect on their academic performance

7. Tutors as Integral Part of Learners’ Environment - Tutors play significant roles in defining the learning experience of students in the colleges of education. As such, they need to invest in themselves. Tutors who actively pursue knowledge because they want to know more, continue to grow and do not rely solely on school designated professional development hours as their outlet to learn new concepts and ideas about education. This could include reading professional development books, blogs, or articles online. One powerful way to continue to grow as an educator and be able to lead and support improvement in students’ performance is to take advantage of professional development opportunities within and outside one’s environment.

3.4 ASSESSMENT

Student assessment has been a cornerstone of educational practice for decades, and in recent years, a great deal of controversy has surrounded the assessment of students’ abilities and achievements. Students and classroom tutors are the key players in the multiple activities and processes associated with student assessment. However, parents, administrators, college tutors, and government officials have assumed an increasingly prominent role as accountability efforts and educational change movements have taken hold. Despite the many advances, we have seen recently, there is a growing sense that current practice, policy, and research can be improved significantly through effective assessment of students’ learning. Assessment can be looked at from two broad perspectives; Assessment for learning and Assessment of Learning.

Assessment for Learning (AFL) is also known as formative assessment. Information from the assessment is used to find out what learning has taken place so that tutors can adjust their teaching methods and teacher trainees can adjust their learning strategies to achieve their teaching and learning goals or objectives. What is important here is to obtain information to improve learning. AFL emphasises the creation of a learner-centred classroom with a supportive atmosphere, where students are not afraid to make mistakes and learn from them. See Appendix D for detail note on AFL.

Assessment of learning on the other hand gives tutors feedback on what works with their teaching methodology but not how much the teacher trainees are learning. This unit puts more emphasis on Assessment for learning because as a curriculum leader improving and promoting learning is critical.

Assessment in this context is defined broadly as the process of collecting, interpreting, and reporting information for the purposes of:

- Providing feedback to students, and where applicable, to their parents/guardians, about their progress toward attaining the knowledge, skills, and attitudes to be learned;
- Informing educational decisions (i.e., instruction, promotion, graduation, diagnosis admissions, placement) to be made with reference to students.

Activity 14:

1. In your college groups, state some of the common frustrating comments by students immediately after writing an exam or a quiz.
2. Discuss in your groups what these frustrating comments suggest about the assessment purposes, processes and procedures?
3. How can you minimize the students' assessment related frustration?

It is often interesting to listen to students as they leave a classroom test or quiz. Comments such as the following are very telltale of the differing views of students and teachers, not only about the course content and objectives but also the focus of assessment: "I studied all of the major plays and authors we covered in class but the test only focused on Shakespeare's Romeo and Juliette" or "I didn't know we were expected to know such detail; the teacher indicated this course was to help us develop creative writing skills but the test focused on grammar, punctuation, and essay structure."

Clearly, the aims and content of instruction as perceived by the students, in contrast to what was asked on the tests, are at odds. We sometimes hear that teachers should not be teaching to the test. While there is partial truth to that, the learning objectives should guide both the test maker and taker.

It is equally important to note that these comments portray the differing views of students regarding the content, objectives and the focus of assessment. This provides feedback for assessors on the need to consider appropriate methods for assessing students' learning outcomes.

3.4.1 Developing and Choosing Methods for Assessing Students' Learning

In choosing and developing methods of assessing students' learning, one needs to consider the purpose and context of the assessment. The following points are worth considering:

1. Assessment methods should be developed or chosen so that inferences drawn about the knowledge, skills, attitudes, and behaviours possessed by each student are valid and not open to misinterpretation.
2. Assessment methods should be clearly related to the goals and objectives of the instruction and be compatible with the instructional approaches used.
3. When developing or choosing assessment methods, consideration should be given to the consequences of the decisions to be made in light of the obtained information.
4. More than one assessment method should be used to ensure comprehensive and consistent indications of student performance.
5. Assessment methods should be suited to the backgrounds and prior experiences of students.
6. Content and language that would generally be viewed as insensitive, sexist, or offensive should be avoided.
7. Assessment instruments translated into a second language or transferred from another context or location should be accompanied by evidence such that inferences based on these instruments are valid for the intended purpose

3.4.2 Students' Assessment Information

In assessing students' learning, it is important to ensure that students are provided with sufficient opportunity to demonstrate the knowledge, skills, attitudes, or behaviors being assessed. The following recommendations may be helpful:

1. Students should be told why assessment information is needed and how this information will be used.
2. An assessment procedure should be used under conditions suitable to its purpose and form.
3. In assessments involving observations, checklists, or rating scales, the number of characteristics to be assessed at one time should be small enough and concretely described so that the observations can be made accurately.
4. The directions provided to students should be clear, complete, and appropriate for the ability, age, and grade level of the students.
5. In assessments involving selection items (e.g., true-false, multiple-choice), the directions should encourage students to answer all items without threat of penalty.
6. When collecting assessment information, interactions with students should be appropriate and consistent.
7. Unanticipated circumstances that interfere with the collection of assessment information should be noted and recorded.
8. A written policy should guide decisions about the use of alternate procedures for collecting assessment information from students with special needs and students whose proficiency in the language of instruction is inadequate for them to respond in the anticipated manner.

3.4.3 Judging and Scoring Student Performance

Procedures for judging or scoring student performance should be appropriate for the assessment method used and be consistently applied and monitored. Fair assessment practices would encourage the following:

1. Before an assessment method is used, a procedure for scoring should be prepared to guide the process of judging the quality of a performance or product, the appropriateness of an attitude or behavior, or the correctness of an answer.
2. Before an assessment method is used, students should be told how their responses or the information they provide will be judged or scored.
3. Care should be taken to ensure that results are not influenced by factors that are not relevant to the purpose of the assessment.
4. Comments formed as part of scoring should be based on the responses made by the students and presented in a way that students can understand and use them.
5. Any changes made during scoring should be based upon a demonstrated problem with the initial scoring procedure. The modified procedure should then be used to rescore all previously scored responses.
6. An appeal process should be described to students at the beginning of each school year or course of instruction that they may use to appeal a result.

Activity 15: Case-study (Teacher Discretion and Ingenuity in Assessment Process)

A student in Year 3 of HEBAM College who missed several classes because of illness came back and was faced with a unit test on which he did quite poorly (30%). On an essay handed in a week later, he achieved 90%, and on another end of term quiz (that included content from the first quiz), he earned 80%. If the teacher equally weights these three measures and does not allow for the fact that the student had missed the bulk of material at the time of the first quiz, his summative mark for that course will be 67%.

Does this, in your view, “truly” reflect or summarize this student’s achievement?

How will you assess this student differently?

3.4.4 Summarising and Interpreting Assessment Results

Procedures for summarising and interpreting assessment results should yield accurate and informative representations of students’ performance in relation to the goals and objectives of instruction for the period. The following are important tips to note:

1. Procedures for summarising and interpreting results for a reporting period should be guided by a written policy.
2. The way in which summary comments and grades are formulated and interpreted should be explained to teacher trainees.
3. The individual results used and the process followed in deriving summary comments and grades should be described in sufficient detail so that the meaning of a summary comment or grade is clear.
4. Combining disparate kinds of results into a single summary should be done cautiously. To the extent possible, achievement, effort, participation, and other behaviors should be graded separately.
5. Summary comments and grades should be based on more than one assessment result so as to ensure adequate sampling of broadly defined learning outcomes.
6. The results used to produce summary comments and grades should be combined in a way that ensures that each result receives its intended emphasis or weight.
7. The basis for interpretation should be carefully described and justified.
8. Interpretations of assessment results should take account of the backgrounds and learning experiences of the students.
9. Assessment results that will be combined into summary comments and grades should be stored in a way that ensures their accuracy at the time they are summarized and interpreted.
10. Interpretations of assessment results should be made with due regard for limitations in the assessment methods used, problems encountered in collecting the information and judging or scoring it, and limitations in the basis used for interpretation.

The key points above are quite basic but most important. We need to bear in mind that the results of assessment should inform the tutor, other tutor and college personnel, the teacher trainee, the teacher trainee parents, and other agencies and organizations such as university registrars when students apply for further studies. More to the point, reports of student achievements should be understood by all who need to know about a student’s learning. Without an understanding of how the evaluation was made or what results were used on a report, this does nothing to inform others.

Furthermore, any student assessment program within the classroom and college can be substantially challenged or augmented by the quality and style of leadership that is provided.

Assessment goes hand in hand with all aspects of educational practice. It is impossible to imagine that a “teacher could teach”—no matter what his or her style (teacher- or student-centered), instructional method (inquiry, direct instruction), or subject area (performing arts or physics) is, or whether he or she is in elementary school classrooms or large university lecture theaters or police training programs — without reliable and valid information to inform his or her decisions.

In a nutshell, assessment is the process of obtaining the kind and amount of good information needed to make informed decisions that will guide subsequent actions. Where this information comes from will vary from teacher-made classroom tests or quizzes, observations of student performance during teaching practicum, and interviews, to externally produced standardized tests of achievement and intelligence.

3.5 STUDENTS AS LEARNING CHAMPIONS

One of the rationales behind leading and managing students’ learning is to develop students as champions who take ownership of their learning experiences. Learning champions help their colleagues to learn and develop through a range of activities. The role curriculum leadership has to play here is to support teacher trainees to become learning champions and ‘life-long learners’. In particular, they:

- Raise awareness and alert others to learning opportunities and resources
- Encourage and facilitate colleagues to think critically about their current habits and practices (e.g. are their practices gender responsive and inclusion?)
- Collaborate with peers, managers and decision-makers to change campus learning environments, policies and procedures
- Sometimes challenge the status quo and serve as agents of change
- Promote effective learning, foster student development and success.
- Stimulate and shape leadership behaviour of learners
- Provide students with opportunities to develop awareness and understanding of community issues, problems, and resources;
- Use positive peer influence to promote a healthy, supportive, and respectful educational environment;
- Develop social responsibility in youth with opportunities to provide community service and model pro-social behavior;
- Increase young people’s self-esteem, especially females, as well as critical thinking and problem-solving abilities through opportunities for real-life application in the school and community;
- Provide opportunities for the development of student-led programs to educate peers about relevant issues that impact the school climate.



College Improvement Advisor on Leadership and Gender Mainstreaming

4.0 LEADING AND IMPROVING TEACHING PRACTICE AT COLLEGE AND SCHOOL LEVELS (MENTORING AND COACHING)

This section of the Unit provides insight into ways of improving teaching practice through the adoption of mentoring and coaching in the context of leading Curriculum Training and Learning in the Colleges of Education in Ghana. The focus areas for this section of the Unit include:

- Differences between mentoring and coaching
- Benefits of mentoring
- Benefits of coaching
- Strategies for developing mentoring and coaching in colleges and schools

Teaching practice is an integral part of teacher training in Colleges of Education. It is a period of teaching in schools undertaken by student **teachers** under supervision of experienced teachers, basic school heads and college tutors. Teaching practice provides student teachers with experience in the actual teaching and learning environment. In this context teaching practice is used to mean both on-campus and off-campus practicum. See <http://www.t-tel.org/hub/school-partnerships-teaching-practice.html> to read more about teaching practice strategies and framework that you as the College Leader is expected to lead.

ACTIVITY 16: UNDERSTANDING MENTORING AND COACHING

- Recall a person who had a significant and positive impact on your professional life
- Identify what was remarkable about the person's life that you wanted to imitate
- Pair up and discuss these instances noting how your life was impacted

4.1 MENTORING AND COACHING

Teaching practice is a link between theory and practice. Mentoring and coaching are tools used by Colleges of Education to facilitate the application of theory to practice.

Mentoring

All of us can identify a person who had a significant and positive impact on us. Such a person could for instance be one of our teachers, who left an indelible mark on our life and we aspired to be like that person. If the person were our teacher, later in life we may want to teach like that teacher. This is the general outcome of a mentoring relationship.

Today, more and more institutions and businesses are embracing the concept of mentoring as a professional development tool. Through mentoring, institutions are seeing improvements in outputs, outcomes, and efficiency. It is also through mentoring that the passing of institutional knowledge and leadership skills from one generation to the next takes place. Mentoring is one of the oldest forms of influence and knowledge sharing.

What is Mentoring?

Mentoring is a professional relationship in which an experienced person, referred to as the mentor, assists another, the mentee in developing specific skills and knowledge that will enhance the mentee's professional and personal growth. It is when an individual actively and willingly shares knowledge and skills acquired with another person. Mentoring has become a tool that institutions can use to nurture and grow staff, especially the inexperienced members. Mentoring is about developing a relationship between a more senior and experienced professional and an inexperienced mentee to guide and develop the mentee's knowledge and career progression.

What is Coaching?

Coaching is a process of helping individuals or groups to realise their inner potential, delivering fulfilment to both the student teachers and the institution. The process may involve a coach (professionally qualified person) **meeting** with a coachee (student teacher/novice) with a **vision** and **plan** to embark on a journey which culminate in **success** (preferred destination).

Coaching is a method of directing, instructing and training a person or group of people, with the aim to achieve some goal or develop specific skills. Seminars, workshops, motivational speeches and supervised practice may be some of the channels of administering coaching.

The majority of coaching is generally delivered within an institution by an immediate supervisor. However, many contemporary institutions employ professional external coaches to come into their institutions to provide this service.

4.1.1 Differences Between Mentoring and Coaching

Mentoring and Coaching are often confused with one another because both have become popular tools in staff professional development. Even though they share some similarities, they are different concepts. Table 1 presents these differences

Table 1 Differences Between Mentoring and Coaching

Coaching	Mentoring
<ul style="list-style-type: none"> Student teacher's learning is primarily focused on abilities 	<ul style="list-style-type: none"> Student teacher's learning is focused on attitudes
<ul style="list-style-type: none"> Technical or professional focus 	<ul style="list-style-type: none"> Focus on personal and professional development
<ul style="list-style-type: none"> Effective use of the student teacher's existing competencies 	<ul style="list-style-type: none"> Helps the student teacher realise his/her potential
<ul style="list-style-type: none"> Professional interaction with the student teacher 	<ul style="list-style-type: none"> More interaction with an affective component
<ul style="list-style-type: none"> Inspires respect for his/her professional competencies Task oriented Short term Performance driven Outcome oriented 	<ul style="list-style-type: none"> Is a role modelling Relationship oriented Long term Development driven Process oriented

Activity 17: Why is Mentoring Necessary?

In your college groups identify the needs of a student teacher, discuss how the needs can be addressed.

Present the issues in plenary.

4.2 BENEFITS OF MENTORING IN THE PRACTICUM

Mentoring in teaching practice helps to:

1. Receive mentoring feedback student teachers receive as a learning opportunity to grow professionally and personally
2. Acquire the requisite body of knowledge, skills, and procedures for entering the profession
3. Develop in their overall technical and professional competence and confidence
4. Provide for individual differences of students
5. Inform about school policies and procedures
6. Ideas for improved techniques on classroom management
7. Learn to perform the essential routines, techniques, and strategies of practice as well as dealing with unexpected, unforeseen, and unpleasant situations that inevitably arise in the workplace
8. Begin to understand and navigate the broader environment of the institution and profession
9. Internalise the unique dispositions/attitudes/values espoused by the profession
10. Engage in professional networking and to participate in learning communities
11. Understand how to advance in their personal career trajectory
12. Revitalize staff commitment, communication, productivity, and administrative practice.
13. Help to promote the achievement of the department's core vision and mission
14. Facilitate the overall growth and credibility of the institution - which in turn may contribute to the welfare of society as a whole.

Mentoring Role [not Teaching Practice Mentorship specific]

A mentor-mentee relationship focuses on developing the mentee professionally and personally. As such, the mentor does not evaluate the mentee with respect to his or her current job, does not conduct performance reviews of the mentee, and does not provide input about salary increases and promotions. This creates a safe learning environment, where the mentee feels free to discuss issues openly and honestly, without worrying about negative consequences on the job.

Activity 18: Case Study: Mentoring in Action

Kofi Atta a tutor of Hebam college teaches a class of teacher trainees with varied abilities indicates that he would like to learn more about differentiated instruction and adopt the pedagogy. He discusses this with his head of department. The HoD, Ama Badu, approaches Kweku Ansah, an experienced tutor, to whom she introduces to Kofi as a potential mentor. She bears in mind the need for compatibility between Kofi and Kweku. Kofi Atta and Kweku Ansah agree on some overall objectives and a timeframe for Kofi's exposure to differentiated instruction. They arrange a flexible timetable of practical experience for Kofi and also discuss what should be done in adopting differentiated instruction. Kofi begins to tailor instruction to meet individual student needs with Kweku as his mentor. Kweku then receives feedback from Kofi and helps him to reach students with different learning styles and different abilities to absorb information.

