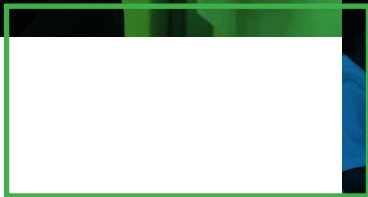



# NATIONAL TEACHERS' STANDARDS FOR GHANA

## GUIDELINES





The National Teachers' Standards for Ghana Guidelines document provides the standards for both pre-service and in-service teachers. The Pre-service Standards approved by the Cabinet of the Republic of Ghana on 28th September 2017, informed the development of the standards for in-service teachers.

# ACKNOWLEDGEMENTS

For the development of pre-service Standards

We thank the Almighty God for His direction and guidance in the development of the Teachers' Standards. This Guidance on Teachers' Standards draws on consultancy commissioned by the National Teaching Council (NTC) with support from the Transforming Teacher Education and Learning (T-TEL) in Ghana programme as part of the process of transforming Colleges of Education (COEs) in Ghana to tertiary institutions. Professor Jophus Anamuah-Mensah, the key advisor to T-TEL Institutional Development, spearheaded the team. He was supported by Dr. Eric Daniel Ananga. In developing the Teachers' Standards, Dr. Joanna Westbrook and Professor George Kankam worked as consultants. The Teachers' Standards was authored by the team. The team is grateful for the invaluable inputs from Akwasi Addae-Boahene and John Martin of T-TEL. The development of the pre-service Standards was supported by T-TEL and UKAid, while the printing of this version was with support from Mastercard Foundation. The team also appreciates the following people who participated in the development of the Teachers' Standards:

**Augustine Tawiah**, Former Executive Secretary, National Teaching Council

**Frederick Ocansey**, Director, Institute of Education, University of Cape Coast

**Joseph Ghartey Ampiah**, Vice Chancellor, University of Cape Coast

**Stephen Adu**, Former Deputy Director, Ghana Education Service

**Evelyn Oduro**, Acting Executive Secretary, National Teaching Council

**Emmanuel Duku**, Senior Assistant, National Accreditation Board

**Jerry Sarfo**, Senior Assistant Secretary, National Council for Tertiary Education

**Charles Aheto-Tsegah**, Former Executive Secretary, National Council for Curriculum and Assessment

**Dr. Sam Awuku**, Policy, Leadership and Institutional Development Advisor, T-TEL

**Robin Todd**, Team Leader, T-TEL

**Richard Adjei**, Former Head of Quality Assurance, NAB

**Margaret Okai**, Director Basic Education, Ghana Education Service

**Damian Kofi Mereku**, University of Education, Winneba

**Sister Elizabeth Amoako-Arhen**, President, National Conference of Principals of Colleges of Education, and Principal, OLA College of Education

**Ernest Aboagye**, Former Deputy Executive secretary, National Teaching Council

**Cynthia Bosomtwi-Sam**, Executive Secretary, National Inspectorate Board

## For the development of in-service Standards

The National Teaching Council (NTC) would like to express its appreciation to those who contributed towards the writing of this guidelines. The NTC would also like to thank the Japan International Cooperation Agency (JICA), and PTPDM Project for supporting this effort.

The following is the list of persons who contributed to this document.

<b>Prof. Eric Nyarko-Sampson</b>	Council Chair, NTC (2017)
<b>Dr. Evelyn Oduro</b>	Ag. Executive Secretary, NTC (2016)
<b>Prof. Kwame Akyeampong</b>	University of Sussex
<b>Mr. Gideon Ahoholu</b>	Coordinator, National INSET Unit, NTC
<b>Ms. Grace Agyeman Duah</b>	NTC
<b>Lawrence Sarpong</b>	Ag. Director Professional Operations, NTC
<b>Emmanuel Aboagye Tawiah</b>	Deputy Executive Secretary, NTC (2016)
<b>Prof. Paul Buatsi</b>	Senior Consultant, JICA PTPDM Project
<b>Prof. Jonathan Fletcher</b>	University of Ghana
<b>Prof. George Kankam</b>	University of Education

# FOREWORD

The National Teachers' Standards represents the first ever collectively agreed standards to guide teacher preparation and practice in the country. The Standards have been developed as a professional tool to guide teacher educators, teachers, student teachers and other stakeholders in education to identify in clear and precise terms what teachers are expected to know and be able to do, qualities they are expected to possess and some behaviours they are supposed to exhibit. The Standards set a clear baseline of expectations for the professional knowledge, practice, conduct, attitude, rights and obligations expected of teachers working in schools at the pre-tertiary level. All teachers completing their initial teacher training will be assessed against the National Teachers' Standards.

It is noteworthy that the National Teachers' Standards replaces the diversity of standards being used in the various institutions offering initial teacher education and/or providing continuing professional development with a consolidated set of national standards to ensure that student teachers' training and development is guided by the same set of standards.

These Standards are designed to improve the quality of teachers' delivery and students' performance and should therefore be used as a reference tool for student teachers, teacher educators, in-service teachers, head teachers, mentors, school inspectors and all who are working at training student teachers. The Standards will also enable teacher educators and others to direct their efforts appropriately to the areas student teachers need most support.

The development of these standards is consistent with discussions on both pre-tertiary curriculum and teacher education reforms occurring nationally and led by the Ministry of Education, about the most successful processes for assuring teacher quality and students' learning outcomes.

I recognise that intensive professional development workshops will be required to prepare teacher educators to effectively prepare student teachers to deliver on the standards, but it is my strong belief that with dedication and commitment the quality of teaching and student learning outcomes will improve markedly.

In this regard, I wish to call on all stakeholders in pre-tertiary education to embrace the National Teachers' Standards and employ it effectively as a tool to bring about improved learning outcomes in our education system. ***To God be the Glory.***



**Hon. Dr. Matthew Opoku Prempeh**  
**Minister for Education**

# CONTENTS

WHAT ARE THE STANDARDS FOR?	6
WHO ARE THE STANDARDS FOR?	8
HOW WERE THE STANDARDS DEVELOPED?	8
WHAT IS THE LEGAL STATUS OF THE TEACHERS' STANDARDS?	10
WHAT PHILOSOPHY UNDERPINS THE STANDARDS?	10
HOW ARE THE TEACHERS' STANDARDS ORGANISED?	12
THE TEACHERS' STANDARDS	13
1. Professional Values and Attitudes	13
2. Professional Knowledge	14
3. Professional Practice	15
HOW ARE THE STANDARDS TO BE USED?	16
WHAT ARE THE ROLES OF TEACHER EDUCATION INSTITUTIONS?	17
<b>SECTION 1: FORMAT OF THE STANDARDS</b>	18
National Teachers' Standards for Ghana: Exemplars for use by Student Teachers, Teachers, Tutors, Head Teachers and Mentors	
<b>SECTION 2: FORMAT OF THE STANDARDS</b>	33
WHAT IS THE RATIONALE FOR THE STANDARDS?	34
EVIDENCE CRITERIA	34
BIBLIOGRAPHY	44
APPENDIX	47
GLOSSARY	51

