Transforming Teacher Education and Learning:
TESSA Resources Embedded and Extended in all Public Colleges of Education, Ghana

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“If we teach today, as we taught yesterday, we will rob our children of tomorrow’

John Dewey
Introduction

Concerns by policy makers, educators and parents in Ghana about the poor performance of pupils in the Basic schools, over emphasis on content and theory

- neglect of teaching methodology and development of practical skills in teaching

Transforming Teacher Education and Learning (T-TEL) is a Government of Ghana programme seeking to improve learning outcomes for tutors in Colleges of Education, student-teachers, which will eventually influence the learning outcomes of pupils in Basic schools.
Elements of the Programme:

- Institute college-based professional development for tutors;
- Support the management of Colleges and training of College Principals;
- Support reform of the pre-service curriculum;
- Support the development of more effective student practicums;
- Work with MoE and regulatory bodies on the implementation of existing policies for teacher education;
- A Challenge Fund for CoEs and their partner districts and schools;
- A set of incentives for each CoE to improve their management and training delivery.
Introduction (cont’d)

Baseline assessments of six Colleges of Education

- St Francis College of Education,
- OLA College of Education,
- Wesley College of Education,
- St Joseph’s College of Education,
- Tamale College of Education and
- St John Bosco’s College of Education
“The education and training of teachers represents one of the greatest challenges for education systems in Sub-Saharan Africa.

TESSA is an imaginative and creative response to that.

Most importantly, it stresses the value of raising standards through international cooperation.”

Prof. Jophus Anamuah-Mensah
September, 2005
Introduction (cont’d)

“The provision of effective supervision of teaching and learning, a well-planned professional development for teachers and head teachers, availability and accessibility of teaching and learning materials on time, ... and other quality related provisions would help in reversing the continuous lowering standards in education at the pre-tertiary level.

Prof., George K.T. Oduro

August, 2013
The only career which gives you the opportunity to form young minds for future development is TEACHING.

Every teacher has the capacity to make the world a better place and give someone the ambition to become somebody.

Rev. Sr. Elizabeth Amoako Arhen
November, 2013
Who is TESSA?

http://www.tessafrica.net/
**TESSA Resources Embedded**

**Literacy** : module one, section 1  
Reading and Writing for a Range of Purposes : *Supporting and assessing reading and writing*  
Resource 2: Examples of songs and rhymes

**Numeracy** : module one, section 1  
Investigating Number and Pattern : *Learning through games*  
Key Resource: Using group work in the classroom

**Science** : module one, section 1  
Looking at Life : *Classifying living things*  
Key Resource: Using new technologies
TESSA Pedagogy

Learning Need

Brainstorming
Questioning

Group work
Role play

Local resources

Learners as knowledgeable
Learners sharing ideas and negotiating meaning
Motivating learners by using resources creatively
TESSA
Teacher Education in Sub-Saharan Africa

Open Educational Resources (OER) for active learning

Classroom activities
Learner-centric, participatory pedagogy
Teaching-learning resources
Teacher professional development

- Multiple formats
- Supports national school curricula
- OER for Primary Literacy, Numeracy, Science, Life Skills, Social Studies and the Arts
- OER for Secondary Science, Biology, Chemistry and Physics
- Key Resources for effective pedagogy
- Handbooks for Teacher Educators and Teachers
- Toolkits for Teaching Practice supervision and Inclusive Education

“...The education and training of teachers represent one of the greatest challenges for education systems in Sub-Saharan Africa. TESSA is an imaginative and creative response to that.”

Prof Jophus Anamuah-Mensah

Access TESSA OER at www.tessafrica.net
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Method

Both primary and secondary data were used for the study.

Instruments: interviews, focus groups and observation. Observation was the key instrument used. The researchers had the opportunity to observe lessons of ten tutors; two from each of the five zones of the forty six Public colleges of education in Ghana.

Also participated in five Tutor Professional Development sessions
CONCLUSIONS

--TESSA OER provides creative approaches to effective teaching and learning. --Tutors at Colleges of Education are exposed to TESSA OER in all the Public Colleges of Education in Ghana.

Tutors have expressed benefits as follows; --‘Incorporating interactive activities means that I do not have to stand and lecture for two hours.

Now the students actively do work, and I, as the tutor have more variety during the lesson: rather than lecturing, I can engage with groups, and support students better;

--‘Students are more engaged and will enjoy the class more. This also makes the class more enjoyable for me
RECOMMENDATIONS

Policy makers should advocate for the integration of TESSA OER in the teaching and learning process at the basic school level.

Teachers should integrate TESSA OER in their teaching to reduce teacher talk time.

Pre-Service teachers in Colleges of Education should be exposed to the tried and tested type of methodology. TESSA OER provides the solution.
References


T-TEL Professional Development Programme, Teaching and Learning Materials,


www.tessafrica.net
www.t-tel.org
Thank You