Task: In your college groups, discuss the case and identify Kweku's mentoring role.

Example of Kweku's mentoring role:

- being willing to take on the role of mentor to Kofi
- agreeing on the objectives for Kofi's adoption of differentiated instruction
- arranging relevant learning experiences for Kofi
- receiving feedback from Kofi and making further recommendations.

A mentor is an experienced person in an institution who helps and guides another individual's professional and career development. This guidance is done without the expectation of personal or monetary gain on the mentor's part. A mentee is a person who receives guidance from an experience person in order to acquire new knowledge and sharpen skills to grow professionally in a career. Mentees observe, question and explore, while mentors demonstrate, explain and model.

What makes a good mentor?

A good mentor needs to be more than just a successful individual. A good mentor must also have the disposition and desire to develop other people. In other words, being a good mentor requires more than just experience. It requires a willingness to reflect and share on one's own experiences, including one's failures.

What makes a good mentee?

Just as there are specific characteristics of a successful mentor, there are attributes that make a good mentee. And this is important, because mentee's must remember that mentors are doing this from the goodness of their heart, so being a good mentee is the best way to ensure the relationship enjoys a healthy purposeful existence

Activity 19: Essential Qualities Of A Mentor

In your college groups:

- Discuss what you perceive to be the essential qualities of an effective mentor
- List four top qualities and share with the group

Some qualities of mentors/coaches:

- A desire to develop and help others
- Commitment, time, and energy to devote to the mentoring relationship
- Current and relevant knowledge, expertise, and skills
- A willingness to share failures and personal experiences
- A learning attitude
- A skill in developing others
- Willingness to listen
- Openness to new ideas
- A lateral, challenging way of thinking
- Encouraging student teachers especially female, to become involved in new work experiences
- Making time available
- Enthusiasm

Some qualities of mentees:

- Committed to expanding their capabilities and focused on achieving professional results.
- Willing to ask for help.
- Open and receptive to learning and trying new ideas.
- Able to accept feedback.
- Willing to experiment and apply what they learn back on the job.
- Able to communicate and work cooperatively with others.
- Be personally responsible and accountable.
- Ready, willing, and able to meet on a regular basis.

Issues for Mentor and Mentee to Note:

It is important for mentors and mentees to discuss the following and come to some form of agreement to facilitate the mentoring journey. The key issues to be discussed include:

- Contact and response times
- Meetings
- Confidentiality
- Focus
- Feedback
- Goals and accountability

Selecting a mentor: Who do you admire and respect? Who has always impressed you with their insight and perceptiveness? And finally, who do you feel drawn to?

For whom is mentoring appropriate?	YES	NO
Those who need the space to develop or improve new or existing skills		
Those on a 'fast track' career programme		
Staff who need to focus more on their career paths		
Anybody developing a new career		
staff wanting to improve their skills and abilities		
Individuals who respond better to alternative learning methods		

Why should a college implement a mentoring programme amongst its staff?

An institution that values its staff and is committed to providing opportunities for them to remain and grow within the institution should initiate a mentoring programme. The mentoring programme should cover four critical areas:

- a performance management programme
- prescribed competencies
- a valued-training function
- a succession-planning process

Setting up a Mentoring Procedure

The following issues need to be considered when planning and implemented a programme is:

1. What does the mentoring programme aim to achieve?
2. How are the objectives of the mentoring programme linked to the institution's purpose?
3. What are the processes of matching mentors to their mentees?
4. What are the support structures for mentoring programmes?
5. What are the evaluation and feedback mechanisms for the mentoring programmes?

Barriers to Effective Mentoring

Most barriers to effective mentoring come from:

- Issues of institutional culture where the prevailing culture is not sympathetic to mentoring
- Personality issues between those involved in mentoring and coaching programmes.
- Poor matching of mentors to their mentees
- Lack of managerial support at higher levels
- Resentment from those not chosen to participate in mentoring programmes
- The creation of unrealistic expectations as to what mentoring can achieve

4.3 BENEFITS OF COACHING

- Helps tutor retention and development
- Increases tutor productivity
- Provides stability when changes occur
- Helps with succession planning
- Encourages knowledge-sharing and transfer of skills across the college

4.4 STRATEGIES FOR DEVELOPING COACHING AND MENTORING IN COLLEGES

Building Mentor – Mentee Relationship

Three phase step in building mentor – mentee relationship.

Phase One: Establishment of the Relationship

Mentee Expectations:

- To know that the relationship is about their growth
- To believe their mentor is a trusted confidant
- To understand how to discuss and manage situations and learning opportunities
- To appreciate that their experiences are common to novice professionals
- Mentor expectations:
- To be supportive and non-judgmental in conversations with mentees
- To ask mentees about their needs, concerns, and expectations
- To acknowledge that a trusting relationship may take time to build

Phase Two: Getting to Work

Mentee Expectations:

- To feel the relationship is consistently supportive
- To identify problems and establish strategies to address the problem
- Mentor expectations:
- To maintain and enhance the relationship with mentee
- To assist mentee in defining and understanding the problems of practice
- To aid the mentee in finding solutions to problems and teaching skills
- To identify goals and objectives to reach and decide on a method to assess achievement of the goals

Phase Three: Evaluation and Follow Up

Mentee Expectations:

- To know that their efforts and achievements have been observed and recognized
- To have opportunities to express their thoughts and feelings toward their relationship with their mentor
- To assess the effectiveness of strategies employed to remedy problems and difficult situations

Mentor Expectations:

- To ask for feedback regarding their effectiveness in facilitating the mentee's ability to address problem
- To share their perceived benefits as a mentor
- To know that their efforts have been observed and recognized
- To redefine the relationship as the mentee progresses



College Leaders on Risk Assessment - Creating a conducive Learning Environment

5.0 LEADING AND SUPPORTING STAFF LEARNING

It is undeniable that the most important factor contributing to student success in any educational pursuit is the quality of teaching. Professional development is the most effective strategy in meeting this expectation. Therefore, curriculum leadership is not only about leading student learning but also tutor professional learning. Leading, supporting and being committed to the Continuing Professional Development Programmes of the staff in your colleges for example is an essential role of curriculum leadership. This means curriculum leadership ensures that resources are made available for professional development sessions that are organized in the colleges and also participate in these sessions. Professional Development sessions in the colleges should be institutionalized through policy development and implementation. It is the strategy used in educational institutions to ensure that educators continue to strengthen their practice throughout their career. Professional development affords particular kinds of learning opportunities for college tutors to experience high-quality instructional delivery. For this to be successful professional development needs to be institutionalised. Curriculum leadership can ensure this by developing policies to support professional development sessions in the college, budgeting for it, and making it put of the academic calendar of the colleges.

5.1 STAFF PERFORMANCE AND PROFESSIONAL DEVELOPMENT

Tutors who participate in different kinds of professional development programmes are able to rethink their practice and bring fresh perspectives to their professional expertise. High quality professional development affords college tutors unique opportunities to access knowledge for content instruction, to rethink their practice, and to experience learning in a community of peers. As college tutors develop new knowledge from professional development programmes, individually or as a team, their ability to contribute to the learning and improvement efforts of their college communities is enhanced.

What Constitutes Professional Development?

The term “professional development” is usually used to mean a formal process such as a conference, seminar, or workshop; collaborative learning among members of a work team; or a course at a college or university. However, professional development can also occur in informal contexts such as discussions among colleague tutors, independent reading and research, observations of a colleague’s work, or other learning from a peer.

Activity 20: Professional development

- What professional development activity have you engaged in within the past one year?
- How has the experience benefited you as an individual, your students and your college?
- Who initiated the professional development activity?

Modes of Professional Development

Professional development may take several forms including the following:

- Individual reading/study/research.
- Study groups among colleagues focused on a shared need or topic.
- Observation: tutors observing other tutors.
- Coaching: an expert tutor coaching one or more colleagues.
- Mentoring of new educators by more experienced colleagues.

- Team meetings to plan lessons, problem solve, improve performance, and/or learn a new strategy.
- Faculty, class-level, or departmental meetings.
- Online courses.
- College/university courses.
- Workshops to dig deeper into a subject.
- Conferences to learn from a variety of expertise from around the country.
- Whole-school improvement programmes.

5.2 PERFORMANCE MANAGEMENT PROCEDURES AND PROCESSES FOR STAFF

Performance management in the college of education is the systematic process by which the college involves its staff, as individuals and members of a group, in improving the college's effectiveness in the accomplishment of its mission and goals. An effective performance management system helps the college and tutors to succeed. It is a shared commitment to high performance. The underlying goals of an effective performance management system in the college include, among others:

- Staff performance in meeting department, units and college goals and objectives
- Performance of students
- Professional performance of staff
- Supporting staff research and publication
- Supporting staff wider involvement in college life e.g. teaching practicum, matriculation, congregation

Fig 3. Components of Performance Management Process



Activity 21: Feedback in performance management

- Apart from knowing the performance of students in the discussion of students' results, what do you personally gain from such discussions?
- How are students' appraisal results utilised to improve practice?

Discuss these in your college groups and report to the larger group.

The lesson you should be able to derive from this is the underlining goal of an effective management system in the college that focuses on staff performance directly relating to student performance which gives staff new learning, ideas, and thoughts to improve their competencies.

Performance Management Components, Goals, and Minimum Expectation

As college leaders, you should take note that in your colleges the responsibility of performance management rests in the Principal who can delegate staff to support the process.

Component	Goal	Minimum Expectation
Performance Planning	Discuss the core competencies and how they are related to the employee's job	Planning discussion between supervisor or delegated individual and employee
Coaching	Encourage on-going two-way communication during the performance cycle. Have a midyear review	As-needed feedback shared between supervisor and employee
Multiple Sources of Feedback	Provide employee with one additional source of feedback other than the supervisor's	Employee completes a self-evaluation or receives feedback from one other source prior to performance review
Performance Review	Evaluate performance based on the performance planning discussion	Written annual evaluation using college-approved form The Principal's performance is reviewed by a committee set up by the Council.

Steps in the Performance Management Process

1. Preparing to Start

The performance management process in the college of education consists of two preliminary components: information and data gathering, and preparing and educating staff. This should be linked to the underlining performance targets mentioned earlier, namely;

- Staff performance in meeting department, division and college goals and objectives
- Performance of students
- Professional performance of staff
- Supporting staff research and publication
- Supporting staff wider involvement in college life e.g. teaching practicum, matriculation, congregation

Information and Data Gathering:

The performance management process in the college should link individual performance expectations to the success of the department, division or institution. The types of information and documentation that is helpful in aligning individual performance, for example staff appraisal, with organizational goals and objectives include the following:

- The strategic plan of the college
- The strategic plans of the department and division (note these plans should be in alignment with each other and supportive of the college's strategic plan)
- One-year short-term operational plan of the department
- Performance appraisal for each tutor for the previous year

Preparing and Educating Staff:

College tutors need to understand what performance management is for, how it is going to work, what to expect, and what will be expected of them. Outlined below are the critical "need to know" issues for tutors.

- Why performance management is important
- How it will benefit the tutor, the department, and the college
- The HoD's general philosophy or approach (e.g., working together, centred on self-evaluation)

2. Performance Planning

Performance planning is the second step in the performance management process. For example, a dialogue between an HoD and a college tutor to:

- Establish and agree upon performance expectations,
- Clarify what the tutor will be evaluated on, and
- Set the stage for ongoing feedback and coaching throughout the year

3. Coaching

Coaching in performance management is an ongoing process of communication between leadership and staff focused on improving current performance and building capabilities for the future.

Coaching includes a variety of activities such as:

- Leaders observing staff performance
- Leaders providing instruction to staff
- Leaders providing encouragement to staff
- Leaders providing opportunity for staff to correct poor performance
- Leaders recognizing excellent performance of staff
- Leaders listening to staff concerns and ideas

4. Multiple Sources of Feedback

Getting feedback from multiple sources helps college tutors to know when they are doing something really well, and when it would be helpful to do something a little differently. The main aim therefore is to provide evidence to determine whether the tutor has achieved his or her objectives and met standards. Multiple sources of feedback on staff performance could include any of the following:

- Self-evaluation
- Upward feedback (your HoD)
- Peer feedback (your colleague tutors)
- Customer feedback (people you serve both in and outside the department including your students and parents).

5. Performance Review

Performance review is an extremely important component of the entire performance management process. It is the culminating discussion between leadership and staff regarding:

- Objectives that were set and achieved by staff
- Performance that was met, or fell below expectation
- The learning and development needed and received

5.3 TUTORS PERFORMANCE MANAGEMENT WITHIN A CURRICULUM FRAMEWORK

Tutor performance management is a continuous process for identifying, evaluating and developing the work performance of tutor, so that the goals and objectives of the college are more effectively achieved, while at the same time benefiting tutors in terms of recognition of performance, professional development and career guidance. In this context, the professional standards should be looked at as a whole to provide a backdrop to discussions to help tutor identify areas of strength and areas for further development taking into account the stage the tutor is at in his/her career.

Objectives of Tutor Performance Management

Generally speaking, the objectives of implementing tutor performance management in the five target areas mentioned under step one of the performance management process are as follows:

Accountability

- To set agreed performance targets and monitor the progress by measuring actual performance against the targets
- To assist college management in assessing tutors' performance, ensuring that tutors commit to their duties and that they develop their teaching effectiveness in order to provide quality education
- To help identify and resolve cases of under performance
- To provide college management with proper records, which serve as important references in the selection for promotion and in helping underachieving tutors

Staff Motivation

- To recognise the achievements of tutors, appraise effective teaching practice and encourage the development of quality teaching
- To provide constructive feedback to individual tutors

Professional Development

- To assist tutors in identifying their potential and, areas and ways for improvement, so as to raise their professional standard and improve their team spirit, which support the overall development of the college
- To provide guidance, counselling and training to tutors having difficulties in their performance
- To provide relevant information on human resource development for colleges to plan appropriate tutor development activities

Professional development is a key element of the performance management process and in supporting tutors in enhancing their knowledge and skills. Wherever possible, professional development should be undertaken on a regular basis and be consistent with the college's continuing professional development strategy.

Activity 22: Promoting effective professional development

In your college groups discuss the following:

- What conditions promote effective professional growth and development for tutors in your college
- How does the college keep track of staff improvement and progression?

Professional development opportunities are needed to support agreed objectives, to develop strengths and address areas for development or professional growth. Where possible, consideration should be given to opportunities to share good practice widely, including beyond the college.

5.4 TUTOR DEVELOPMENT AND STUDENTS' LEARNING OUTCOMES

Effective tutor professional development provides some evidence of the impact of professional development on student learning. Educational effectiveness clearly identifies the connections between quality tutors and their professional development. The features of effective professional development, including the focus on subject matter learning are connected with students' learning. Strong tutor learning communities are successful in improving student achievement as indicated in Figure 4.