# ACRONYMS

<b>BECE</b>	Basic Education Certificate Examination
<b>CPD</b>	Continuous Professional Development
<b>CRDD</b>	Curriculum Research Development Division
<b>GES</b>	Ghana Education Service
<b>ICT</b>	Information and Communication Technologies
<b>JHS</b>	Junior High School
<b>KG</b>	Kindergarten
<b>MoE</b>	Ministry of Education
<b>NAB</b>	National Accreditation Board
<b>NaCCA</b>	National Council for Curriculum and Assessment
<b>NEA</b>	National Education Assessment
<b>NIB</b>	National Inspectorate Board
<b>NTC</b>	National Teaching Council
<b>NCTE</b>	National Council for Tertiary Education
<b>PRINCOF</b>	National Conference of Principals of Colleges of Education
<b>PTA</b>	Parent Teacher Association
<b>SHS</b>	Senior High School
<b>SMC</b>	School Management Committee
<b>TED</b>	Teacher Education Division
<b>UCC</b>	University of Cape Coast
<b>UEW</b>	University of Education, Winneba
<b>WASSCE</b>	West African Senior School Certificate Examination

# WHAT ARE THE STANDARDS FOR?

## For Pre-service and In-service Teachers

Teachers play such a critical role in inspiring and challenging students to achieve their potential that their preparation and subsequent development require the highest possible standards in knowledge, conduct and practice in their workplace. These Standards are concise written statements of what teachers are expected to know and be able to do.

- The National Teachers' Standards set out the minimum levels of practice that all trained teachers must reach by the end of their pre-service teacher education course in order to play such a critical role.
- These Standards also inform teachers' development while in their first year as Beginning Teachers on their induction course in schools prior to licensing as professional teachers by the National Teaching Council (NTC) and provide the framework for future professional and career development for all teachers.
- The Standards should be seen as one common core set of standards that apply to all teachers at all levels. The exemplars that accompany the Standards at the end of these guidelines give specific exemplars of the Standards in action at the kindergarten, primary, junior high school and senior high school levels to give further support for those using them. The indicators provide evidence of attainment of the Standards.



## For In-Service Teachers

Specific to in-service teachers, the Pre-tertiary Teachers' Standards for Ghana (PTTSG) are concise statements of what teachers are expected to know, understand and be able to do as teachers to ensure they continually improve their own learning as well as those they teach.

- (1) The Standards aim at ensuring that as teachers move up from one rank to the other in their career; they are empowered to engender effective learning among those they are expected to teach.
- (2) At each stage of their journey to become accomplished teachers, the Standards expect teacher to:
  - demonstrate good knowledge in the relevant subject(s) and curriculum areas;
  - have a sound knowledge of learners' different ways of organising their learning;
  - demonstrate knowledge and understanding of how different learning styles impact on teaching;
  - reflect thoroughly on the effectiveness of teaching approaches;
  - demonstrate good knowledge and understanding of how to use assessment to support learning; and
  - identify their own training needs and take responsibility for addressing them through lifelong learning.

## WHO ARE THE STANDARDS FOR?

The Standards apply to:

- Student Teachers on pre-service teacher training courses working towards meeting the Standards by the end of their course.
- All beginning teachers in their Induction Year in schools.
- All in-service teachers in schools, who are covered by the 2016 new NTC frameworks for career progression and promotion. The Standards serve as a point of reference for all standards and competencies.
- The National Teaching Council (NTC) will use the Teachers' Standards in assessing cases of any misconduct by any member of the teaching profession.
- The National Teaching Council (NTC) for the licensing of teachers after induction.
- The NTC will use the Teachers' Standards as a benchmark for the renewal of teachers' license.
- All those institutions involved in the training and development of teachers, including universities and colleges both public and private, vocational/technical and academic.
- Teacher educators will use it as a guide in the preparation of curricula and courses for teacher training.
- District education directors, circuit supervisors, teacher unions, head teachers and mentors in schools will also need to use the Teachers' Standards as a guide to inform their work – serve as a common point of reference.

## HOW WERE THE STANDARDS DEVELOPED?

The development of the Standards arose from the need to consolidate the different standards being used in institutions offering initial teacher training and those who provide continuing professional development into a national standard to ensure that the development of student teachers is guided by the same set of standards. The Standards were developed from a number of sources, including:

- Assessment tools used by the University of Cape Coast (UCC) and University of Education, Winneba (UEW) for assessing student teachers during on-campus teaching and practicum.
- Handbook for Principal Teacher Aspirants by the Ghana Education Service.
- Manual for Student teachers on School Attachment.
- Handbook on Mentorship and the Student Teacher Competence Matrix.
- Survey of national teaching standards in more than eight countries.
- Involvement of practitioners across all sectors and other key stakeholders including the National Teaching Council (NTC), National Council for Tertiary Education (NCTE), National Accreditation Board (NAB), Ghana Education Service (GES), National Council for Curriculum and Assessment (NaCCA), National Inspectorate Board (NIB), Principals of Colleges of Education, Teacher Unions and Teacher Education Universities (UCC and UEW).

An ad hoc vetting committee on Teachers' Standards made up of members from the above regulatory bodies reviewed the draft standards prior to full validation on December 7, 2015. The stakeholders worked to ensure that the standards are embedded in the Ghanaian context, are realistic and achievable by the majority of Ghanaian teachers, if not all.

### **For In-Service Teachers**

Specific to the in-service teachers, a pilot study was also conducted in five districts (Shai Osudoku, Ajumako Enyan Essiam, Upper Manya Krobo, Savelugu Nanton, and Kasena Nankana Municipal) to obtain evidence-based data as to how the career progression standards would help in promoting CPD of teachers.

## WHAT IS THE LEGAL STATUS OF THE TEACHERS' STANDARDS?

The 2008 Education Act (Act 778) established the National Teaching Council and it is responsible for establishing frameworks around teachers' employment, continuous professional development (CPD) and periodic review of professional practice and ethical standards. The NTC has overall responsibility to license teachers by law. These Standards define the minimum levels of practice expected of student teachers and teachers in order to be licensed. It must be noted that during the training and the period of induction, the Standards continue to define the level of practice at which all qualified teachers are expected to perform.

Universities and Colleges of Education must ensure that the design and content of their pre-service programmes and their delivery allow student teachers to be successfully assessed against the Standards by the end of their period of training. This will particularly be relevant for the school practicum components that must provide extended and guided periods of teaching in classrooms.

Opportunities must be given to those already teaching in schools to apply their practice to the Teachers' Standards over a given period of time.

Student teachers must be realistically and fairly assessed against the Standards in accordance with what can be reasonably expected of teachers still learning to teach. Student teachers' creative and innovative skills will need to be assessed as appropriate to the specific context and circumstances they are in and for the level of learners they are to teach, for example, for very young children in pre-school, or for young people needing specialist knowledge at senior high school.

### **For In-service Teachers**

Specifically, in-service teachers - those on induction as well as other un-licensed teachers must be realistically and fairly assessed against the Standards in accordance with what is expected of them. Teachers' creative and innovative skills should also be assessed as appropriate to the specific context and circumstances they are in and for the level of learners they teach.

## WHAT PHILOSOPHY UNDERPINS THE STANDARDS?

Teacher education in Ghana aims to prepare teachers imbued with professional skills, attitudes and values as well as the spirit of inquiry, innovation and creativity that will enable them to adapt to changing conditions, use inclusive strategies and engage in lifelong learning. The teachers are required to have a passion for teaching and leadership, engage with members not only in the school community but also in the wider community and act as agents of change.

Over the years, Ghana has reformed and restructured its teacher education system in response to demands of new vision and mission for education to meet the demands of a knowledgeable society in which the teacher is an agent of change. What has been missing in this entire process is a set of professional standards for teachers that provide a strong definition of and a key reference point for the work of teachers towards achieving the learning and social outcomes articulated in the 2008 Education Act. The Standards are, therefore, designed to codify what a 'good teacher' looks like for Ghana, recognising the urgent need to improve the quality of the school experience and learning outcomes for all learners and to raise the status of teachers in their communities and country. The Standards are aspirational in their vision, positively embracing the promises and challenges of the 21st century for Ghana. More importantly, they support Ghana in meeting Goal 4 of the Sustainable Development Goals for 2030 to 'ensure inclusive and equitable quality education and promote life-long learning opportunities for all'. In contributing towards this goal, the Standards are also realistic and relatively few in number so as to be achievable and user-friendly.

The development of the Standards was also informed by a review of international teaching standards whereby what is deemed most important is that teachers apply their content knowledge in the classroom, thereby demonstrating sound pedagogical content knowledge. Correspondingly, the practicum within teacher education programmes can take up to 25 per cent of the course.

Taking both the existing Ghanaian standards, aims for teacher education, context, and the international standards into account, these new Standards for Ghana emphasise the applied practical work of a teacher as a valued professional in a community of practice and envisage a warm and friendly teacher who has secure curricular, subject and pedagogical content knowledge, who plans for and uses different interactive instructional strategies and resources and so engages their learners, who achieve higher learning outcomes for all, particularly learners who are more vulnerable, those with disabilities, girls and those who need cognitive challenge, and who use assessment productively in achieving those outcomes.

# HOW ARE THE TEACHERS' STANDARDS ORGANISED?

The Standards are divided into three main domains, each with its own sub-divisions:

## **Professional Values and Attitudes**

Professional Development  
Community of Practice

## **Professional Knowledge**

Knowledge of Educational Frameworks and Curriculum  
Knowledge of Learners

## **Professional Practice**

Managing the Learning Environment  
Teaching and Learning  
Assessment

These three domains and aspects encompass what teachers should value, know and do, and intersect with one another to develop a teacher competent enough to teach at the end of their four-year initial teacher training, as illustrated in the Venn diagram where the synthesis of the three domains represent this competence.



# THE TEACHERS' STANDARDS

## 1

## Professional Values and Attitudes

### Professional Development

The Teacher(s):

- a) Critically and collectively reflects to improve teaching and learning.
- b) Improves personal and professional development through lifelong learning and Continuous Professional Development.
- c) Demonstrates effective growing leadership qualities in the classroom and wider school.

### Community of Practice

The Teacher:

- d) Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher.
- e) Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and the wider public as part of a community of practice.
- f) Develops a positive teacher identity and acts as a good role model for students.
- g) Sees his or her role as a potential agent of change in the school, community and country.

# 2

## Professional Knowledge

### Knowledge of educational frameworks and curriculum

The Teacher:

- a) Demonstrates familiarity with the education system and key policies guiding it.
- b) Has comprehensive knowledge of the official school curriculum, including learning outcomes.
- c) Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.
- d) At pre-primary and primary, the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.

### Knowledge of students

The Teacher:

- e) Understands how children develop and learn in diverse contexts and applies this in his or her teaching.
- f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.



# 3

## Professional Practice

### Managing the learning environment

The Teacher:

- a) Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching.
- b) Carries out small-scale action research to improve practice.
- c) Creates a safe, encouraging learning environment.
- d) Manages behaviour and learning with small and large classes.

### Teaching and Learning

The Teacher:

- e) Employs a variety of instructional strategies that encourages student participation and critical thinking.
- f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.
- g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.
- h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.
- i) Explains concepts clearly using examples familiar to students.
- j) Produces and uses a variety of teaching and learning resources including ICT, to enhance learning.

### Assessment

The Teacher:

- k) Integrates a variety of assessment modes into teaching to support learning.
- l) Listens to learners and gives constructive feedback.
- m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.
- n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.
- o) Demonstrates awareness of national and school learning outcomes of learners.
- p) Uses objective criterion referencing to assess learners.

## HOW ARE THE STANDARDS TO BE USED?

Standards are clear expectations of skills that teachers should be able to demonstrate. They may be used in training institutions, schools, inspectorate bodies, continuous professional development at an individual, school or cluster-based level, training, induction, and self-development. College principals, tutors, head teachers and mentors in schools, as well as student teachers and teachers themselves, will use the Standards as the key reference point in their assessment – licensing and renewing teachers’ license in Ghana and as a reference point for considering teachers’ application for promotion.

Evidence that a student teacher or teacher can meet all of the Standards must be in the form of a professional portfolio organised according to the three domains. Evidence from college-based learning will be in the form of assignments, examination results and lecture notes. Evidence from in-school learning will be in the form of lesson plans, study notes, resources, assessment records, learner exercise books, photographs, lesson evaluations from tutors and mentors, testimonials, minutes of meetings and any notes from CPD courses, evidence collected by the student teacher or teacher over time. As a critically reflective practitioner, the professional portfolio provides the starting point for the continued development of the teacher in their induction year and for subsequent years.

### **For In-service Teachers**

Specific to in-service teachers, the Standards can also be used by the relevant authorities in education to support career progression in the teaching profession by ensuring that teachers and leaders occupying various positions in the profession have met all the criteria imposed by the Standards. In their career progression, teachers and leaders should be required to meet their training needs for a specific role before they assume that role. That way, teacher career progression would be seamless, and this will provide the motivation teachers and leaders need in order to ensure that learning outcomes are maximised.

## WHAT ARE THE ROLES OF TEACHER EDUCATION INSTITUTIONS?

It will be important for teacher education institutions (lecturers and tutors) to come to a shared understanding of what each Standard means as a community of education professionals, but also in partnership with headteachers, mentors and experienced teachers in local schools.

Heads of teacher education institutions must ensure that the design and delivery of their pre-service curriculum support student teachers in developing and reaching the Standards. Links with early-learning centres and schools on the university/college campus and in surrounding areas (or in partnership schools) may need to be further developed to give student teachers sufficient school and teaching experience to meet the new Standards.

Lecturers/Tutors may need recent and relevant school experience, particularly if they have not been teachers themselves at the level at which they are training student teachers to work in. Lecturers/Tutors will also need professional development to understand the Standards and to redesign their teaching to support this, in both content and the pedagogy they use. They will need to support student teachers to reflect on their various school experiences and to make sense of what they have learnt. Universities/Colleges with schools on campus provide ideal opportunities for lecturers/tutors to observe classes with their student teachers, to model exemplary teaching themselves and to work alongside teachers in guiding and assessing student teachers. Tutors will also need training and opportunities to work more closely with mentors and supervisors in schools.