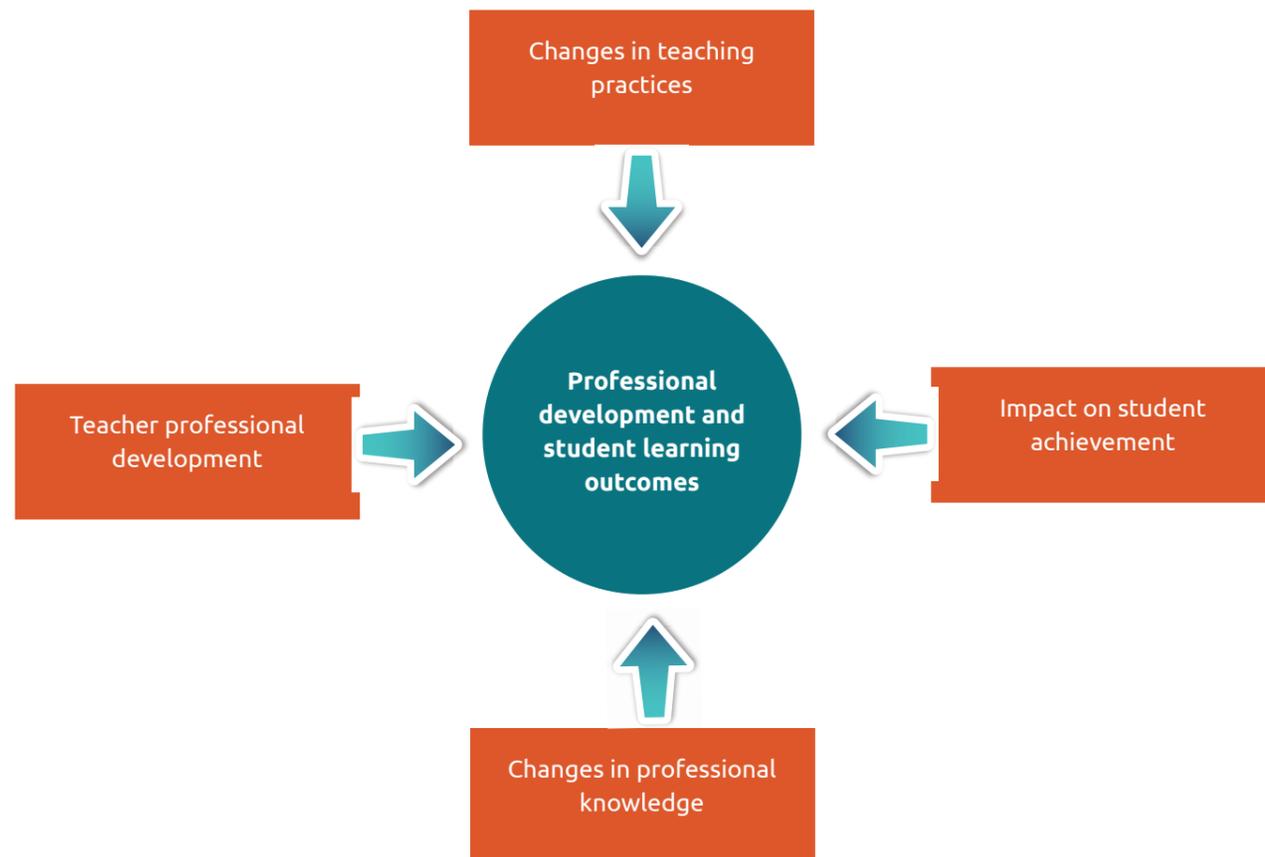


Figure 4. Major elements in teacher professional development and student learning outcomes

Improved student learning depends upon tutor learning; the ultimate payoff of tutors' learning opportunities depends upon their opportunities and commitment to work together to improve instruction for the students in their school. Tutors have to work together on new ideas and reflect on practice and its implications for students' learning. However, instructional improvement that benefits all students often rests on how various students respond to elements of a curriculum, or which students need reinforcement in particular skills. There is the need for up-close attention to classrooms and students.

Student learning outcomes (SLOs) are statements that specify what students will know, be able to do or be able to demonstrate when they have completed or participated in a programme, activity, course or project. Outcomes are usually expressed as knowledge, skills, attitudes or values.

What are the characteristics of good SLOs?

SLOs specify an action by the student that must be observable, measurable and able to be demonstrated.

How can SLOs help students and colleges?

Assessing SLOs...

1. Will help tutors understand how to better facilitate student learning.
2. Will provide tutors with feedback (e.g. Are your services providing what they are supposed to beyond customer satisfaction? What skills are students learning? Are these the skills we want them to learn? Are these the skills we are teaching them?)
3. Will enable students to articulate what they are learning and have learned from attending the college of education, inside and outside of the classroom.
4. Will help students be able to explain what they can do and what they know.
5. Will enable students to better understand where they can go to learn particular knowledge, skills, attitudes or values. Ultimately, SLOs will provide students with a map of where various learning opportunities are available throughout the college.

How to get started:

Begin by developing a Department/Unit area mission statement. Make sure your mission supports or advances the broader college mission and is consistent with the college's espoused values.

When writing student learning outcomes

1. Focus on a smaller number of high priority outcomes – this will lower the burden of assessment and record-keeping.
2. Put learning outcomes in broad categories (i.e., Student Services' list of domains or subdomains).
3. Make outcomes as specific, focused and clear as possible – general outcomes will be hard to measure.

Note: See Exemplar 5

The importance of action verbs

Action verbs result in overt behaviour that can be observed and measured. Sample action verbs are: analyse, apply, argue, arrange, assemble, assess, calculate, categorize, choose, classify, compare, compile, compute, create, criticize, critique, defend, define, demonstrate, describe, design, develop, differentiate, discuss, distinguish, estimate, examine, explain, formulate, identify, illustrate, indicate, interpret, label, list, locate, manage, memorize, order, operate, organize, plan, practice, predict, prepare, propose, question, rate, recognize, repeat, report, reproduce, review, revise, schedule, select, solve, state, translate, use, utilize, write

Certain verbs are unclear and call for covert, internal behaviour which cannot be observed or measured. These types of verbs should be avoided as much as possible. Some are to: appreciate, become aware of, become familiar with, know, learn, understand

Examples – TOO general and VERY HARD to measure...

1. ...will appreciate the benefits of ...
2. ...will be able to access resources at the college.
3. ...will develop problem-solving skills and conflict resolution.
4. ...will be able to have more confidence in their abilities.

Examples – Specific and relatively EASY to measure...

1. ...will be able to explain how exercise affects stress.
2. ...will be able to identify the most appropriate resource that is pertinent to their college concern.
3. ...will be able to assist classmates in resolving conflicts by helping them negotiate agreements.
4. ...will demonstrate the ability to analyse and respond to arguments about gender discrimination.

Note: Staff Development and Performance Appraisal

Staff Professional Development and Staff Appraisal/Performance Management review are key management practices that the College Council through the College Principal need to ensure that are embedded in the culture of the college. They form the basis for quality provision in the college. A record of staff qualifications and training is an integral part of the professional development and performance management process. Every staff of your college need to regularly participate in continuous professional development and you the college need to provide the enabling environment for this to happen.

As we have discussed in Unit 2 and Unit 3, Staff Development Policy, Quality Assurance Policy, Tutor Appraisal Policy and Teaching and Learning Policy, among others need to be in place in your college to provide and ensure compliance. Professional development and performance review need to be planned and implemented through collaboration and involvement of your staff. Within the existing context, we recommend that you start the process by engaging your staff to complete professional development and career aspiration survey (See Appendix G). This will enable you to understand the professional development needs and career aspiration of your staff [useful information for professional development planning]. The other templates to support you with the process are: Staff Appraisal Statement (see Appendix H) and Staff Qualifications and Training Record (see Appendix I).



College Leaders Reflecting on own learning

6.0 GENDER MAINSTREAMING IN CURRICULUM, TRAINING AND LEARNING LEADERSHIP

It is in our hands to join our strength, taking sustenance from our diversity, honouring our rich and varied traditions and culture but acting together for the protection and benefit of us all - Kwame Nkrumah (year?)

Activity 23: Gender, diversity and inclusion

Pair, think and share

- How does the quote relate to inclusion in colleges of education?
- How does the quote relate to gender equality in colleges of education?
- How relevant is the quote to curriculum, training and learning in colleges of education?

This section focuses on gender mainstreaming in curriculum and training issues that will result in student learning. In this section, we look at how gender mainstreaming will help the Colleges of Education (CoE) to improve female student teachers' performance, tutors' role in gender equality and student teachers' role in gender equality. In addition, we look at how gender mainstreaming the gender scorecard can be used in addressing gender inequalities at the CoE.

Leading quality curriculum needs to emphasize inclusion and gender equality as an outcome of training and learning in Colleges of Education (CoE). Colleges of Education have a responsibility to provide a broad and balanced curriculum for all trainee teachers. The national curriculum is the starting point for planning a college of education curriculum that meets the specific needs of individuals and groups of trainee teachers. Thus, this statutory inclusion statement on providing effective learning opportunities for all trainee teachers outlines how colleges of education can mainstream inclusion and gender equality in the college curriculum, training and learning to provide all student teachers with the right learning environment to learn.

The principles of curriculum, training and learning that underpin inclusion, gender equality and personalised learning include:

- setting high expectations and giving every student teacher the confidence to succeed
- establishing what student teachers know and building on it
- structuring and pacing the learning experience to make it challenging and enjoyable
- inspiring learning through passion for the subject
- making individuals active partners in their learning and
- developing learning skills and personal qualities.

Now, let us recall what we discussed in Unit 3 on gender issues in education. If you remember, we explored meanings that we can ascribe to gender and the avenues we can use to create awareness. By the exercises that we carried out in our colleges using the gender scorecard, we identified our strengths and weaknesses in our sensitivity to gender issues.

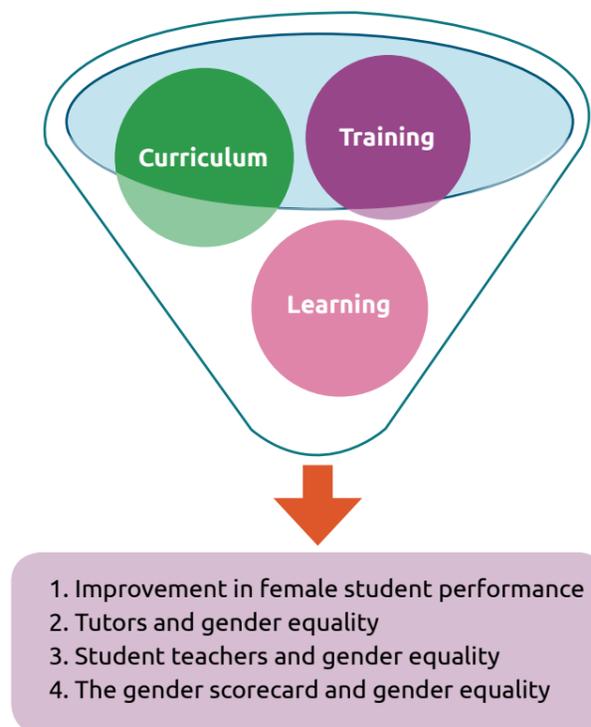
In Unit 3, we referred to gender mainstreaming as ‘the process in which gender equality perspectives and considerations become the norm and not just the responsibility of specific individuals (often women) or departments in isolated and unsustainable ways’. In the context of teacher education, gender mainstreaming can be referred to the process of ensuring that women and men at the CoE have equal access to and control over resources, development benefits and decision-making, at all stages of the development process and projects, programmes and policy. It should be noted that ensuring that women have equal outcomes as men doesn’t necessarily mean treating them ‘equally’ (although that is helpful). Sometimes extra actions and resources should be put in place because a person has a disadvantage – whether it is physical (like a disability) or psychological (like a female student’s limited confidence). Putting in this extra effort [as seen in previous Units] is referred to as ‘equity’ or ‘equitable’ treatment versus ‘equal’ treatment. Thus, equitable treatment (extra effort, resources or actions) leads to equality or equal outcomes.

Gender mainstreaming in the curriculum, training and learning requires that any CoE that adopts gender equity principles should be able to:

- revise its curriculum framework to clearly state commitment to gender equity.
- emphasise attitudes, values and practices that promote gender equity.
- ensure that the content of the course syllabus includes values and attitudes of gender equality.
- revise textbooks, learning materials and instructional procedures to become gender-sensitive and equitable.
- remove gender-based stereotypes that contribute towards perpetuating gender inequalities.

Now, we turn our attention to gender mainstreaming in the curriculum, training and learning in our CoE. We expect that the mainstreaming interactions among the curriculum, training and learning will produce: improvement in female student performance, staff gender equality, student teacher gender equality and gender scorecard report for mentoring and coaching. These interactions are

Figure 5. Gender mainstreaming in curriculum, training and learning



Activity 24: Understanding Gender Mainstreaming in Curriculum, Training and Learning

1. In your college groups, indicate five ways each in which gender can be mainstreamed in
 - a. Curriculum
 - b. Training
 - c. Learning
2. What type of leadership characteristics support gender mainstreaming in (a), (b) and (c)?

Now, it is important to note that in colleges of education, curriculum, training and learning approaches that promote gender equity and equality of outcomes include the following:

- changes to the curriculum and to classroom organisation that allow for increased participation of female student teachers (and other under-represented groups of students);
- encouragement of critical questions about the curriculum and what counts as school knowledge;
- a breaking down of hierarchies and power-networks that exclude females, whether they are student teachers or staff;
- greater understanding of the conditions that lead to discrimination and sexism, and more successful forms of intervention;
- greater valuing of student teachers’ experience and knowledge, and closer involvement of both female and male student teachers in planning and evaluating their educational work.

6.1 IMPROVEMENT OF FEMALE STUDENTS’ PERFORMANCE

The essence of mainstreaming gender dynamics in the curriculum, training and learning is to improve female performance, equal outcomes for tutors and student teachers gender equality. The college leadership has to ensure that the colleges have gender-sensitive curricula and pedagogy in order to help the female student teachers achieve good-quality outcomes. Thus, by effectively implementing the gender equity strategies outlined earlier, the CoE will be able to improve student teachers’ performance particularly that of female performance.

While majority of student teachers in CoE are female across the country, implementing gender equity strategies is likely to improve upon the disparities in female and male student teachers’ performance and outcomes. The performance of female students is not very much influenced by the gender of tutors. Thus, research evidence does not suggest that simply increasing the number of female tutors would improve female student teachers’ performance.

Nevertheless, as college leaders, improving the performance of female student teachers requires aiming for a better balance of female and male tutors so that female students have role models. There is also the need to provide female student teachers the right resources and learning environment to feel supported and encouraged to learn. Ultimately, this can have positive effects on the performance of all student teachers, particularly female student teachers in the colleges of education.

6.2 STAFF AND GENDER EQUALITY

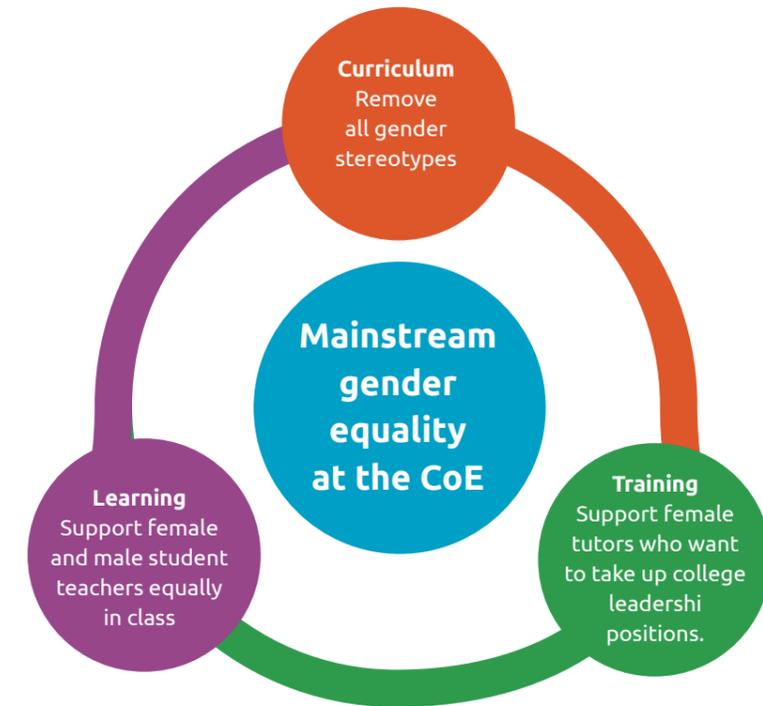
The college staff, particularly tutors, are central to the delivery of the college curriculum. How do college of education tutors, who possess different social identities and are themselves located within gendered social relations, translate curriculum documents into classroom practices and learning outcomes? In addition, how do these practices influence further curriculum development, particularly with regard to gender equity and equality? Curriculum decisions about what teaching methodologies, learning materials, teacher training, and resources to use are dependent on not only what is available but also on what is considered appropriate by those who make decisions about developing and defining training and learning approaches.

As college leaders, you need to know that different training and learning (pedagogies) imply different social dynamics of a classroom, including not only relations between staff and student teacher but also relations between different groups of student teachers and dynamics between staff and officials and others such as parents and the local community. In the college of education context, both female and male staff need to participate in college activities as equals. Thus, college of education curriculum and pedagogy that fail to achieve gender equality render the goal of equal access meaningless.

6.3 STUDENT TEACHERS AND GENDER EQUALITY

The essence of ensuring gender equality of student teachers is to ensure that both female and male student teachers participate and benefit equitably in learning activities so that they can activate equal outcomes. In the context of colleges of education, gender mainstreaming in learning requires that both female and male student teachers should be exposed to teaching methods and materials that are free of stereotypes and gender bias. To encourage female and male student teachers to benefit equally from the learning process, tutors as leaders in learning in the classroom should in the first instance call on male and female in nearly equal proportions but if extra encouragement is needed, provide more support to females to ensure equal outcomes. Tutors should also give more precise responses to all students' comments, thus helping them further develop their thoughts. In addition, gender mainstreaming in learning allows student teachers to respond to these measures quite positively, which benefit the overall quality of class discussion and learning. Particularly, student teachers' behaviours change in accordance with the instructors', male and female students begin to participate in the class in nearly equal proportions, and all the student teachers respond more frequently and accurately to the teacher's comments.