Schools/Headteachers will need to work in partnership with universities/colleges in accommodating student teachers so that they can fully experience what it means to be a teacher, particularly for Professional Values and Attitudes.

Mentors and supervisors will need to work with their student teachers carrying out joint planning sessions with them and allowing student teachers to work with a particular child or group of children, accompany their mentor to staff and parent-teacher meetings, team-teach and then in the final practicum take on the responsibility of several classes. Mentors will also have to undertake regular meetings with their student teachers to discuss progress against meeting the Standards, taking action where there are gaps in what the student teachers know, can do or have not yet had an opportunity to experience.

# SECTION 1: FORMAT OF THE STANDARDS

# FORMAT OF THE STANDARDS

The format for the presentation of the pre-service standards and the exemplars are presented in table 1 below. Using a three (3) column format, the standards are presented to encourage the user to think about examples of each particular standard and the means of verification (indicator) of that standard.

National Teachers' Standards for Ghana: Exemplars for use by Student Teachers, Teachers, Tutors, Head Teachers and Mentors		
Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
	<p>These apply to all teachers across kindergarten, primary, junior high school and senior high school</p> <p><i>Specific examples that are more appropriate for Junior and Senior High School are put into italics</i></p>	
1. Professional Values and Attitudes		
Professional development:		
a. Critically and collectively reflects to improve teaching and learning.	Critiques own practice (keeping in mind gender responsive practice) and shows agency in improving learning, sometimes with a peer, mentor, or with a group of student teachers at college or colleagues at school.	Lesson notes and evaluations, Reflective logs, journals or portfolios written while in training or on practicum (Gender Responsive Scorecard can be used to do a self-assessment and prompt reflection on gender responsive practice).
b. Improves their personal and professional development through lifelong learning and continuous professional development.	Identifies gaps in knowledge, goes beyond the textbook, carries out self-directed study through accessing libraries, the internet, experienced colleagues; applies new learning from CPD in their practice.	Study notes, lesson notes, portfolios Certificate of attendance on CPD courses improved learning outcomes of learners, Gender Responsive Scorecard for Teachers, National Gender Handbook.

**National Teachers' Standards for Ghana: Exemplars for use by Student Teachers, Teachers, Tutors, Head Teachers and Mentors**

Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
<p>c. Demonstrates effective growing leadership qualities in the classroom and wider school.</p>	<p>Delegates roles to females and males equally, such as classroom, book or board monitor in their classroom; volunteers to work on student leadership, running the library; speaks up in school meetings; supports peers and colleagues in school. Does not delegate roles based on gender roles and stereotypes.</p>	<p>Tutors' report, journal of activities, mentor or headteacher reports</p>
<p><b>Community of Practice:</b></p>		
<p>d. Is guided by legal and ethical teacher codes of conduct in their development as a professional teacher.</p>	<p>Shows high levels of attendance and punctuality. Has a high regard for policies of MoE/GES and those of the school in which they teach; acts within policies that defines their professional duties and responsibilities; has high respect for female and males' dignity, well-being and rights; avoids exploiting the vulnerability of learners (especially with regard to females). Demonstrates knowledge of MoE/ GES ethical codes, (Gender and Sexual Harassment policy) and lives according to their remit.</p>	<p>Teacher attendance records</p> <p>Headteacher or mentor reference letter</p> <p>Headteachers' and mentors' reports</p> <p>Teacher's study and lesson notes Has copies of GES/ MoE's policies on Teacher Ethics, Gender, and Sexual harassment</p>
<p>e. Engages positively with colleagues, students, parents, SMC, PTA and wider public as part of a community of practice.</p>	<p>Attends and contributes to school meetings, parent-teacher consultations, SMC and PTA meetings as appropriate (keeping in mind the need to sensitise about the importance of educating girls); knows about the local area where they are practicing, is aware of their learners' backgrounds, and are seen to engage in school and local events, festivals, faith activities. Encourages parents to support their children in their education.</p>	<p>Headteacher records</p> <p>Minutes of meetings</p> <p>Teacher's notes and journals</p>

**National Teachers' Standards for Ghana: Exemplars for use by Student Teachers, Teachers, Tutors, Head Teachers and Mentors**

Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
f. Develops a positive teacher identity and acts as a good role model for learners.	Expresses their own philosophy of what it means to be a teacher; shows pride in their profession; learners like and respect their teacher; learners see their teacher as a role model for females and males regardless of the teachers' gender.	Teacher's notes and reflections  Mentor reference;  Teacher portfolio, Gender Responsive  Scorecard for Teachers
g. Sees his or her role as potential agent of change in the school, community and country.	Understands the role that education plays in the lives of the local community: promotes inclusion and tolerance of all learners, actively preventing intolerance, challenges traditional gender roles and promoting gender equity issues. Engages in initiatives that bring about changes or improvements in the school such as innovative use of local materials or facilitating access and social inclusion by learners with disabilities or improving access to water or clean latrines; supports parents to help with their children's homework; follows up learners who are absent from school. At junior and senior high school, the teacher actively encourages and facilitates girls and learners from more vulnerable groups to study, and to remain in education. Teachers can/ should do a gender analysis of their students to determine vulnerability and provide support.	Student teacher notes or portfolio  Photographs of local materials made or improvements carried out in classroom or school  Gender/vulnerability analysis of students

**National Teachers' Standards for Ghana: Exemplars for use by Student Teachers, Teachers, Tutors, Head Teachers and Mentors**

Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
----------	-------------------------------------	--

**2. Professional Knowledge**

**Knowledge of educational frameworks and curriculum:**

<p>a. Demonstrates familiarity with the education system and the key policies guiding it.</p>	<p>Articulates knowledge in discussions; articulates knowledge in portfolio write-up.</p>	<p>Copies of key policies in folder (including gender and sexual harassment policies) Portfolio citing policies</p>
<p>b. Has comprehensive knowledge of the official school curriculum, including learning outcomes.</p>	<p>References curriculum in planning; knows what learners should have learnt in the previous year and the next, and across the curriculum; discusses issues in implementing and covering the curriculum, particularly for more vulnerable groups and considers how to support learners to attain expected curricular outcomes. Understands how gender inequality can affect learner outcomes. <i>At junior and senior high school level, the teacher draws on the primary curriculum for learners who need to catch up on the basics; they refer to examination frameworks and specifications in their planning and teaching; they know what learners need to work at to achieve the highest examination grades but does not 'teach strictly to the test'.</i></p>	<p>Has a copy of the curriculum and benchmarks in folder long and short-term plans including scheme of work reference curriculum or examination frameworks; assessments of learners indicate recognition of how near or far they are from curriculum benchmarks or examination grades</p> <p>Mentor's evaluation report</p> <p>National Gender Handbook</p>



**National Teachers' Standards for Ghana: Exemplars for use by Student Teachers, Teachers, Tutors, Head Teachers and Mentors**

Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
<b>Knowledge of educational frameworks and curriculum:</b>		
<p>c. Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge.</p>	<p>The teacher's subject knowledge goes beyond what is contained within the curriculum &amp; textbook; identifies and addresses gaps in their subject knowledge through self-study; articulates high standards of literacy and correct use of oral and written language.</p> <p>The teacher has good grasp of knowledge of the primary curriculum and understanding of JHS content and is able to relate to both.</p> <p>At junior and senior high school level the teacher demonstrates intellectual curiosity: they have a good understanding of developments in their subject through self-study and wider reading; they attend CPD courses that update them on subject skills; they draw on rich and varied sources well beyond the textbook. They have a developed understanding of how to use ICT in their practice.</p> <p>The teacher knows a wide variety of ways of organizing learning, and recognizes the advantages and disadvantages of teacher and learner-centred and gender responsive pedagogies: the teacher is creative in their pedagogy, using environments other than the classroom as appropriate, drawing on other adults, nature, the local community. All teachers have good technological pedagogical knowledge, knowing how to incorporate ICT into their practice to support learning.</p>	<p>Study and lesson notes</p> <p>Evaluations of lessons by peers, tutors and mentors</p> <p>Learners' verbal and written responses</p> <p>Teacher portfolio</p> <p>National Gender Handbook</p> <p>Gender Responsive Scorecard for Teachers</p>

*Table continues overleaf*

**National Teachers' Standards for Ghana: Exemplars for use by Student Teachers, Teachers, Tutors, Head Teachers and Mentors**

Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
<i>Continuation of 'c.' from previous page</i>	Teacher's explanations, strategies and resources demonstrate they know how to apply content knowledge imaginatively; learners are cognitively challenged and stimulated; teacher asks probing questions to both females and males, and responds knowledgeably to learners' own questions and difficulties around specific topics. Teachers know learners' common misconceptions in a subject.	
<b>Knowledge of educational frameworks and curriculum:</b>		
d. At pre-primary and primary, the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy, and speaking, listening, reading and writing of at least one Ghanaian language for instruction.	Planning and teaching are well differentiated and targeted to different age and ability groups; teacher displays good knowledge of phonology, letter names and sounds, syllables, whole words, teaching of extended text (stories, poems, songs) in local language and English and the differences between the two orthographies: learners confidently add, subtract, multiply and divide using manipulatives.	Lesson notes, evaluations, portfolio  Evaluations of lessons by peers, tutors and mentors  Learners' responses and exercise books
<b>Knowledge of learners:</b>		
e. Understands how children develop and learn in diverse contexts and applies this in their teaching.	Lesson notes and plans show a variety of teaching and learning strategies appropriate to learners at their different developmental stages and ensures the equal participation of females and males.	Study notes, Lesson notes and plans  Mentor evaluation Gender  Responsive Scorecard for Teachers

**National Teachers' Standards for Ghana: Exemplars for use by Student Teachers, Teachers, Tutors, Head Teachers and Mentors**

Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
f. Takes account of and respects learners' cultural, linguistic socio-economic and educational backgrounds in their planning and teaching.	Teacher investigates and takes notes of each learner's background, acknowledging where they may have gaps in their education, extra domestic work (especially for females), be vulnerable to early drop out and act on this to overcome disadvantage; they know why some learners may have irregular attendance and seek to improve this; they code-switch as appropriate to ensure all can understand lesson content; seat learners carefully to support one another; talks with respect about all learners; draws sensitively on learners' backgrounds in their teaching.	<p>Lesson plans indicate use of examples familiar to learners in class</p> <p>Lesson notes and evaluations</p> <p>Seating plans</p> <p>Evaluations of lessons by peers, tutors and mentors</p>

**3. Professional Practice**

**Managing the learning environment:**

a. Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching.	The teacher has long-term (weekly, termly) objectives of what and how learners should learn; lesson objectives are clear to learners at the beginning of lessons and their progress towards these is monitored; lesson structures and tasks vary, target females and males equally and are pitched just beyond what learners already know to stretch and inspire, using whole class, group, pair, individual work and ICT to expand or consolidate learning; the teacher recognises when some, most or all learners do not understand a concept or do not achieve the intended learning outcomes, and addresses this as soon as possible through individual teaching, re-teaching content or setting homework. The teacher makes learning relevant to their learners.	<p>Long-term and short-term (termly, weekly, daily) plans show clear understanding of how learners are to progress, with reference to the curriculum and learning outcomes expected</p> <p>Lesson evaluations.</p> <p>Reflections in portfolio</p> <p>Lesson evaluations by learners</p>
---	---	--

National Teachers' Standards for Ghana: Exemplars for use by Student Teachers, Teachers, Tutors, Head Teachers and Mentors		
Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
b. Carries out small-scale action research to improve practice.	The teacher identifies one area to improve on each term (e.g. use of open questions, how to include a visually impaired child, how to improve gender responsive pedagogy, how to encourage purposeful group talk, how to make better use of limited numbers of textbooks); takes part in critical reflection and discussions with peers and mentors.	Coursework/assignment on action research Lesson evaluations by teacher Lesson evaluations of learners by learners Reflections in portfolio Completed class assignments National Gender Handbook Gender Responsive Scorecard for Teachers
c. Creates a safe, encouraging learning environment.	The teacher is warm, friendly, and fair, offers praise and encouragement (particularly for females in mathematics and science subjects), and withholds any form of corporal punishment or threatening behaviour. Learners laugh, smile, and learn. Learners are not afraid to answer or ask questions and are not publicly or privately reprimanded for wrong answers. The teacher preempts any bullying or teasing. The teacher encourages good hygiene e.g. handwashing, ensures their learners get access to water, food and latrines in order to learn. Their classroom is neatly organised, clean, with displays to encourage learning.	Evaluation of lessons by mentors, head teachers, peers Video clips of practice Learners' evaluation of teacher Gender Responsive Scorecard for Teachers

**National Teachers' Standards for Ghana: Exemplars for use by Student Teachers, Teachers, Tutors, Head Teachers and Mentors**

Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
<b>Teaching and Learning:</b>		
d. Manages behaviour and learning with small and large classes.	The teacher maintains friendly but firm discipline; uses group and pair work to overcome challenges of large classrooms; alters seating plans so that females and males are mixed and that all learners get to the front; manages resources so all learners (especially girls) get access to resources including one book or set of manipulatives per child; involves learners as monitors, uses peer teaching to support learning.	<p>Photographs of classrooms</p> <p>Evaluation of lessons by mentors, head teachers and peers, Student voice</p> <p>Gender Responsive Scorecard for Teachers</p>
<b>Teaching and Learning:</b>		
e. Employs a variety of instructional strategies that encourage learner participation and critical thinking.	The teacher uses whole-class dialogue, questioning, group/peer work (collaborative learning), demonstrations, explanations, experimentation, project/enquiry-based learning, different learner groupings, peer teaching/ support, manipulatives/modeling, field trips, games, role play, songs, story-telling and ICT in their lessons. Learners are active, challenged to think hard, share, talk and feel able to ask questions of the teacher and one another. The teacher also ensures that females and males participate equally in lesson activities and that activities do not reinforce traditional gender roles.	<p>Evaluations of lessons by teacher, mentor, learners</p> <p>Mentor evaluation portfolio</p> <p>Gender Responsive Scorecard for Teachers</p>