Thus, to improve female student teachers' performance, ensure gender equitable behaviour among staff and student teachers, college leaders have a responsibility of removing all gender stereotypes from the curriculum, support the training of female tutors who want to take up college leadership positions and provide equitable support to female and male student teachers in learning in class.



Activity 25: Mainstreaming Gender Equality in Curriculum, Learning and Training

1. List two ways in which the curriculum can be made gender sensitive.
2. Provide three ways in which female and male student teachers can be supported equitably in the classroom setting.
3. Mention any two strategies of supporting female tutors to take up college leadership position.

Removing Gender Stereotype from the Curriculum

In the context of CoEs, gender mainstreaming in curriculum requires that both female and male student teachers should be exposed to programmes, courses, and syllabuses that are free of stereotypes and gender bias. The following are examples of strategies to address gender stereotypes in the curriculum.

- Curriculum Language e.g. The language should not express the status of being male or female, and relate to one as being assertive and the other as being submissive. Or give examples that reinforce stereotypical gender roles such as men work and take leadership positions, and women stay at home and care for family.
- Syllabus e.g. Discuss your expectations for participation at the beginning of the course and include them in the syllabus.

Supporting both Male and Female Tutors in Training and College Leadership Positions

A gender sensitive college encourages more female tutors to occupy leadership positions, empowering them to deliver optimum learning outcomes. It ensures that female tutors in CoE excel as much as male tutors and demonstrate similar achievement patterns in their training/teaching through standard assessment measures. Therefore, college leaders should promote sensitive and productive teaching and professional environments for tutors of all genders. In addition, they should support and encourage female tutors who are interested in taking up college leadership positions colleges. The following are examples of supporting and encouraging both female and male tutors in training.

- Equitable and equal access e.g. Ensure that female tutors have equal access to college teaching and learning activities as the male tutors, which may entail special scheduling or extra actions. This means assessing and addressing the needs and priorities of excluded groups and those with different special needs in the college. Discriminatory policies and practices that limit access to teaching and learning opportunities and outcomes as well as leadership positions should be identified and steps taken to address them.
- Give equal opportunities e.g. Allow all staff to participate equally in all training and professional development programmes and activities. This may entail special scheduling or extra actions to ensure equal outcomes.
- Support and encouragement e.g. Support and encourage staff to be involve college activities in ways that promote greater participation and collaboration.
- Protection and well-being e.g. Ensure both female and male staff have equitable access to supportive educational activities in a routine, stable and protective environment. Provide physical, cognitive and psychosocial protection for all college staff.

Supporting Male and Female Student Trainees Equitably in Class

Learning leads to individual freedom and empowerment. When people are empowered, they can make both choices and decisions, which increase their ability to act and to influence their lives and environment. To promote learning of both female and male student teachers, college leaders should support all student teachers to participate fully in class. Indeed, as college leaders, you need to ensure that female and male student teachers have gender sensitive learning environments – and succeeding – at equal levels in the college. The following are examples of supporting female and male student teachers in learning.

- Ensure equal opportunities e.g. Allow all student teachers to participate equally in all college programmes and activities. This may entail extra encouragement of females.
- Discussion and Lecture e.g. Establish class norms or ground rules for discourse early in the semester so that females speak just as much as males.
- Support and encouragement e.g. Encourage student teachers to perform in class in ways that promote equal greater participation.
- Language use e.g. Avoid the generic “he”; use inclusive terminology (refer to ‘partners’ not boy/girl-friends), and reverse stereotypes in examples (use Drs for women and primary teachers as males) Avoid using examples that reinforce gender stereotypes (‘mother cooks’ or ‘father goes to work’).
- Non-verbal communication e.g. Call on males and females in equal proportions and provide extra encouragement for females if needed. Give more precise responses to all students’ comments, thus helping them further develop their thoughts.

- Protection and well-being e.g. Ensure female and male student teachers have access to supportive educational activities in a routine, stable and protective environment. Provide physical, cognitive and psychosocial protection for student teachers.
- Classroom Structure e.g. Arrange to have every student talk briefly in class or in small groups. Students can introduce themselves to the class or to each other or report group solutions of problems. Whatever you do, set up a structure that helps everyone say something aloud, if not to the entire class then to a small group.
- Facilities and services e.g. Design education facilities, giving careful thought to who uses the learning space and how. Spaces need to be appropriate to the sex, age, physical ability and cultural considerations of all users. All female toilets should have access to water and bins for sanitary napkins.
- Pay attention to classroom dynamics e.g. Improve the “chilly climate” in mathematics and science courses without weakening the quality of instruction. Females should be encouraged to engage in and achieve in these classes.

To understand your college’s gender responsiveness to the different needs of female and male student teachers, college leaders need to pay attention to issues of gender-sensitive learning environments. Based on these issues, a gender lens can be developed to help you make necessary changes to ensure that all gender stereotypes in curriculum, training and learning are addressed to promote gender sensitive learning environments of the CoE.

6.4 THE GENDER SCORECARD – MENTORING AND COACHING

In Unit 3, you were supported to explore your status in gender responsiveness across a spectrum of management areas. In gender training, classroom practice, tutor training practice, college protocols, infrastructure, access to resources, teaching practice, sexual harassment, staff procedures, policies, data collection, planning and budgeting. You have had the opportunity to locate your strengths and weaknesses as far as gender responsiveness is concerned.

Mainstreaming gender in curriculum, training and learning through the gender scorecard exercise is to bring about gender equality at the CoE. Thus, the gender scorecard exercise can:

- assist CoE in identifying areas in which they are meeting or not meeting minimum standards on gender equality.
- stimulate a constructive dialogue within the CoE about the current status of gender mainstreaming and how it can be improved.
- identify remedial action where minimum standards are not being met.
- support the sharing of good practice in gender mainstreaming and the promotion of gender equality in the CoE.
- assist in developing a CoE level gender responsive matrix, conduct sex disaggregation and gender analysis
- improve gender equality of student teacher enrolment
- help in developing strategies to lead and support improvement in female student teachers’ performance with tutors equipped to lead and promote gender equality.

The outcome of the gender scorecard exercise will help the college to set up structures for coaching and mentoring, especially for the female staff and student teachers. This will support female staff and student teachers to take up leadership position in the colleges. Through the gender scorecard, student teachers who need mentoring and coaching can be identified to facilitate the mainstreaming gender equality in college curriculum, training and learning.

Activity 26: Gender Responsive Practices

Let us examine our gender responsiveness using the following concepts. Identify two practices for each concept:

- security and health issues
- school and classroom facilities
- guidance and counselling

Report to the house in the plenary

As seen in this Unit, gender stereotypes in college curriculum, teaching materials and methods still influence staff and student teachers in their perception of the curriculum, training and learning. For example, in the colleges of education, some of the stereotypes are mirrored in the lack of women in leadership positions. College management policies to mainstream gender equality in curriculum, training and learning need to create teacher education environments in which female and male principals, staff and student teachers have equal rights, responsibilities and opportunities.



College Principal and her Team developing a College Roadmap

7.0 REVISITING YOUR COLLEGE IMPROVEMENT PLAN

7.1 COLLEGE SELF-EVALUATION

The process of improvement planning in your colleges discussed in Unit 1 starts with a robust College Self-assessment of key aspects of the college. You are aware that the self-assessment of your college begins by reviewing the progress and achievements made against the seven indicators that have been agreed with the NCTE and NAB. These indicators form the basis for future external evaluation of the effectiveness of your college by stakeholders and for re-accreditation. These quality indicators are:

1. Leadership and Management
2. Quality of Training and Learning
3. Assessment
4. Student Engagement
5. Monitoring and Evaluation
6. College Environment and Infrastructure
7. Partnership and Cooperation

As college leaders, you have had the opportunity to self-assess your college against the themes in each indicator, identify the strengths and weaknesses of your college and have prepared an improvement plan to address some of the weaknesses that you have identified.

7.2 COLLEGE IMPROVEMENT PLAN

As indicated in Unit 2, college self-assessment and improvement planning are participative processes of college institutional diagnosis and strengthening respectively. Your college's vision, mission and values inform your self-assessment and drive your improvement.

As college leaders, the first action for you in strengthening your institution is to ensure that the vision, mission and values for your college are closely aligned as the basis for your self-assessment and SWOT analysis and improvement planning through collaborative approach. Your college improvement plan is expected to have clear statements of your priorities and what actions you will take to address the priorities including the support and other resources you are intending to use for implementation. It is important to indicate the key responsible persons and success criteria as a basis for implementation progress monitoring and evaluation.

The seven-steps the College Improvement Planning Process Cycle introduced to you in Unit 1 captures key additional elements of the improvement plan for your college. The diagram of the College Improvement Planning Process Cycle is reproduced below:



At this stage, the key questions stakeholders need to ask are:

- Where are we now?
- Where do we want to be?
- How are we going to get there?

Answering these questions requires that college leaders revisit the vision, mission, and values of their college to ensure that they are aligned and clearly articulated. It also requires college leaders to review their existing improvement plan to ensure that their objectives and priorities statements are of high level and clearly aligned with:

- The success indicators
- The key improvement targets
- The key activities for implementation;
- The key individuals responsible for leading each priority area; and
- The progress monitoring time frame

The individuals responsible for leading each priority should be indicated in the plan.

Activity 27: Revisiting Your College Improvement Plan

Based on what you have learnt in this unit, in your college groups, review your college improvement plan to ensure it is robust enough and captures key improvement priorities of your college. Check your CIP to ensure that it is in line with your vision, mission and values.



Council Chair and College Leaders reflecting on Tutor Professional Development Policy

8.0 REFLECTION ON THE UNIT

In this Unit, the focus has been on equipping you with the skills necessary for providing curriculum leadership for your college.

Because of the learning that has taken place in this unit, it is time to reflect and take stock.

- Being a reflective practitioner is a good practice in capacity building and improvement practice that every college leader should embrace.
- Professional reflection is an important characteristic of professional learning.
- Reflection enables you to look back on what you have learnt in this unit, consider where you are now and identify actions for the future.
- Asking the right questions of what has been learnt and how this knowledge will be used to make difference to your current practice; bring about improvement and strengthen key systems in your college is essential.

The table below is to support you in your reflection on the next steps.

Professional Learning Action Plan

What areas have I identified?	What do I need to know?	How will I know I am making improvement?	What resources do I need?	What difference do I want to make?
1				
2				
3				
4				

APPENDICES

APPENDIX A: PERCEPTION OF LEARNING

Perception of Learning	Agree	Disagree
Learning is being taught		
Learning is individual sense-making		
Learning is building knowledge as part of doing things with others		
Learning as a quantitative increase in knowledge		
Learning is storing information that can be reproduced.		
Learning involves relating parts of the subject matter to each other and to the real world.		
Learning is the ability to make sense of situations.		
Learning involves comprehending the world by reinterpreting knowledge		
Learning is acquiring new knowledge		
Learning is a relatively permanent change in behavior due to experience and education		

APPENDIX B: LEARNING EXPERIENCES IN A COLLEGE

	Cognitive/knowledge	Emotional/feeling	Doing/activity
Student Learning	Analysing Wondering Testing out ideas Trying to understand Making connections Applying to prior learning Evaluating	Arousal Curiosity Engagement Enjoyment Satisfaction Sense of achievement Self confidence Social solidarity	Listening Asking questions Explaining Collecting Exploring Problem solving Acting out Making things
Professional learning Tutor	Subject How children learn How to engage and motivate children How to assess learning	Have self-worth Valued by others Enjoyment in teaching Pride in students' achievement Enjoyment in professional learning	Improving questioning skills, listening skills Observing others' practice Evaluating own practice Discussing with colleagues Changing practice
Organizational learning	Available Shared Updated	Acknowledged Respected Open to change	Transparent Evaluated Improved

APPENDIX C: QUALITY ASSURANCE FRAMEWORK AND ROLE OF CURRICULUM LEADERSHIP

Quality Assurance Indicator	Leadership role
1. Quality leadership and Management	<ul style="list-style-type: none"> Ensure structures and systems are in place for effective implementation of Diploma in Basic Education (BDE) curriculum Review CIP to track progress against milestone and key performance indicators
2. Quality teaching and learning	<ul style="list-style-type: none"> Assess tutor and staff performance and support staff to improve performance Implement strategies to change and transform teaching, learning, pedagogy and assessment practices
3. Quality Student Engagement	<ul style="list-style-type: none"> Work with staff, students and stakeholders to develop vision for the college Develop strategies to lead and support improvement in female teacher trainees' performance with tutors equipped to lead and promote gender equality
4. Quality Monitoring and Evaluation	<ul style="list-style-type: none"> Monitor progress of implementation of CIP Carry out teaching and learning observations and provide constructive feedback
5. Quality of Assessment	<ul style="list-style-type: none"> Assess tutor/staff performance and support staff to improve performance Ensure structures and systems are in place
6. Quality Partnership and Cooperation	<ul style="list-style-type: none"> Identify stakeholders and their expectations and facilitate stakeholder partnership that the learning experience of teacher trainees Harness the support of the community in the activities of the CoE
7. Quality of College Environment and infrastructure	<ul style="list-style-type: none"> Identify the range of resources available, use them effectively to achieve the CoE goals and priorities Manage the college budget effectively

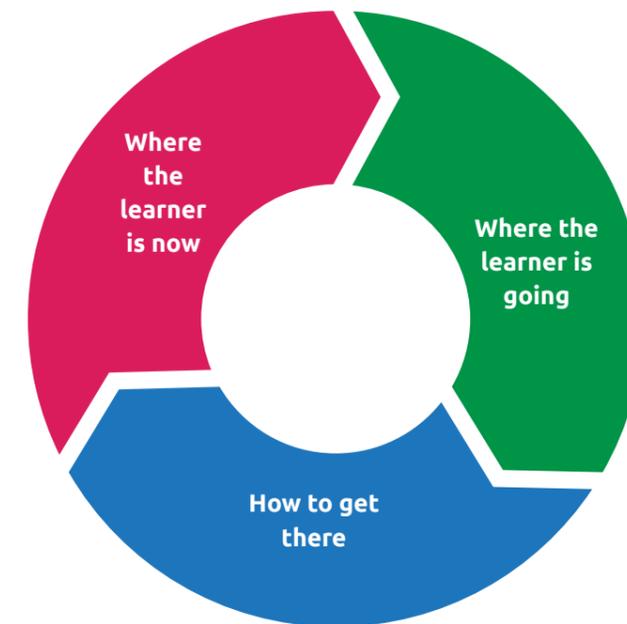
APPENDIX D: ASSESSMENT FOR LEARNING

The note below is largely extracted from the Cambridge University's professional development community of practice website at: <http://www.cambridge-community.org.uk/professional-development/gswafl/index.html> on 17th December 2016. There are other supporting resources on the website such as videos that are useful place start as college leader considering the adoption of AfL into your college culture.

What is assessment for learning?

Assessment for Learning (AfL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard. One way of thinking about AfL is that it aims to 'close the gap' between a learner's current situation and where they want to be in their learning and achievement. Skilled teachers plan tasks which help learners to do this.

AfL involves students becoming more active in their learning and starting to 'think like a teacher'. They think more actively about where they are now, where they are going and how to get there.



Effective teachers integrate AfL in their lessons as a natural part of what they do, choosing how much or how little to use the method. AfL can be adapted to suit the age and ability of the learners involved.

AfL strategies are directly linked to improvements in student performance in summative tests and examinations. Research shows that these strategies particularly help low-achieving students to enhance their learning.

AFL and the relationship with formative and summative assessment

Traditionally, AFL has been closely associated with formative assessment because practices such as questioning and providing feedback help 'form' or 'shape' student learning. This differs from summative assessment which typically is an attempt to measure student attainment at the end of a period of learning.

The following table, based on the UK's National Foundation for Educational Research report (NFER 2007), classifies types of formative and summative assessment as either formal or informal.

	Formative Assessment	Summative Assessment
Informal	<ul style="list-style-type: none"> • Questioning • Feedback • Peer assessment • Self-assessment 	<ul style="list-style-type: none"> • Essays in uncontrolled conditions • Portfolios • Coursework • Teacher assessment
Format	<ul style="list-style-type: none"> • Further analysis or tests, exams, essays • Target setting 	<ul style="list-style-type: none"> • Tests • Exams • Essays in controlled conditions

It can be argued that all of the assessment strategies in this table support AFL if their ultimate use is to help the student progress in terms of their learning.

A good example of using a summative assessment strategy in an AFL context is where a test or exam is used to identify a lack of understanding (e.g. in a particular area of the syllabus) and subsequently targets are set to rectify this.

There are five main processes that take place in assessment for learning:

- **Questioning** enables a student, with the help of their teacher, to find out what level they are at.
- The teacher provides **feedback** to each student about how to improve their learning.
- Students understand what **successful** work looks like for each task they are doing.
- Students become more **independent** in their learning, taking part in **peer assessment** and **self-assessment**
- **Summative assessments** (e.g. the student's exam or portfolio submission) are also used formatively to help them improve.

In the rest of this unit, we will look at the basics of AFL in more detail. We will examine the research behind AFL and some of the misconceptions that people often have. Then we will focus on some practical strategies you can use in the classroom. We will also hear from both learners and teachers about their experiences of AFL in the classroom.

Throughout the unit, you will be encouraged to reflect upon AFL and to think about how you can integrate it into your own classroom practice. At the end of the unit there is a glossary of key words and phrases.

What is the research behind AFL?

AFL helps in making understanding and knowledge, as John Hattie (2011) describes it, 'more visible'. AFL helps learners understand what excellence looks like and how they can develop their own work to reach that level.

Feedback has a positive effect on learner achievement. In John Hattie's seminal work on educational effectiveness, *Visible Learning for Teachers* (2011), Hattie ranked feedback strategies 10th out of 150 factors that bring about significant improvements in learner outcomes. This was particularly true if the strategies involved feedback about the learner's own work.

Black and Wiliam (1998) argue that if teachers use formative assessments as part of their teaching, students can learn at approximately double the rate. Hattie's research also shows that using formative assessment in the classroom brings about real-world differences in learner achievement.

Attribution theory

Attribution theory says that people explain their own successes or failures to themselves in different ways. Some factors that lead to success or failure are controllable and some are not. Examples of factors that a learner might feel able to control include how much effort they make and how interested they are in the subject. Non-controllable factors include luck or the amount of help the learner receives from the teacher.

Learners who take part in self-assessment (as part of AFL) learn to attribute failures to controllable factors. For example, a learner doing badly on a homework assignment might realise that they focused on the wrong subject matter. Because the choice of subject matter was in their control, they can review, edit and improve the work. Being in control in this way will boost the learner's confidence and achievement.

Metacognition

Metacognition is a term used to describe 'thinking about thinking' and supports the idea of self-assessment. Metacognition suggests that all learners need to be able to reflect on their own learning, to understand how they learn best and to reinterpret any new knowledge, skills and conceptual understandings that they have acquired.

Learning happens when students are given opportunities to build upon previous knowledge and experiences. Research consistently shows that only telling learners what they need to know is much less effective than helping them construct meaning for themselves.

What are the benefits of AFL?

AFL improves learner outcomes: Research shows that effective formative assessment is one of the most important contributors to success in summative assessment. This is because learners have a clear idea of what good work looks like and what they need to do to reach this standard. AFL increases confidence: AFL helps create a sense of self-efficacy (a learner's confidence in their ability to reach targets through hard work and determination). This is an essential quality for learners to develop. Self-efficacy will help them succeed throughout their life, both professionally and personally.

A student who receives a poor grade for a test may withdraw from learning, preferring to be thought 'lazy' rather than 'stupid'. With an AfL approach, teachers give learners task-specific feedback that focuses on the work rather than ego-specific feedback that focuses on personal qualities of the learner. This encourages every learner to feel that they can improve. You can find out more about different types of feedback in this article from the American Psychological Association <http://www.apa.org/education/k12/using-praise.aspx>

AfL techniques, such as peer feedback, can help more able learners to reinforce their learning by explaining ideas to less able classmates. Furthermore, peer feedback helps learners to develop diplomacy and communication skills that will be essential in many aspects of later life.

AfL increases independence: AfL enables learners to become less passive in the classroom, especially when combined with other methods that promote this type of approach, such as active learning techniques. Students will develop the ability to assess themselves and to take responsibility for their own learning. This supports the development of the Cambridge learner attributes which says that Cambridge learners are confident, responsible, reflective, innovative and engaged. An AfL approach also helps students to become enthusiastic life-long learners.

AfL also helps teachers. When students are taking a more active role in their learning, teachers have more time to talk to them individually. In addition, teachers have more time to reflect on what is going well in their lesson and what can be improved.

AfL changes the culture of the classroom: Carol Dweck argues that high-achieving learners avoid taking risks because they are afraid of making mistakes. This reduces the amount they can learn. An AfL approach helps to create a supportive and cooperative classroom. In this environment, everyone, including the teacher, should feel able to try new things without worrying that they might fail. If the teacher presents mistakes as an opportunity for learning, this will help every student to reach their full potential. Students will start to see that by learning from failure, they can improve outcomes in the future.

Six misconceptions about AfL

'Assessment and testing are the same thing': There are lots of different ways to assess a learner. This includes formal testing. However, a teacher will use a variety of formal and informal assessment activities throughout the learning process. Any activity which checks how well a student is learning is assessing that student's learning. Information from these assessment activities is used to adapt teaching and learning approaches, which leads to improvements in learner outcomes.

'Teachers using AfL will lose control of their class': AfL requires teachers to allow learners to discuss work between themselves in class. This will naturally involve some talking and, therefore, some noise. However, the teacher remains in control. The teacher decides when to let the class talk and when to ask them to be quiet. It is also often the case that behaviour usually improves when learners' understanding improves.

'Peer feedback means students chatting to each other' rather than working on a task': Peer feedback can only take place when learners have a clear idea about what they are discussing and the areas that they should (and should not) be giving feedback about. Learners should also think about, and understand, how they are judging each other's work. The more learners engage with, and think deeply about, the success criteria, the more they are able to give useful feedback to their peers.

'Examinations are the only type of assessment that matter': Learners need to take formal exams to get qualifications to progress through their education. Assessment for learning gives teachers more information throughout the year. One of the results of an AfL approach is that it helps students to do better in summative assessment. The two are linked and both inform future learning.

'Assessment is a one-way process: teachers give students feedback about their work': The most effective feedback is a dialogue. Teachers can learn more about their learners' progress when their learners take a more active role in assessing their own performance. For example, through self-assessment learners can identify what they need help with and then discuss this with their teacher. 'Work should always be given a grade or mark': In some circumstances, a grade will be given as part of teacher feedback. However, research suggests that learners will often just read the grade and ignore the comments. Where teachers want to give a grade, it is often more effective for learners to read feedback and comments first, and then edit their work before they see a grade.

What are the challenges of AfL?

Misunderstanding: The word 'assessment' often leads to confusion, because it is usually used to refer to summative testing. AfL mainly focuses on the use of informal formative assessment to improve learning. Although teachers and learners can also learn from their work in formal summative test papers, this is not the main emphasis of AfL.

Training and time: Introducing AfL into a school or classroom takes time. It sometimes requires additional professional training, and it changes to the ways that teachers interact with their learners.

Fear of change: Teachers and learners may fear that the changes required in their classroom practice will not help them. High-achieving and diligent learners may find it hard to look for faults and mistakes in their work and thinking. They may feel that they do not want to show any sign of weakness or failure.

Getting it right: Giving feedback to learners about their work can have a negative effect as well as positive. A teacher must choose their words carefully when giving feedback. If the teacher gives the impression that only the teachers can provide the right answer, learners will find it hard to be independent.

Culture: Sometimes teachers are judged solely on their ability to get good results in high-stakes summative assessments. Teachers may feel that they do not have time to do activities that do not seem directly linked to final examination grades. However, using feedback to modify instruction and help learners to better understand assessment objectives will improve exam results.

AfL checklist

If you are new to AfL, it will help if you ask yourself the following questions:

How effectively am I using questioning? It is a good idea to structure questions so that learners give detailed answers, revealing exactly what they understand about a subject. Try waiting for at least three seconds after asking a question to get better responses from your learners.

How effective is my use of feedback? Giving your learners task-focused feedback instead of ego-focused feedback can help your learners to feel motivated to try harder with their work. If possible, set your learners tasks to do to improve their work during the next lesson.

How effective is my use of peer feedback? Encourage an atmosphere of mutual supportiveness in your classroom. It is helpful to explain to your learners why peer feedback is being used and how they are going to benefit from it.

It is a good idea to start a peer feedback session with an in-depth discussion of success criteria. You could show your learners examples of successful work from previous years. You know your learners, so you can judge whether to put them into small groups or pairs, and whether to put learners in a group with their friends.

How much do I use self-assessment in my practice? Students initially learn self-assessment from their teacher: they follow your lead when you give them feedback about their work. It is a good idea if your feedback targets certain skills or aspects of your learners' work.

Self-assessment will be most successful if you encourage your learners to practise regularly, e.g. in a 'reflective log' or learning journal. It is also helpful to give your learners open questions to get them started, e.g. 'How did what I learned fit in with what I already know?'

Am I helping my students learn effectively from summative assessments? If possible, always return marked tests or exams to your learners so they can learn from their mistakes. It is also helpful to select questions that gave most learners problems and go through them in class.

Glossary

Active learning: Learning which engages students and challenges their thinking, using a variety of activities.

Assessment for learning: Essential teaching strategies during learning to help teachers and students evaluate progress in terms of understanding and skills acquisition, providing guidance and feedback for subsequent teaching and learning.

Closed question: A question that can be answered with either a single word (usually 'yes' or 'no') or a short phrase and the choice of answers is limited.

Cold calling: Questioning technique in which the teacher selects a learner at random to answer a question, instead of learners putting up their hands to answer a question.

Critical thinking: The ability, underlying all rational discourse and enquiry, to assess and evaluate analytically particular assertions or concepts in the light of either evidence or wider contexts.

Ego-specific feedback: Feedback to the learner that focuses on their personal qualities.

Feedback: Information about how the learner is doing in their efforts to reach a goal. Feedback could also come from the learner to the teacher about how they feel the teacher could help them learn better.

Formative assessment: Activity that provides students with developmental feedback on their progress during the learning programme and informs the design of their next steps in learning.

Metacognition: Metacognition is a term used to describe 'thinking about thinking'. It refers to the processes used to plan, monitor and assess one's understanding and performance. Metacognition includes a critical awareness of a) one's thinking and learning and b) oneself as a thinker and learner.

Mixed ability: A class that includes learners at several different levels of ability.

Objectively: Based on facts, and not influenced by personal feelings, interpretations or prejudice.

Open question: A question that cannot be answered with a one-word answer, e.g. 'What do you think about global warming?'

Reflective journal/log: A document, in digital or traditional book format, in which a learner (or teacher) critically reflects on their learning (or teaching practice) regularly. By reflecting and evaluating what they have experienced and how, students and teachers can find ways of improving their learning.

Reflective practice: The process through which the teacher continuously learns from the experience of planning, practice, assessment and evaluation and can improve the quality of teaching and learning over time.

Reinforce: Strengthen or support (understanding, skill or learning).

Scaffold learning: The teacher provides appropriate guidance and support to enable students to build on their current level of understanding progressively, to acquire confidence and independence in using new knowledge or skills.

Self-efficacy: A learner's confidence in their ability to reach targets through hard work and determination.

Subject curriculum: The content and skills contained within a syllabus applied across sequential stages of student learning. These stages normally refer to school year levels, and therefore a particular age of learner.

Success criteria: Success criteria summarise the key steps or elements the student needs in order to meet a learning intention.

Summative assessment: Typically end-of-learning assessment tasks such as examinations and tests, to measure and record the level of learning achieved, for progression to the next level or for certification.

Target: Educational/academic goal, set by a learner or teacher on behalf of a learner.

Task-specific feedback: Feedback to the learner that focuses on various aspects of their work.

Wait time: The amount of time a teacher waits after asking a question and before selecting a learner to answer it.

<https://www.nfer.ac.uk/publications/99904/99904.pdf>

<http://www.cambridge-community.org.uk/professional-development/gswaf/index.html>

AfL in Colleges of Education - Implication for Leadership

What's this about?

Development in AfL is not unlike development in any other major school-based initiative. It proceeds along three main stages:

• Initiation Stage – Let's have a go

It makes a lot of sense to allow teachers to begin by trying out strategies in one AfL element of practice rather than trying to introduce strategies across all of them at once. It also makes sense to limit initial exposure to the practice to once per week. This can be managed in primary schools by choosing one area of learning and at the post-primary level by choosing one teaching group. Don't be in too much of a hurry to move on!

• Consolidation Stage – It's actually starting to make sense

At this stage, teachers identify benefits to pupil learning and usually begin to think about the next steps in development. This might mean moving on to another element of AfL practice or increasing the frequency of use by incorporating it into more areas of learning or teaching groups.

• Embedding Stage – It's just the way we do things here

In three years' time, or so, all staff in your school may have experience of using strategies in all four elements of AfL practice and have selected those that work best for them and their pupils. At the embedding stage, decision-making about which strategies work best in different contexts becomes second nature, and clear improvements are associated with the practice. Why it's important Without proper planning for classroom implementation, it's very easy to reduce AfL to a range of fairly superficial classroom 'tricks' with very little impact other than on teachers' time in planning and preparation.

http://ceea.org.uk/sites/default/files/docs/curriculum/assessment/assessment_for_learning/afl_practical_guide.pdf

APPENDIX E: REASONS TO USE INFORMATION COMMUNICATIONS TECHNOLOGIES IN YOUR LESSONS

March 11, 2016

As a curriculum leader, you need to share your vision with your tutor and guide them to think about using educational technology in their lessons, or to identify where in their scheme of work they could integrate it.

The list below is a starting point to engage your team in a dialogue on embarking on the initiative of using Information and Communications Technology (ICT) for teaching and learning in your college.

1. Where ICT is taught well, it has been shown to enhance students' levels of understanding and attainment in other subjects. That's because "real" ICT is more about thinking skills than about mastering particular software applications.
2. ICT can provide both the resources and the pedagogical framework for enabling students to become effective independent learners. For example, computer programs are available that adjust themselves to the students' level and then set appropriate tasks and give feedback on performance. Used wisely, these can help students to move on.
3. Also, newer technologies such as Web 2.0 (second generation world wide web that focuses on enabling people to collaborate online e.g. Blog, WhatsApp, Facebook, Twitter etc.) applications enables students and others to collaborate in ways that reflect a broadly constructivist approach to education.
4. ICT places all learners on an equal footing. Given the right hardware, software and curriculum activities, even severely physically disadvantaged students can achieve the same degree of success as anyone else.
5. ICT has been shown to have benefits in terms of motivating students. That comes about partly through factors like being able to produce nice-looking work with no teacher's red marks all over it, and partly because the computer is seen as being impartial and non-judgemental in its feedback to the student.
6. ICT enables students to gather data that would otherwise be difficult or even impossible to obtain. For example, data from inaccessible places (e.g. outer space), inaccessible times (e.g. overnight), from both overseas and nationally on demand (without having to physically go anywhere) or data at very precise time intervals.
7. ICT enables students to gather data that would otherwise be time-consuming or costly or both. For example, pupils can use the internet to get up-to-the-minute information on prices. They can use a DVD or the internet to watch movies of old dictators speaking, or the moon landings, or to listen to a piece of music by Mozart.
8. ICT enables students to experiment with changing aspects of a model, which may be difficult or even impossible for them to do otherwise. For example, students of Business Studies and Economics can see what might happen to the economy if interest rates were raised or lowered. Students can use webcams to capture the development of an egg or a plant.
9. ICT enables students to draft or redraft their work until they are satisfied with it.
10. Another reason to use ICT in lessons is because it can help to implement personalised learning.
11. Students usually enjoy using computers and other types of technology, so lessons which make use of it start off with an advantage (which is all too often squandered).
12. Educational technology puts the student in control (if it is well-designed), enabling her to personalise the interface, select and create resources, and even choose what to learn.

13. Just about every aspect of modern life involves educational technology; therefore, to not make use of it in the curriculum is anachronistic.
14. Because educational technology pervades all aspects of modern society, schools have a duty of care to ensure that students understand issues such as keeping safe online, protecting their identity, recognising good and misleading information sources on the internet, the effects of educational technology on communications and the economy, to name but a few issues.
15. Don't be fooled by the ascendancy of "coding": the kind of knowledge, skills and understanding that comprise ICT or Digital Literacy are still very much relevant and required -- including in computer programming

<https://www.ictineducation.org/home-page/15-reasons-to-use-education-technology-in-your-classroom>

However, it is essential that the introduction and use ICT in your colleges for subject teaching need to be undertaken within the bigger framework of 'Technology Enhanced Learning'.

Technology Enhanced Learning (TEL)

WHAT IS TEL?