National Teachers' Standards for Ghana: Exemplars for use by Student Teachers, Teachers, Tutors, Head Teachers and Mentors		
Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
f. Pays attention to all learners, especially girls and learners with Special Educational Needs (SEN), ensuring their progress.	The teacher ensures that quiet or non-participating learners contribute and learn, differentiating questions or work accordingly; ensures full participation by girls; seats learners with disabilities near to front to see or hear better; provides resources appropriate to their needs such as plates to teach geometry to visually impaired learners, or Braille, or adapts ICT accordingly; notices when learners are absent, not engaged or paying attention and alters strategies accordingly.	Evaluations of lessons by mentor, tutors  Physical layout of room and teaching and learning materials used in learning, Advice sought from experienced teachers and SEN specialists  Gender Responsive Scorecard for Teachers
<b>Teaching and Learning:</b>		
g. Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.	Instructional strategies are differentiated to target different grades learning within the one classroom, organising the classroom to support multigrade learning through seating, same or mixed grade groups, individual self-directed work, and equally displays and assigns females and males as monitors. The teacher draws on and integrates the curriculum appropriately to tailor learning for different grades using concept grids, for example, in their planning. Over age learners are acknowledged and instructional strategies and tasks differentiated to take into account widely differing levels of maturation. The teacher acknowledges the different languages that learners know and use, code mixing and switching as appropriate to ensure understanding of lesson content, using bilingual texts, diagrams or displays to support this.	Termly, and weekly lesson plans  Learner records of progress  Resources Lesson evaluations by mentors and peers

**National Teachers' Standards for Ghana: Exemplars for use by Student Teachers, Teachers, Tutors, Head Teachers and Mentors**

Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
h. Sets meaningful tasks that encourage learner collaboration and leads to purposeful learning.	Learners work together purposefully on carefully designed tasks that require them to share, talk and debate; teacher observes groups/pairs, assigns leadership roles to females and males equally, intervenes skillfully to push or expand learning. The teacher alters grouping according to what is to be learned: mixed/same ability; genders; interest; language.	<p>Lesson plans focus on learners learning with imaginative tasks set</p> <p>Learner's progress is monitored through record keeping, exercise books</p> <p>Gender Responsive Scorecard for Teachers</p>
i. Explains concepts clearly using examples familiar to learners.	The teacher imaginatively uses drawings, diagrams, demonstrations, teaching and learning resources, ICT, analogy, metaphor and representation to get new concepts across in a variety of ways so that learners understand. They use examples familiar to learners from their backgrounds and experiences without reinforcing traditional gender roles. Teacher also recognises how to re-present a concept if some learners do	<p>Lesson notes</p> <p>Evaluations</p> <p>Learners' verbal responses or exercise books</p> <p>Photos of board or materials used</p>

**National Teachers' Standards for Ghana: Exemplars for use by Student Teachers, Teachers, Tutors, Head Teachers and Mentors**

Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
<b>Teaching and Learning:</b>		
<p>j. Produces and uses a variety of teaching and learning resources that enhance learning, including ICT.</p>	<p>Resources are made from local materials where possible and in sufficient numbers for all learners to handle such as charts, simple story books, flash cards; bottle tops, stones, sticks, pens. Resources are integral to the teaching of new concepts or their consolidation, supplement and go beyond the textbook; learners also make resources as part of their learning such as clay letters and numbers, story books, displays. Secure storage ensures sustainable use of resources. ICT is used to support learning in a multitude of ways, a hands-on approach for learners. <i>Commercially produced resources such as science equipment, ICT, charts, maps, images and anthologies of stories, are carefully selected and used well.</i></p>	<p>Physical resources produced by teacher</p> <p>Photographs of their use, and of classroom</p> <p>Lesson notes Evaluations</p>
<p>k. Integrates a variety of assessment modes into teaching to support learning.</p>	<p>Assessment modes are integrated into daily practice and include learners' verbal responses and written responses such as drawings, maps, diagrams, stories, descriptions, accounts, experiments, local research, handicrafts. Learners are also set small tests, quizzes and homeworks that are regularly assessed and also sets higher stakes examinations as needed. The teacher takes note of gaps in learning (paying attention to gaps between females and males) and uses this in their planning and delivery of the next lesson or even within the same lesson. At KG/Primary, teacher uses more qualitative techniques in assessing learners.</p>	<p>Learners' exercise books Chalk board work</p> <p>Teacher notes</p> <p>Teacher's records of learners' progress</p> <p>Gender Responsive Scorecard for Teachers</p>



**National Teachers' Standards for Ghana: Exemplars for use by Student Teachers, Teachers, Tutors, Head Teachers and Mentors**

Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
<p>l. Listens to learners and gives constructive feedback.</p>	<p>The teacher gives formative feedback to individual female and male learners. Learners are encouraged to talk or respond without interruption, in extended speech modes in whole class or group scenarios; the teacher listens hard, assesses their understanding, asks for expansion, alternative interpretations or clarification from the same learner or others, and gives constructive feedback to ensure or enhance understanding.</p>	<p>Evaluations of lessons by mentors</p> <p>Teacher reflective notes</p> <p>Gender Responsive Scorecard for Teachers</p>
<b>Assessment:</b>		
<p>m. Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.</p>	<p>Learners' misconceptions about e.g. mathematics (such as fractions), or spelling of difficult words, or scientific concepts or use of literary terminology are identified by the teacher and different strategies used to re-teach the learning (keeping in mind strategies to support females in maths and science). Learners' exercise books have careful explanations to support learning. Where particular learners are unable to learn, the teacher turns to specialist advice to support them.</p>	<p>Learners' exercise books</p> <p>Lesson evaluations by teacher and mentor</p> <p>Lesson notes</p>

National Teachers' Standards for Ghana: Exemplars for use by Student Teachers, Teachers, Tutors, Head Teachers and Mentors		
Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
n. Keeps meaningful records and communicates student progress regularly to learners and parents.	The teacher keeps regular, detailed and legible records of learners' assessment, both ongoing, formative and summative assessment, analyses any disparities between females and males, and uses these to inform planning and teaching on a daily basis. Learners are aware of the progress they are making, and how to improve, as are their parents, through written and verbal means of communication.	Records of learners' work  Head teacher records of teacher attendance at parent-teacher consultations  Written records of learners' progress for parents  Learners' exercise books  Report of School-based assessment, project work, problem based assessment  Gender Responsive Scorecard for Teachers
o. Demonstrates awareness of national and school levels of attainment of learners.	The teacher maintains high expectations for all learners, acknowledging gaps between expectations of learners from the curriculum and the reality of low levels of learning outcomes for many learners. Notes school performance over the years and works with colleagues to improve levels of attainment.	Printouts of national levels of performance from GES and NEA data; study of school performance over the years. Lesson notes, portfolio
p. Uses objective criterion referencing to assess learners.	Teachers assess fairly, using pre-determined criteria and do not compare learner with learner. At Junior and Senior High School, teachers use published mark schemes for 'BECE' and 'WASSCE' Level.	Learners' attainment records and exercise books  Marking schemes Sample questions

## **SECTION 2**

# FORMAT FOR THE STANDARDS

The format for the presentation of the in-service standards, the rationale, the exemplars and means of verification are presented in this section.