Technology enhanced learning (TEL) is often used as a synonym for e-learning but can also be used to refer to technology enhanced classrooms and learning with technology, rather than just through technology.

Technology Enhanced Learning (TEL) seeks to improve the student learning experience by:

- Aiding student engagement, satisfaction and retention;
- Helping to produce enterprising graduates with the skills required to compete in the global business environment;
- Encouraging inspirational and innovative teaching;
- Personalising learning that promotes reflection;
- Delivering and supporting CPD and internationalisation.

<http://technologyenhancedlearning.net/what-is-technology-enhanced-learning/>

<https://www.heacademy.ac.uk/enhancement/toolkits/technology-enhanced-learning-tel-toolkit>

APPENDIX F: LEARNING OUTCOME TEMPLATE

As a result of students participating in _____

they will be able to _____

Example: As a result of students participating in the on-campus teaching sessions, they will be able to write their lesson notes concisely and design teaching learning

Perception of Learning	Y	N
1. Does the outcome support the programme objectives?		
2. Does the outcome describe what the programme intends for students to know (cognitive), think (affective, attitudinal), or do (behavioural, performance)?		
3. Is the outcome important/worthwhile?		
4. Is the outcome: <ol style="list-style-type: none"> a. Detailed and specific? b. Measurable/identifiable? c. A result of learning? 		
5. Do you have or can you create an activity to enable students to learn the desired outcome?		
6. Can the outcome be used to make decisions to improve the programme?		

APPENDIX G: STAFF PROFESSIONAL DEVELOPMENT AND CAREER ASPIRATION SURVEY TEMPLATE

Staff Professional Development and Career Aspiration Survey for (name of College) 20__/20__

As part of your plan for the continuous professional development of staff of the college, a considerable attention must be given to the career aspiration of your staff. The benefits of such practice include preparation of the individual staff for their next career move and help you the college leader with succession planning. In this way, staff become better at and confident in the work they do and be able to contribute to the improvement and development programmes of the college. Whatever stage you are in your career and professional development, whether you are just starting, in a mid-career or nearing retirement, completion of this form helps you plan and prepare.

Contextually, Professional Development can include visitation to other colleges to observe or and share best practice, attendance and participation or and planning workshops and seminars, participation in courses, support and/or time to develop a professional interest, and opportunities to visit other institutions to look at best practice, to work-shadow or to undertake, for example, an evaluation of a department's work. It can also include opportunities to take on additional responsibilities or specific projects in the college. These and other options can all be considered.

Please return this form to..... by.....

Name:	
Role:	Date appointed:
Please list your performance appraisal targets and state any professional development activity that you have undertaken or require in relation to them:	
Please list any major courses you have undertaken in the last two years, for example, T-TEL professional development sessions, T-TEL Leadership workshop, T-TEL school partnership programme, Higher Education degree (MA, MPhil, PhD etc.) etc.	

What professional development opportunities do you feel would enable you to become a more effective practitioner in your current role and also help you continue on your career path?

Where do you hope to be in your career in three years from now?

What professional development activity/activities do you believe would help you to achieve this?

Where do you hope to be in your career in five years from now?

What professional development activity(ies) do you believe would help you to achieve this?

Where do you hope to be in your career in ten years from now?

What professional development activity(ies) do you believe would help you to achieve this?

What professional development activity/activities do you believe would help you to achieve this?

What could you do to contribute the college's PD programme that might help colleagues to fulfil their career aspirations?

It is important to remember that each professional is also a unique individual. Bearing that in mind, what other opportunities for professional and personal development would you like to be able to access that would help you in your role and on your career path?

APPENDIX H: STAFF APPRAISAL STATEMENT FOR (NAME OF COLLEGE) 20__/20__

Staff name:	Date of planning (target setting) meeting:
Post held:	Current Rank/Level:
Name and role of line manager/appraiser and role:	Working towards (Level/Position) by (DATE):

Objectives/ Targets	Success criteria	Evidence including lesson observations, assessment and training records	Training and development needs/	Teacher standards will meet
1				
Comments: When setting, objectives/targets think about links to college improvement priorities and self-assessment evidence e.g. where are the tutors/student teachers now, where do they want/need to be and how will they get there. At the end of the cycle the same evidence can be measured to show impact. Mid-year/end of year review (Progress (so far? Impact?). At least one target should relate gender-responsiveness criteria.				
2				
Comments: When setting, objectives/targets think about links to college improvement priorities and self-assessment evidence e.g. where are the tutors/student teachers now, where do they want/need to be and how will they get there. At the end of the cycle the same evidence can be measured to show impact. Mid-year/end of year review (Progress (so far? Impact?). At least one target should relate gender-responsiveness criteria.				
3				
Comments: When setting, objectives/targets think about links to college improvement priorities and self-assessment evidence e.g. where are the tutors/student teachers now, where do they want/need to be and how will they get there. At the end of the cycle the same evidence can be measured to show impact. Mid-year/end of year review (Progress (so far? Impact?). At least one target should relate gender-responsiveness criteria.				
Comments: (e.g. relevant to evidence for pay/rank/promotion decisions at end of the year (e.g. training, development, additional evidence needed for promotion to senior tutor role etc?)				
Review meeting and initial recommendation on rank/promotion				
Assessment of overall performance				
Tutors comments				
Initial rank/promotion recommendation (refer to College pay policy – who makes?)				

Staff's Signature: _____

Date: _____

Line manager/Appraisers signature: _____

Date: _____



APPENDIX I: STAFF QUALIFICATION AND TRAINING RECORDS TEMPLATE

Staff qualifications and training records (Exemplar)								
Name	Date joined the college	Role (e.g. tutor, Finance Officer, Quality Assurance Officer)	Qualifications (if acquired at the college, include date passed)	CPD courses attended			Further qualifications or training to complete	Date record updated
				Course Title	Date Completed	Refresher/ renewal date		
Mensah Dzedzeti	01/09/11	Tutor	M.Ed. in English Teaching Hebam University 30/08/2010	T-TEL/NCTE Professional Development sessions	06/09/15	n/a	College Improvement Planning (agreed 25/02/16)	15/06/16
Afi Amadestsi	01/09/99	Finance Officer	B.A (Hons) in Accounting Hebam Business College - 08/07/98	NAB Quality Assurance Framework	11/04/16	n/a		
				Health and Safety Inspection	30/11/15	30/11/18	Financial Management in Tertiary Institutions (agreed 13/05/16)	13/12/16

Staff qualifications and training records (Exemplar)								
Name	Date joined the college	Role (e.g. tutor, Finance Officer, Quality Assurance Officer)	Qualifications (if acquired at the college, include date passed)	CPD courses attended			Further qualifications or training to complete	Date record updated
				Course Title	Date Completed	Refresher/ renewal date		

APPENDIX J: EXEMPLARS

Exemplar 1

Schools of thought of “curriculum”

- Curriculum is the total effort of the educational institution to bring about desired outcomes within the institution and out of the institution.
- Curriculum is a structured set of learning outcomes or tasks that educators usually call goals and objectives (Howell & Evans 1995)
- Curriculum is a document which describes a structured series of learning objectives and outcomes for a given subject matter. It includes a specification of what should be learnt, how it should be taught and the plan for assessing learning.
- Curriculum is what students are expected to learn in the classroom and how the lessons are taught (Farris ,1996)
- Curriculum is all about teaching, learning, pedagogy and assessment practices

Exemplar 2

Case Study 1

Hebam College is in a mix up

1. The vision of the college must be shared and be the overarching foundation of the curriculum. It should guide the curriculum and lead to the expected learning outcomes
2. The curriculum should be a shared responsibility. All tutors need to be involved in the revision of curriculum. All tutors must share the concern for all the courses not only their particular course or programme
3. This means there has to be collaboration, interand intra departmental collaboration. They need to know what each other is teaching to reduce the overlaps and maximize resource use.
4. Management has to be supportive and ensure the needed resources are provided on time.
5. Team work must be encouraged
6. All stakeholders have to be informed of important issues.

The main issue is that curriculum must be comprehensive, collaborative, participatory and involve all stakeholders

Role of curriculum leaders

1. Align and integrate curriculum with vision “What kind of graduates do we want?”
2. Ensure quality and relevance of curriculum “Know the national curriculum”
3. Implement the curriculum effectively and efficiently “give support (resources)”
4. Monitor and evaluate “Trainee Teacher Assessment, staff appraisal”

Curriculum leadership therefore focuses on the quality of the “what” is being taught and learnt and the “how” it is being taught and learnt. This means operationalizing the curriculum (remember the unit of operational leadership?)

Exemplar 3

Scenario on LfL

What are the issues raised in relation to curriculum leadership including learning?

The role of the principal:

- to support learning,
- to focus his activities on learning,
- have dialogue with tutors on issues related to learning,
- creating a conducive environment for learning

Exemplar 4 Availability and Uses of Resources

Staff qualifications and training records (Exemplar)			
Resources	Available within college	Available beyond college	Uses
Living Things: Vegetable Patch and Mango Tree			
School Environment: Sports Field, Whiteboards in the classroom			
People: Nearby Shopkeepers, Errand boys, Police			
Local Environment: Rivers, Mountains, Community Centre			
Materials: Internet Café, Community Libraries			

Exemplar 5 Examples of Student Learning Outcomes: Good and Bad

Well-written learning outcomes are concise and clearly stated, specific enough to be observable and measurable and thus capable of being assessed. They are broad enough so as not to limit flexibility in achieving them and they are realistic given available time and resources.

A good outcome is SMART: Specific, Measurable, Achievable, Realistic, Time-bound.

The ideal learning outcome has three elements:

1. Action verb(s)
2. Subject
3. Context

Begin our list of outcomes with the statement, “By the end of this program, successful students will be able to ...”

Begin each outcome with an action verb that specifies the desired level of learning based on Bloom’s Taxonomy. The action verb is followed by the subject of the learning and context in which the learning occurs.

The chart below demonstrates how these guidelines can be applied to create well-written learning outcomes.

By the end of this program, successful students will:

Options	Student Learning Outcome	Analysis
Option 1: Not an outcome	Be given opportunities to learn effective communication skills	Describes program content, not the attributes of successful students
Option 2: Vague	Have a deeper appreciation for good communication practices	Does not start with an action verb or define the level of learning; subject of learning has no context and is not specific
Option 3: Less vague	Understand principles of effective communication	Starts with an action verb, but does not define the level of learning; subject of learning is still too vague for assessment
Option 4: Specific	Communicate effectively in a professional environment through technical reports and presentations	Starts with an action verb that defines the level of learning; provides context to ensure the outcome is specific and measurable

APPENDIX K: LEADERSHIP PROGRAMME FOR COLLEGES OF EDUCATION 4TH TRAINING WORKSHOP

Housekeeping and ground rules

- Time keeping
- Mobile phones switched off or on silence
- Confidentiality
- Fire safety and meeting points
- Facilities (dining and toilets)





Units – Module Overview

- Setting New Directions
- Leading Institutional Strengthening (Systems Leadership)
- Leading Institutional Strengthening (Operations Leadership)
- Leading Curriculum, Training and Learning
- Leading and Managing Change
- Strategic Leadership





Leading Curriculum, Training and Learning





Workshop Outline

DAY 1	• National Teachers' Standards & Teacher Education Curriculum Framework for Ghana [QA and Tutor Handbooks]
Day 2	• National Teachers' Standards & Teacher Education Curriculum Framework for Ghana [QA and Tutor Handbooks]
Day 3	• Curriculum Maintenance & Leadership for Learning • Leading and Supporting Staff Professional Development
Day 4	• Leading and Supporting Students Performance and Teaching Practicum
Day 5	• Mainstreaming Gender and Curriculum Leadership • College Evaluation and Quality Assurance [QA Handbook]







DAY 1 **The National Teachers' Standards**

The key learning for today is:

1. College leaders are familiar with: (a) the National Teachers' standards, (b) the structure and principles of the draft national curriculum framework.
2. College leadership teams are introduced to the PD sessions that will be delivered in their Colleges of Education during Semester 2.





DAY 2 **Teacher Education Curriculum Framework for Ghana**

The key learning for today is:

1. Principals agree which two staff members will be trained by T-TEL to run the PD sessions in their own CoE.
2. Leadership teams gain an understanding of the curriculum change happening in Ghana, prior to learning how to "lead curriculum" in their Colleges.





DAY 3 **Curriculum Leadership and Leadership for Learning**

The key learning for today is:

- To develop a clearer understanding of 'Curriculum Leadership' in the context of Colleges of Education.
- To introduce College Leadership to the concept of Leadership for Learning
- To connect what school leaders do to the overall learning in the school
- To revisit your College Improvement Plan for the purpose of enhancing the objectives to reflect leadership for learning





Unit Four
Leading Curriculum, Training and Learning




What do we expect to learn from this unit?

By the end of this unit College Leadership should be able to:

- Implement strategies to change and transform teaching, learning, pedagogy and assessment practices
- Design assessment processes for the Colleges and compare them to the DBE requirements to ensure that are fit for purpose
- Assess tutor/staff performance and support staff to improve performance
- Identify techniques for mentoring and coaching and use them to support professional and personal development of tutors
- Carry out a teaching and learning observation and provide constructive feedback



Overview of Leading and Supporting the Curriculum, Training and Learning

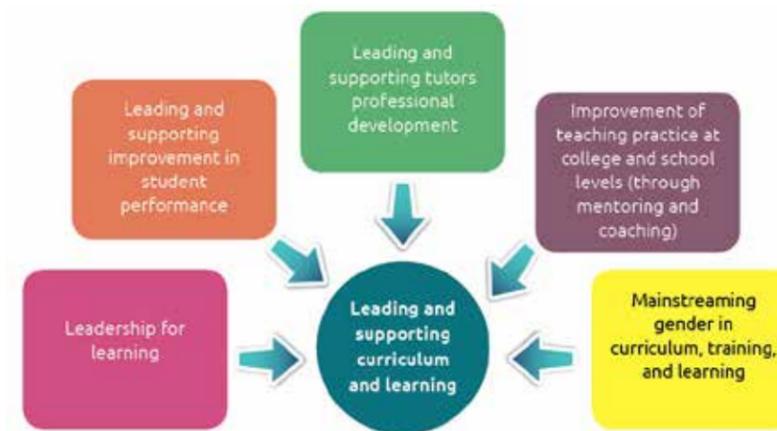


By the end of this unit College Leadership should be able to:

- Plan approaches to improving the performance of individual tutors and conduct constructive performance meetings
- Develop a college of education level gender responsive matrix, conduct sex disaggregation, and gender analysis and use the a gender scorecard
- Improve gender equality of teacher trainee enrolment
- Develop strategies to lead and support improvement in female trainees' performance with tutors equipped to lead and promote gender equality



Components of this unit



Curriculum Leadership



Curriculum:

- a set of desired goals or values that are activated through a development process and culminate in successful learning experiences for students (Wiles & Bondi, 2007)
- involves selecting and presenting knowledge, shaping character, setting attitudes, and developing behavioural patterns in the learner.
- design for learning and what the college intends for students to experience from the educational provision made available to them.
- is important because it identifies what needs to be delivered and learned by the trainee teachers and how it is to be delivered



Curriculum Leadership

The new teacher education curriculum framework for Ghana



Four Pillars of Teacher Education

- Subject and Curriculum knowledge
- Pedagogic knowledge
- Literacy studies (Ghanaian Languages and English)
- Supported Teaching in school

Four Cross Cutting Issues

- Equity and Inclusivity
- Core and Transferable Skills
- Assessing Pupils' Learning and Progress
- Professional Values



Curriculum Leadership – Activity 1



- Curriculum leadership is about providing direction and support for curriculum development, implementation and review.
- It determines the outcomes that should be promoted and achieved by the curriculum.
- The curriculum leader ensures that curriculum decisions that are made target the learning experience of the students.

Read the case study in page 7 and discuss the curriculum issues you can identify.



Curriculum Maintenance Tasks of the Leader



- Keep college abreast with national and international curriculum initiatives
- Ensure staff comply with statutory provisions and laws affecting the curriculum
- Adopt relevant and appropriate textbooks and other teaching and learning resources
- Undertake college evaluation for quality assurance and accreditation purposes
- Review performance and learning of students
- Develop staff in-service training programme
- Develop job description and hiring qualified staff
- Ensure gender equity and inclusive provision
- Keep abreast with current research affecting the curriculum



Curriculum Leadership

How do we lead curriculum, training and learning?

Curriculum Leadership in the context of leading the strengthening of Colleges of Education is the embodiment of all deliberate strategies adopted by college leaders and impacted on academic and nonacademic staff as well as students to effectively to bring about improved learning outcomes in the colleges .