## WHAT IS THE RATIONALE FOR THE STANDARDS?

Teacher education in Ghana aims at producing teachers imbued with professional skills, attitudes and values as well as the spirit of inquiry, innovation and creativity that will enable them to adapt changing conditions, use inclusive strategies and engage in lifelong learning. Teachers are required to have a passion for teaching and leadership, engage with members not only in the school community but also in the wider community, and act as potential agents of change.

Over the years, Ghana has reformed and restructured its teacher education system in response to demands of a new vision and mission for education to meet the demands of a knowledge society. What had been missing in this entire process was a set of professional standards to guide teachers' practice and their professional development. This void was catered for by the development of the Pre-tertiary Teachers' Standards for Ghana to codify what a 'good teacher' is expected to look like. The Standards describe the teacher's continuing professional development, recognising the urgent need to improve the quality of teaching and learning in Ghanaian schools. The Standards also describe the training needs of teachers in order to raise their status to ensure enhanced learning in their community of practice.

## EVIDENCE CRITERIA

Evidence that a teacher has met or can meet the Standards at the appropriate level must be in the form of a professional portfolio organised to meet the demands of the three domains. Evidence in the portfolio obtained from any relevant source of learning by way of CPD will include, but not limited, to:

1. Assignments
2. Examination results
3. Lecture notes
4. Lesson plans
5. Study notes

6. Assessment records
7. Learners' exercise books
8. Photographs
9. Lesson evaluation from headteachers mentors, circuit supervisors,
10. Testimonials
11. Transcript and attestation
12. Any Notes from CPD courses attended by the teacher over time
13. Action research
14. Reports (self, peer, managerial appraisal, and/or evaluation of the portfolio etc)
15. Memoranda
16. Publications
17. Any other sources of evidence that may be determined by the NTC for the purpose of assessing a teacher's performance.

As a dossier on a critical reflective practitioner, the professional portfolio should provide the starting point for the continuing professional development of the teacher in his or her induction year and for his or her subsequent professional development at the various ranks.

The evidence criteria listed above show that that the portfolio should address one or more of the following:

- A reference document acting as a basis for supporting the professional development of teachers
- Self-monitoring of professional development for teachers' upgrading
- An accreditation of the teacher's portfolios as evidence of professional achievement
- The basis for teacher recruitment and promotion in the Ghana Education Service
- Ways of addressing a teacher's in-service education and training needs
- A link between in- service education and training and pre- service teacher education and training
- A means of raising the profile of the teaching profession

Domain	Sub-domain	Category	Standard	Explanatory Note	How teachers develop competency in progressing their career	
A. Professional Values and Attitude	Community of Practice	Ethics and Compliance	1	All teachers should respect GES code of conduct and any other legal arrangement that regulate their work. They should also strive to achieve the policies and priorities set out by MOE/GES, districts and school.	They should first understand those requirements, then guide other teachers on such requirements to teachers under their supervision.	
			2	Teachers are encouraged to collaborate with colleagues to improve their teaching as well as with parents to ensure learning-friendly environment both at home and at school. Contribution to the community and country through improvement of education is also expected.	Teachers are expected to gradually widen the scope of collaboration from colleagues/parents, stakeholders of school, stakeholders outside the school, and then with other ministries or DPs. Teachers in the higher ranks are expected to support collaboration among and within schools too.	
		Expected attitude as a teacher	3	Expected attitudes as a teacher are: committed and enthusiastic to their job, show respect and impartiality for all students and be a good role model for them, contribute to establish positive identity of teachers in the society and reflect their practice for continuous improvement.	All teachers should follow expected attitudes, though they are gradually encouraged to guide other teachers on their attitudes and model exemplary attitude by themselves and contribute to develop positive teacher identity in the society.	
	Professional Development	CPD	4	Engage in their own professional development throughout their career.	Teachers are expected not only to engage in mandatory trainings required for promotion, but also SBI, CBI, DBI, mentoring/coaching and self-learning.	First, they are expected to reflect on their own practice and participate in professional development activities. They are gradually expected to contribute to the needs analysis, facilitation and quality assurance of professional development activities in the school, circuit or district.
			5	Understand how children develop and learn.	Teachers should join the service with minimum basic knowledge of physical, social and intellectual development of the children and youth. They should take different characteristics and learning needs of students into account.	All teachers should know the basic theories of child development and learning. Those who pursue the expert track are expected to update their knowledge on those topics and identify the ones that are useful for Ghanaian teachers.
B. Professional Knowledge	Knowledge of Learners	Psychology				

B. Professional Knowledge	Knowledge of Educational framework and curriculum		6	Know and understand structure, contents and expected learning outcomes as described in the curriculum	Teachers should possess accurate understanding of all the components (structure, contents and expected outcomes) of curriculum of the grade(s) and subject(s) they teach.	As they progress in their career, teachers are expected to expand their knowledge to other grade(s) and subject(s) which are relevant to what they currently teach so that they can teach, taking curriculum sequence into account. In the upper ranks, those in the expert track are expected to identify challenges in the current curriculum and to constantly update to reflect international and regional trends related to the curriculum.
		7	7	Know and understand the contents of the subject(s) they teach.	Knowledge of subject matter is a prerequisite for effective classroom instruction. A teacher's understanding of subject facts, concepts, principles, methodology, and important generalizations determines his/her pedagogical thinking and decision-making. In addition to what is in the curriculum, teachers are expected to continuously deepen their Subject Matter Knowledge (SMK) throughout their career.	Teachers start with basic yet accurate Subject Matter Knowledge. As they progress their career, they are expected to deepen their knowledge and research into international trend to know its possible application to Ghanaian context.
		8	8	Know various instructional strategies to improve students learning.	Teachers are expected to keep updating their knowledge on instructional strategies (e.g. lecture, discussion, debate, group work, role-play, singing, exercise, field work, and more) and their characteristics so that they can apply the one that best fits the class/subject they teach. They should also deepen their Pedagogical Content Knowledge to understand effective ways to teach particular subject contents.	They are expected to widen the repertoire of instructional strategies to be able to use the one which fits the class and topic/subject they teach.
		9	9	Demonstrate familiarity with the education system and key policies guiding it.	In order to properly fulfill the responsibilities and contribute to the improvement, all teachers should know roles and responsibilities of stakeholders (not only inside the system e.g. HT, HoD, CS, officers at DEO, but also outside supporters e.g. DPs, teacher unions etc.) and institutional framework (including budgetary system).	As they go up the career ladder, they are expected to expand their knowledge on the different stakeholders who influence the education policy and practice in Ghana.