What are these deliberate strategies?

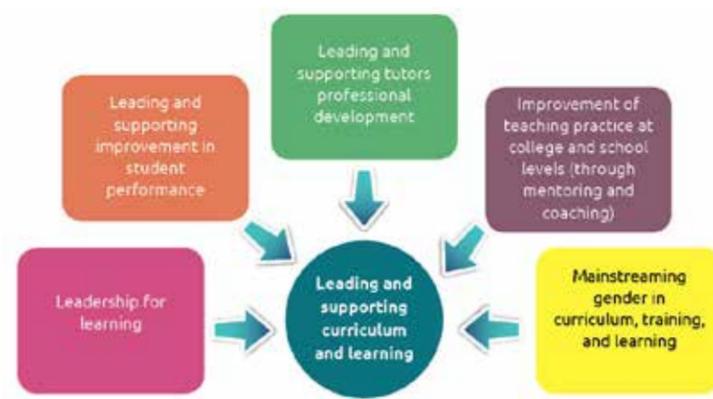



Leadership for learning – Activity 2

- Look at Scenario 1 on page 9
- What are the issues raised in relation to curriculum leadership including learning?

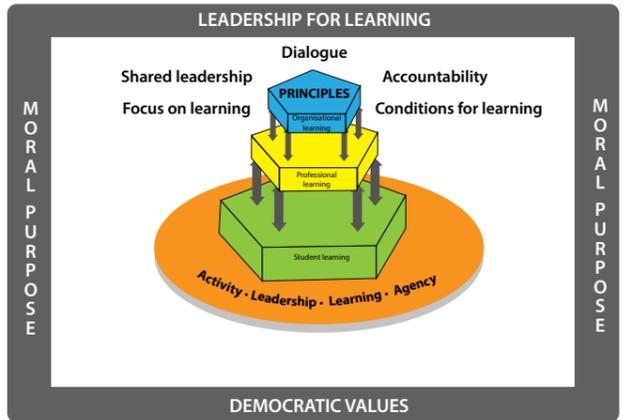



Curriculum Leadership - Strategies





Leadership for Learning Framework



We will now look at some concepts in detail as they are critical to using the leadership for learning framework




Leadership for Learning Framework



- Three layers of learning illustrated: i) are teacher trainees learning, ii) tutor and administrators learning and iii) the College, as an institution of learning.
- These three layers also sit on a base of four key ideas which are embedded in each of the three layers;
- Activity** – learning has to be an active process whether physically, mentally or emotionally.
- Leadership** – defined by the activity that leaders engage in singly or together with others.
- Learning** – is critical in all activities in a college
- Agency** - When people take responsibility to do something, to lead in **changing** things, however small, this is something that we always wish to encourage in our students and our teachers



The concept of leadership –Activity 3



In the previous units, we have looked at leadership in terms of that which makes the college function effectively and seen as a process of influencing people to accomplish the vision and mission, inspiring their commitment so as to improve the organisation.

- As part of College Leadership what does the term leadership mean to you?
- Discuss figures in the tree (see appendix) in your college groups. Which figure best describes you as a leader? Why?
- What is leadership? - Think, pair, share



Perspectives of Leadership



```

    graph TD
      A[Inspirer and director of action] --> C((Perspectives of Leadership))
      B[Process of social influence] --> C
      D[The act of motivating a group of people] --> C
  
```



As a leader in/of an educational institution it is essential that you;



- establish a clear vision/goal
- share (communicate) that vision/goal with others so that they will follow willingly,
- provide the information, knowledge, and methods to realize that vision,
- Coordinate and balance conflicting interests of all members or stakeholders.

```

    graph LR
      A[Leader] -- Influences --> B[People]
      B --- C[Accomplish goals inspire commitment improve organisation]
  
```



The concept of learning–Activity 4



- There are a number of assumptions of learning, what it means and what it involves.
- Refer to Appendix A and respond to items in Table 1.
- Individually think, pair, then share in your college groups.
- Which view resonates most closely with you?
- So then what does learning mean to you?
- According to the concept of leadership and learning; learning is composed of three dimensions: **emotional** (feeling), **cognitive** (Knowledge) and **doing**.
- Examples of the three dimensions are shown in Table 2 on page



Comparing Leadership and learning-Activity 5



- Discuss in your college groups;
- “Leadership and learning are indispensable to one another.” **John F. Kennedy**
- *What does this statement mean to you?*



As College leaders we need to keep the following questions in the forefront of our thinking if we are to ensure quality teaching and learning in our colleges.



- What is the nature of students’ experiences in the classroom and during teaching practice?
- What is the nature of tutors experiences and expertise in our colleges?
- What do tutors have to do to enhance students’ knowing, feeling and doing?
- What can college leaders do to create a climate for professional learning?



Leadership for learning principles



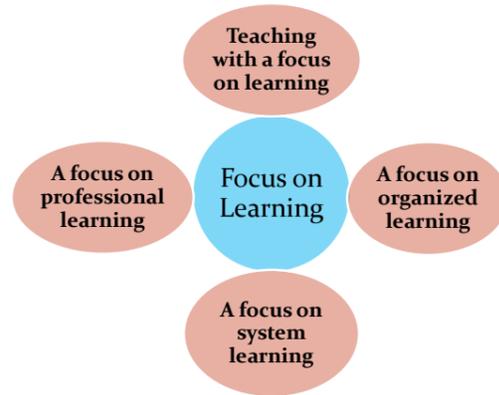
Leadership for learning is based on five principles for practice

1. Leadership for learning practice involves maintaining a focus on **learning as an activity**
2. Leadership for learning practice involves creating **conditions favourable to learning as an activity**
3. Leadership for learning practice involves creating a **dialogue about leadership for learning**
4. Leadership for learning practice involves the **sharing of leadership**
5. Leadership for learning practice involves a shared sense of **accountability**



Principle 1: Focus on Learning

This is an essential principle looked at from four dimensions



Principle 2: Creating a conducive learning environment

- Thinking back to your CIPs one indicator is “Quality environment and infrastructure” this falls directly in ensuring your college has a conducive learning environment.

Activity 6

- In what ways have your plans ensured that structures and /or policies address the quality and adequacy of facilities, health and safety, as well as equality and diversity?
- Discuss in your college groups and identify at least three examples



In ensuring a focus on learning you have to remember that:

- Everyone is a learner
- Learning involves emotional, cognitive and physical processes
- Learners have individual differences
- The capacity for leadership arises from learning experiences
- Opportunities in the College, classrooms and communities enhance learning.



Principle 3: A learning dialogue

What does it mean to have a learning dialogue?

- Having discussions about leadership, learning and the relationship between them.
- Dialogues or communication in the colleges must be such that they are supportive, understandable and clear.
- Building trust is essential in ensuring dialogue is accepted by those involved in it.
- One needs to understand the language used and the context within which it is spoken.



What does it mean to have a learning dialogue?



- Anytime there is dialogue it has to be purposive and relevant to those concerned or else it will be ignored.
- Dialogue does not only involve sending out understandable information but being able to listen.
- It is important to consider one's cultural background to know what is acceptable.
- There is also the need to put an emphasis on the importance of record keeping.
- Dialogue is positively focused on the moral purpose of the College.



Practice learning dialogue

Promote learning as a social activity by:

- Face to face interaction
- Sharing of ideas, knowledge, and news
- Tolerance of each other's views
- Constructive criticisms
- Team building
- Give feedback on time

Activity 7: How effective is learning dialogue in your College?

- Refer to the scenario 1 of Hebam College at the introduction of Leadership for learning (pg.7).
- How would you create a culture of learning dialogue in that situation?
- Have a paired discussion guided by questions on page 13



Critical friendship as a tool for learning dialogue



- Find out "WHO" your critical friend is by responding to questions on page 13

Critical friendship is:

- A relationship with **trust** at its core, in which one person **assists** the other on a professional matter, particularly through **questioning** that provokes reflection and insight, and the provision of an **alternative perspective**



Critical Friendship – Activity 8



- Read the paragraph (Scenario 2) on page 19 In your college groups discuss:
- Do you agree to the view of the school leader?
- Is this a situation found in our colleges?
- What can you do using critical friendship to change this situation?



Principle 4: Shared Leadership



- Reflect on these questions;
- Who are the leaders in your College?
- What roles do they play in the success of the College?



Principle 4: Shared Leadership



Recounting what we learnt about learning dialogue:

- All stakeholders need dialogue on College improvement.
- When there is dialogue about student learning, environment for learning and other essentials of student learning, each participant in the dialogue is contributing their part to the decision-making process in the college.
- Dialogue is about valuing everybody's opinion and collectively promoting a common cause.
- When dialogue is effective, all relevant stakeholders feel committed to implementing the outcome of the dialogue.
- This leads to collaborative working with trusted others.
- This is what shared leadership is about. This can be put into practice in our Colleges with the use of committees.



Principle 4: Shared Leadership



- Shared leadership is symbolized in the day to day flow of activities of the school
- Everyone is encouraged to take the lead as appropriate to task and context.
- Leadership potentials are harnessed when people are ready to take risks towards attainment of goals.
- Shared leadership creates a platform for **consultation, consensus building, participatory activities, cordial relationships** which in turn lead to good learning outcomes.
- For shared leadership to be successful **trust** is fundamental.

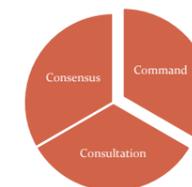
Remember the Principal cannot do everything.



Decision Making – Activity 9



- If a circle is to be divided into three parts (pie chart) to represent the balance of decision making processes (presently) in your College, what percentage of those decisions are **Command, Consultation or Consensus**? What are the implications?
- Discuss in your college groups



Principle 5 Shared Accountability



- What does accountability mean to you?
- Two key concepts need to be considered – Answerability and Enforceability
- Answerability is about answering for actions taken or not taken
- Enforceability is our application of sanctions for people's failure to deliver as expected.

How can accountability be enhanced in our colleges?

- Looking back at our CIPs, how can we ensure that we are being accountable? Who are answerable and who are the enforcers?
- What do you think will happen if these categories of people are able to execute their responsibilities effectively?



Shared accountability Activity 10- Debate



- Who is to be blamed for the poor performance of students in your college? Give Reasons.
- Round table Debate: Student Representative Council, College Leadership, Colleges of Education, Tutors Association of Ghana, Representative from the Ministry of Education.
- Each group will answer the question and justify why they are not to be blamed.



Types of Accountability



- **Internal accountability** has to do with answering to and enforcing action from within the College. Thus, the setting of targets within the college and working towards them amounts to internal accountability.
- **External accountability** is that kind of accountability demanded from external stakeholders outside the college. Refer to our analysis of stakeholders in Unit 1.
- **Professional accountability** has to do with doing things in response to the ethics of your profession. Thus, acting professional in all respects amounts to professional accountability



Shared Accountability



- By share leadership, we are collectively accountable the successes and failures of the College.
- Shared accountability is not only about those assigned responsibilities answering to their responsibilities and those in authority enforcing sanctions, but a collective resolve by all to be both answerable and enforcers.
- Accountability in this sense is both bottom up and top down within the college (internal accountability.)
- There is also the external accountability to the Governing Council, NCTE, NAB, MOE and other stakeholders.

Do you know that the self-assessment we had is an accountability mechanism?



Leadership for learning Indicators



Activity 11

- In your college groups, identify indicators for one or two of the principles discussed so far
- Using your indicators, develop a College self-assessment instrument that illustrates the LfL principles

Check the indicators that are applicable or seen in your college



LEADING AND SUPPORTING STAFF LEARNING



Professional development;

- is the most effective strategy in meeting the expectation of quality education.
- It offers learning opportunities for college tutors to experience high-quality instructional delivery.
- It enables staff rethink their practice and bring fresh perspectives to their professional expertise.
- It helps develop new knowledge
- It gives staff the ability to contribute to the learning and improvement efforts of their college communities is enhanced.

What then constitutes professional development ?



Day 3 (b)

LEADING AND SUPPORTING TUTORS AND PROFESSIONAL DEVELOPMENT



The key learning for today is:

- To develop a clearer understanding of the role of College leadership in leading and supporting tutor and professional development
- To equip College Leaders with the skills needed to provide adequate support for professional development



Activity 21: Professional Development



- In your college groups discuss the following questions.
- What professional development activity have you engaged in within the past one year?
- How has the experience benefited you as an individual, your students and your college?
- Who initiated the professional development activity?



Modes of Professional Development

Professional development may take several forms including the following:

- Individual reading/study/research.
- Study groups among colleagues focused on a shared need or topic.
- Observation: tutors observing other tutors.
- Coaching: an expert tutor coaching one or more colleagues.
- Mentoring of new educators by more experienced colleagues.
- Team meetings to plan lessons, problem solve, improve performance, and/or learn a new strategy.
- Faculty, class-level, or departmental meetings.
- Online courses.
- College/university courses.



Performance Management Procedures and Processes for Staff



Performance Planning Dialogue
between a supervisor and employee to establish clear, specific performance expectations at the beginning of the performance cycle.

On-going Coaching
Two-way discussions which focus on recognizing employee excellence and areas for improvement and learning, as well as identifying barriers to performance.

Multiple Source of Feedback
Process which provides employees with performance information to supplement supervisory feedback. Feedback may include feedback sources as self, peers, constituents, or direct reports.

Performance Review
Summative two-way discussion and written documentation focusing on employee performance; Areas of excellence, goals for improvement, and development needs.



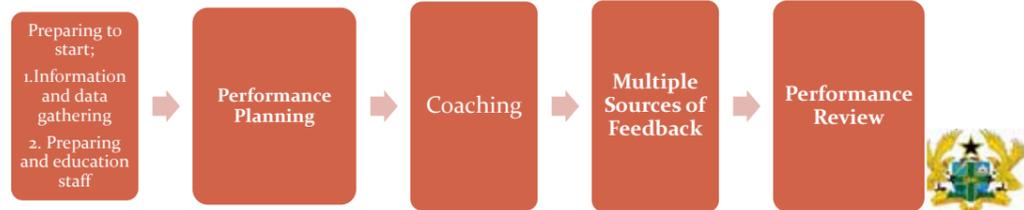
Feedback in Performance Management

– Activity 22

- Discuss the following in your college groups and report to the larger group.
- Apart from knowing the performance of students in the discussion of students’ results, what do you personally gain from such discussions?
- How are students’ appraisal results utilised to improve practice?



Steps in the Performance Management



Preparing to start;
1. Information and data gathering
2. Preparing and education staff

Performance Planning

Coaching

Multiple Sources of Feedback

Performance Review



Tutor performance management within a curriculum framework



- Tutor performance management is a continuous process for identifying, evaluating and developing the work performance of tutors
- Tutor performance management focuses on the goals of the college
- It benefits tutors in terms of recognition of performance, professional development and career guidance



Tutor development and students' learning outcomes



Objectives of Tutor Performance Management



- **Accountability**
- **Staff Motivation**
- **Professional Development**

Activity 23: Promoting effective professional development

In your college groups discuss the following:

- What conditions promote effective professional growth and development for tutors in your college
- How does the college keep track of staff improvement and progression?



Student Learning Outcomes (SLOs)



- Student learning outcomes (SLOs) are statements that specify what students will **know**, be able to **do** or be able to **demonstrate** when they have completed or participated in a programme, activity, course or project.
- Outcomes are usually expressed as **knowledge**, **skills**, **attitudes** or **values**.



Benefits of Assessing SLOs



- Help tutors understand how to better facilitate student learning
- Provide tutors with feedback
- Enable students to articulate what they are learning
- Helps students be able to explain what they can do and what they know
- Enable students to better understand where they can go to learn particular knowledge, skills, attitudes or values
- Provide students with a map of where various learning opportunities are available throughout the college



Day 4 (a)

LEADING AND SUPPORTING IMPROVEMENT
IN STUDENT PERFORMANCE



The key learning for today is:

- To revisit your role as a College leader in the context of leading and supporting student learning
- To equip college leaders with strategies for leading effective students' learning;
- To managing resources for students' learning;
- leading and supporting improvement in students' performance;
- To understand assessment; and
- To perceive students as learning champions.



Professional Development Planning



- Effective staff professional development need to be part of your wider college improvement cycle.
- Appendices G, H and I are provided to support you with the process.
- It is expected that staff of your college complete and submit to you [the principal] Appendices G, H and I on regular basis.



Leading and Supporting Improvement in Student Performance



Leading Students Learning



- There are various ways by which one can identify if student learning is being achieved.
- Student learning is enhanced by many factors
- Changing the way you assess student learning can dramatically improve teaching effectiveness
- Engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences



Managing resources for student learning



Activity 12:

In your College groups discuss the following questions:

- How do we see human resource as the most valuable tools that colleges of education leadership have at their disposal for leading effective students' learning?
- Identify some different categories of resources that your college can use to create a richer learning environment.

N.B: The most important resource that a school leader will manage is human resources.



Strategies for Leading Effective Students' Learning



- Discussions
- Flipping the classroom
- Inclusive teaching
- Student engagement through active learning
- Large lecture instruction
- Teaching with technology
- Service learning
- Office hours

The successful implementation of these aforementioned strategies depends on the effective management and utilisation of available resources.



Managing Resources -Activity 13



- In your college groups, make a list of resources within and outside your college that can support effective students' learning
- Classify these resources (within and outside) into under-utilized and over-utilized.



Leading and Supporting Improvement in Student Performance – Activity 14



- In your college groups, identify the main issues regarding improvement in student performance that are being highlighted in the scenarios



Strategies for supporting student learning



- **Coaching, Mentoring, and Feedback** - stop thinking like graders, and start thinking like coaches
- **Share a Vision** - Everyone should be invested in the vision with a total buy in from the entire college
- **College as a Change Agent**
- **Analysing College Data** - celebrate strengths, focus on improvement and draw up plans on how they to improve on weaknesses
- **Introducing Students to Their Data**- involve students by sharing their data
- **Teaching Students How to Learn** — self-regulate learning, set own academic goals, develop strategies to meet goals, and reflect academic performance

Tutors as Integral Part of Learners' Environment



Assessment



Assessment in this context is defined broadly as the process of collecting, interpreting, and reporting information for the purposes of:

- providing feedback to students, and where applicable, to their parents/guardians, about their progress toward attaining the knowledge, skills, and attitudes to be learned;
- informing educational decisions (i.e., instruction, promotion, graduation, diagnosis admissions, placement) to be made with reference to students.



Assessment – Activity 15



- In your college groups, state some of the common frustrating comments by students immediately after writing an exam or a quiz.
- Discuss in your groups what these frustrating comments suggest about the assessment purposes, processes and procedures?



Developing and Choosing Methods for Assessing Students' Learning



Consider the purpose and context of the assessment so that the methods are;

- Developed or chosen so that inferences drawn about the knowledge, skills, attitudes, and behaviours possessed by each student are valid
- Clearly related to the goals and objectives of instruction
- Consequences of the decisions are considered
- Varied ensure to comprehensive and consistent indications of student performance.
- Suited to the backgrounds and prior experiences of students.



Students as Learning Champions



One of the rationales behind leading and managing students' learning is to develop students as champions who take ownership of their learning experiences.

What do learning champions do?

- Raise awareness and alert others to learning opportunities and resources
- Encourage and facilitate colleagues to think critically about their current habits and practices
- Collaborate with peers, managers and decision-makers to change campus learning environments, policies and procedures
- Sometimes challenge the status quo and serve as agents of change
- Promote effective learning, foster student development and success.
- Stimulate and shape leadership behaviour of learners
- Provide students with opportunities to develop awareness and understanding of community issues, problems, and resources;



Activity 16: Case-study (Teacher Discretion and Ingenuity in Assessment Process)



Refer to the case study on page 30.

Tips for Summarizing and Interpreting Assessment Results;

- should be guided by a written policy.
- Comments should be described in sufficient detail so that the meaning of a summary comment or grade is clear
- The basis for interpretation should be carefully described and justified.
- take account of the backgrounds and learning experiences of the students.
- Interpretations of assessment results should be made with due regard for limitations in the assessment methods used



Day 4(b)

Improvement of Teaching Practice



The key learning focus areas for today is:

- To develop a clearer understanding of the differences between mentoring and coaching
- To understand the benefits of mentoring
- To understand the benefits of mentoring
- To equip college leaders with strategies for developing mentoring and coaching in colleges and schools





Improvement of Teaching Practice at College & School Level




Teaching Practice

- Teaching practice provides student **teachers** with experience in the actual teaching and learning environment.
- In this context teaching practice is used to mean both on-campus and off-campus practicum.
- See <http://www.t-tel.org/hub/school-partnerships-teaching-practice.html> to read more about teaching practice strategies and framework that you as the College Leader is expected to lead.




Understanding Mentoring and Coaching – Activity 17

- Recall a person who had a significant and positive impact on your professional life
- Identify what was remarkable about the person's life that you wanted to imitate
- Pair up and discuss these instances noting how your life was impacted




Mentoring and Coaching

- Teaching practice is a link between theory and practice.
- Mentoring and coaching are tools used by Colleges of Education to facilitate the application of theory to practice.

What is Mentoring?

- Mentoring is a professional relationship in which an experienced person, referred to as the mentor, assists another, the mentee in developing specific skills and knowledge that will enhance the mentee's professional and personal growth.

What is Coaching?

- **Coaching** is a process of helping individuals or groups to realise their inner potential, delivering fulfilment to both the student teachers and the institution.



Mentoring and Coaching

Reflection: Refer to Table 3 for the differences between mentoring and coaching

- Why is mentoring necessary- Activity 18
- In your college groups identify the needs of a student teacher, discuss how the needs can be addressed.
- Present the issues in plenary



Mentoring Role

- A mentor-mentee relationship focuses on developing the mentee professionally and personally.
- A mentor is an experienced person in an institution who helps and guides another individual's professional and career development.
- A mentee is a person who receives guidance from an experience person in order to acquire new knowledge and sharpen skills to grow professionally in a career.

Activity 19: Mentoring in Action

- Read the case study on page .
- **Task:** In your college groups, discuss the case and identify Kweku's mentoring role.



Benefits of Mentoring in Practicum

Mentoring in teaching practice helps to:

- ensure feedbacks are provided student teachers as a learning opportunity
- Develop overall technical and professional competence and confidence
- provide for individual differences of students
- informed school policies and procedures
- obtain ideas for improved techniques on classroom management
- learn to perform the essential routines, techniques, and strategies of practice as well as dealing with unexpected, unforeseen, and unpleasant situations that inevitably arise in the workplace



Essential Qualities of a Mentor

Activity 20

- In your College groups discuss what you perceive to be the essential qualities of an effective mentor
- list four top qualities and share with the group

Respond to the items in Table 4 to assess for whom mentoring is appropriate?





College Mentoring Programme

The mentoring programme should cover four critical areas:

- a performance management programme
- prescribed competencies
- a valued-training function
- a succession-planning process

What are the barriers to effective mentoring?




Building Mentor-Mentee relationship

Three phase step in building mentor – mentee relationship





Student learning outcomes statements

- What are the most important things my students should know, be able to do or demonstrate after completing my programme or from utilising my services?
- Make a list of three of these and write them as SLO statements.
- Relate them to the college’s Strategic Plan/College Improvement Plan, and Governance.




When writing student learning outcomes:

1. Focus on a smaller number of high priority outcomes
2. Put learning outcomes in broad categories
3. Make outcomes as specific, focused and clear as possible
4. Use Action verbs

Action verbs result in overt behaviour that can be observed and measured

compare create schedule explain reproduce
Analyse report defend estimate illustrate question
calculate describe memorize repeat discuss

Refer to Learning outcomes template and checklist in your book for the successful writing of Student Learning out outcome.



Day 5

Gender Mainstreaming & College Evaluation and QA



The key learning for today is:

- To ensure that College learning activities reflect gender mainstreaming in the College
- To develop strategies that will foster gender mainstreaming in curriculum, training and learning in the colleges
- To assess how gender mainstreaming the gender scorecard can be used in addressing gender inequalities at the CoE



It is in our hands to join our strength, taking sustenance from our diversity, honouring our rich and varied traditions and culture but acting together for the protection and benefit of us all - Kwame Nkrumah



Mainstreaming Gender in Curriculum Training and Learning & College Evaluation and QA



Gender, diversity and inclusion



Activity 24

Pair, think and share

- How does the quote relate to inclusion in colleges of education?
- How does the quote relate to gender equality in colleges of education?
- How relevant is the quote to curriculum, training and learning in colleges of education?



Note:

Leading quality curriculum needs to emphasise inclusion, gender equality and equity as an outcome of training and learning in Colleges of Education

**Gender Mainstreaming in curriculum**

The principles of curriculum, training and learning that underpin inclusion, gender equity and equality and personalised learning include:

- setting high expectations and giving every student teacher the confidence to succeed
- establishing what student teachers know and building on it
- structuring and pacing the learning experience to make it challenging and enjoyable
- inspiring learning through passion for the subject
- making individuals active partners in their learning and
- developing learning skills and personal qualities.

**Gender Mainstreaming in curriculum**

- What do we mean by gender issues?
- How are they relevant to education?
- How are they relevant to teacher education policy?
- How does Kwame Nkrumah's quote portray gender issues?

Recall what we discussed in Unit 2 & 3 on gender issues in education

We identified our strengths and weaknesses in our sensitivity to gender issues using the gender score card and checklist

**What is Gender Mainstreaming?**

- The process of ensuring that gender is taken into account in all policies, processes and practices.
- The (re) organisation, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policy-making.
- In the context of teacher education, gender mainstreaming can be referred to as the process of ensuring that women and men at the CoE have equal access to and control over resources, development benefits and decision-making, at all stages of the development process and projects, programmes and policy.



Gender Mainstreaming in the Curriculum



Mainstreaming interactions among the curriculum, training and learning will produce:

- Improvement in female student performance
- Tutor gender equality
- Student gender equality
- Gender scorecard report for mentoring and coaching



Gender Mainstreaming

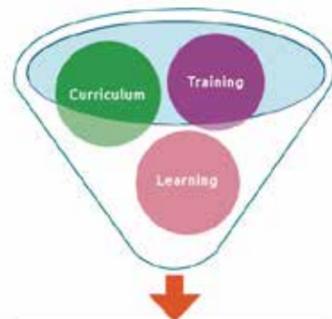


Activity 25: understanding Gender Mainstreaming in Curriculum, Training and Learning

1. In college your groups, indicate five ways in which gender can be mainstreamed in each of:
 - a. Curriculum
 - b. Training
 - c. Learning
2. What type of leadership characteristics support gender mainstreaming in (a), (b) and (c)?



Gender Mainstreaming - Curriculum, Training and Learning



1. Improvement in female student performance
2. Tutors and gender equality
3. Student teachers and gender equality
4. The gender scorecard and gender equality



Gender mainstreaming in the curriculum



Quality curriculum needs to include gender equity and equality as an outcome of training and learning in Colleges of Education (CoE). Any CoE that adopts gender equality principles should be able to:

- revise its curriculum framework to clearly state commitment to gender equality.
- emphasize attitudes and values that promote gender equality.
- ensure that the content of the course syllabus includes values and attitudes of gender equality
- revise textbooks, learning materials and instructional procedures to become gender-sensitive.
- remove gender-based stereotypes that contribute towards perpetuating gender inequalities.



NOTE!!!

In colleges of education, curriculum, training and learning approaches that promote gender equality include the following:

- changes to the curriculum and to classroom organisation that allow for increased participation of female student teachers (and other under-represented groups of students);
- encouragement of critical questions about the curriculum and what counts as school knowledge;
- a breaking down of hierarchies and power-networks that exclude females, whether they are student teachers or staff;
- greater understanding of the conditions that lead to discrimination and sexism, and more successful forms of intervention;
- greater valuing of student teachers' experience and knowledge, and closer involvement of both female and male student teachers in planning and evaluating their educational work



Improvement of Female Students' Performance

- The essence of mainstreaming gender dynamics in the curriculum, training and learning is to improve female performance, tutor and student teacher gender equality.
- The college leadership has to ensure that the colleges have gender-sensitive curricula and pedagogy in to help the female student teachers achieve good-quality outcomes
- Improving the performance of female student teachers requires aiming for a better balance of female and male tutors



Gender Mainstreaming - Training & Learning

Gender mainstreaming and training	Gender mainstreaming and learning
<ul style="list-style-type: none"> •Both female and male student teachers should be exposed to teaching methods and materials that are free of stereotypes and gender bias. •All planned programmes and procedures that college management put in place to improve the skills, knowledge and attitudes of staff need to consider gender issues 	<p>Colleges need to ensure that female and male student teachers have gender sensitive learning environments – and are succeeding – at equal levels in the CoE.</p> <p>Ensure that female student teachers in CoE learn as much as male students and demonstrate similar achievement patterns in their learning through standard assessment measures.</p> <p>Promote sensitive and productive learning environments for student teachers of all genders</p>



Staff and Gender Equality

- College staff, particularly tutors, are central to the delivery of the college curriculum
- Curriculum decisions about what teaching methodologies, learning materials, teacher training, and resources to use are dependent on not only what is available but also on what is considered appropriate by those who make decisions about developing and defining training and learning approaches
- College of education curriculum and pedagogy that fail to achieve gender equality render the goal of equal access meaningless.



Student Teachers and Gender Equality

- Ensuring that both female and male student teachers participate and benefit equitably in learning activities and outcomes
- Both female and male student teachers should be exposed to teaching methods and materials that are free of stereotypes and gender bias
- Tutors as leaders in learning in the classroom should call on male and female in nearly equal proportions
- College leaders have a responsibility of removing all gender stereotypes from the curriculum, support the training of female tutors who want to take up college leadership positions and support both female and male student teachers equally in learning in class.





Mainstreaming Gender Equality

Activity 26

- List two ways in which the curriculum can be made gender sensitive.
- Provide three ways in which female and male student teachers can be supported equitably in the classroom setting.
- Mention any two strategies of supporting female tutors to take up college leadership position.




Review of Gender Scorecard

- In unit 3 you have explored your status in gender responsiveness across a spectrum of management areas. You have had the opportunity to identify your strengths and weaknesses in gender responsiveness
- The aim now is to support you to revisit the gender scorecard report and formulate strategies to institute gender mainstreaming in your colleges.
- Just as we did for our CIPs we need to plan to mainstream improvements .




Gender Responsive Practices



Activity 27

Let us examine our gender responsiveness using the following concepts. Identify two practices for each concept:

- Security and health issues
- School and classroom facilities
- Guidance and counselling
- Report to the house in the plenary



Planning to mainstream



The key questions we need to ask are:

- Where are we now?
- Where do we want to be?
- How are we going to get there?

Ensure that our strategies are aligned with:

- Success indicators
- Key improvement targets
- Key activities for implementation;
- Key individuals responsible for leading each priority area; and
- The progress monitoring time frame



The Gender Scorecard and Equality



The gender scorecard exercise can support gender mainstreaming:

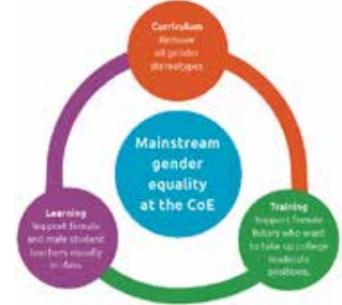
- assist CoE in identifying areas in which they are meeting or not meeting minimum standards on gender equality.
- stimulate a constructive dialogue within the CoE about the current status of gender mainstreaming and how it can be improved.
- identify remedial action where minimum standards are not being met.
- support the sharing of good practice in gender mainstreaming and the promotion of gender equality in the CoE.
- assist in developing a CoE level gender responsive matrix, conduct sex disaggregation and gender analysis
- improve gender equality of student teacher enrolment
- help in developing strategies to lead and support improvement in female student teachers' performance with tutors equipped to lead and promote gender



Conclusion



- Policies to mainstream gender in curriculum, training and learning at the CoE need to ensure equity and equality - female and male [principals, tutors and student teachers] have equal rights, responsibilities and opportunities.







College Evaluation and Quality Assurance




College Improvement Planning




Revisiting College Improvement Plan

College self-evaluation

- You have had the opportunity to self-assess your college against the themes in each indicator, identify the strengths and weaknesses of your college and have prepared an improvement plan

College Improvement plan

- is expected to have clear statements of your priorities and what actions you will take to address the priorities including the support and other resources you are intending to use for implementation




College Improvement Planning Process Cycle




Revisiting College Improvement Plan



Activity 28

- Based on what you have learnt in this unit, in your college groups, review your college improvement plan to ensure it is robust enough and captures key improvement priorities of your college. Check your CIP to ensure that it is in line with your vision, mission and values.




Reflections



- As a result of the learning that has taken place in this unit, it is time to reflect and take stock.
- List at least two lessons you are taking back to your colleges and further learning you need to undertake, the resources you will need and the difference you make in your college.

What areas have I identified?	What do I need to know?	How will I know I am making improvement?	What resources do I need?	What difference do I want to make?
1				
2				
3				



ACKNOWLEDGEMENTS

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