Competency Requirements					
Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6
Understand and comply with ethical, legislative, administrative and organizational requirements as a teacher.					
Collaborate with colleagues and parents to contribute to the improvement of teaching and learning of their class.	Collaborate with stakeholders of their school (e.g. colleagues, HT, SMC/PIA) to contribute to the improvement of education in their school.	Guide teachers under their supervision on ethical, legislative, administrative and organizational requirements as a teacher.	Collaborate with internal and external stakeholders (e.g. TEs, District Assembly, NGO, private sector) to improve the education in their school/circuit/district/region/country and support/encourage collaboration among and within school.	Make effort to ensure all teachers comply with ethical, legislative, administrative and organizational requirements as a teacher in their school, district, region and country.	
Collaborate with colleagues and parents to contribute to the improvement of teaching and learning of their class.		Collaborate with internal and external stakeholders (e.g. TEs, District Assembly, NGO, private sector) to improve the education in their school/circuit/district/region/country and support/encourage collaboration among and within school.		Collaborate with internal and external stakeholders (e.g. teacher unions, Development Partners, NGOs, other ministries, universities) to advance education in their district/region/country.	
Demonstrate commitment and enthusiasm to the work and show respect for the students and stakeholders.					
	Guide teachers under their supervision to demonstrate attitudes expected of teachers and model such exemplary attitude by themselves.	Guide teachers under their supervision to demonstrate attitudes expected of teachers and model such exemplary attitude by themselves.		Take measures to promote attitudes expected of teachers to develop a positive teacher identity in the society.	
Reflect their own practice and engage in individual and group professional development activities.	Critically and collectively reflect on their own practices and their colleagues in the school and facilitate professional development activities with their colleagues.	Know a variety ways of professional development activities and identify the one that addresses their challenges and those of their colleagues.	Support and facilitate implementation and quality assurance/improvement of CPD for other teachers in their school, circuit or district.	Take measures to make sure teachers under their supervision engage in quality CPD activities which contribute to improvement of education in the school/district/country.	
Demonstrate understanding of basic theories of child development and learning			Formulate policies, develop and implement plans to promote child development and learning		



<p>Demonstrate understanding of the curriculum framework and structure, contents and expected outcomes of the curriculum of the grade(s) and subject(s) they teach.</p>	<p>Demonstrate comprehensive and in-depth understanding of the national curriculum for pre-tertiary education.</p>	<p>(For teachers in specialist track) Critically analyze the challenges around current curriculum and contribute to the improvement in its implementation.</p>	<p>(For teachers in specialist track) Demonstrate understanding of international and regional trend of curriculum studies which are relevant and useful to the Ghanaian context.</p>
<p>Demonstrate basic and accurate Subject Matter Knowledge of the subject(s) and grade(s) they teach.</p>	<p>Demonstrate comprehensive and in-depth Subject Matter Knowledge of all grade(s) of the subject of their expertise (for JHS and SHS teachers).</p>		<p>(For teachers in specialist track) Demonstrate understanding of up-to-date international trend of the subject(s) of their expertise and its application to Ghanaian context.</p>
<p>Demonstrate understanding on basic instructional strategies to facilitate students' learning.</p>	<p>Constantly explore different instructional strategies to improve teaching and learning.</p>	<p>Demonstrate deep understanding on a variety of instructional strategies and circumstances where they can effectively be applied</p>	<p>Demonstrate in-depth and up-to-date understanding on a variety of instructional strategies and capable of designing and implementing a variety of instructional strategies.</p>
<p>Demonstrate understanding of roles and responsibilities of the stakeholders of their school (e.g. HoD, HT, CS, PTA, SMC, DEO) and key policies in the education sector.</p>	<p>Demonstrate working knowledge on budgeting and planning cycle in Ghana and roles and responsibilities of stakeholders in such cycle.</p>		<p>Demonstrate understanding of roles and responsibilities of wider stakeholders that influence the education policies and how policies are formulated and implemented.</p>

Domain	Sub-domain	Category	Standard	Explanatory Note	How teachers develop competency in progressing their career
C. Professional Practice	Managing Teaching and Learning	Lesson Planning	<p>10</p> <p>Plan lessons that lead to purposeful learning and achievement</p>	<p>Teachers should plan lessons, i.e. set objectives and core points, come up with activities that help students understand the core points and achieve the objectives and prepare teaching and learning materials (including the use of ICT) where appropriate. They should compile these in Lesson Plan. It will be assessed using the Lesson Observation Sheet.</p>	<p>Teachers will enhance their lesson planning skills as they progress their career and gradually be expected to support other teachers in improving lesson planning skills.</p>
		Lesson Implementation	<p>11</p> <p>Deliver effective lessons, employing a variety of strategies to encourage understanding of learners with different characteristics.</p>	<p>"Effective lesson" is the one in which all students in the class attain learning objective. Lesson should be varied according to the topic they are learning, and sometimes challenging, showing a clear grasp of the intended outcomes. In doing so, teacher should employ instructional strategies that encourage participation and understanding of all students in the class, which may be multigrade, multilingual or multi-age. They should always explain the concept clearly and are encouraged to use examples familiar to students. It will be assessed using the Lesson Observation Sheet.</p>	<p>Teachers will improve their lesson delivery skills as they progress their career and gradually be expected to support other teachers in improving lesson delivery skills.</p>
		Mentoring and Supervision	<p>12</p> <p>Provides supportive supervision and mentoring</p>	<p>Teachers are expected to help each other to enhance their professional capabilities inside and outside the school.</p>	<p>In progressing their career, they are expected to critically and collectively analyze the challenges of department, school or circuit and provide solutions to address these challenges utilising platforms such as SBI, CBI and DBI.</p>
	Managing The Learning Environment	Classroom Environment	<p>13</p> <p>Create a safe, encouraging learning environment and manages students' behaviour in the class.</p>	<p>Teachers should create a safe and encouraging learning environment where all students with diverse backgrounds can effectively learn. They should address students' disciplinary issues promptly and respectfully in accordance with children's rights.</p>	<p>Teachers will improve their classroom management skills as they progress their career and gradually be expected to support other teachers in improving classroom management.</p>



Competency Requirements					
Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6
Develop lesson plan which meets requirements of Level 3 (satisfactory) for all observation items in Category I (Instructional planning skills) of Lesson Observation Sheet by GES.	Develop lesson plan which meets requirements of Level 4 (Good) for all observation items in the Category I (Instructional planning skills) of Lesson Observation Sheet by GES and guide other teachers in their school to improve lesson planning skills.	Develop lesson plan which meets requirements of Level 5 (Excellent) for all observation items in the Category I (Instructional planning skills) of Lesson Observation Sheet by GES and guide other teachers in their circuit/district to improve lesson planning skills.	Develop lesson plan which meets requirements of Level 5 (Excellent) for all observation items in Category II (Teaching Methodology and Delivery) of Lesson Observation Sheet by GES and guide other teachers in their circuit/district to improve lesson delivery skills.	Collectively analyze the challenges in lesson planning in their district / region / country and take measures to address such challenges (e.g. training, revision of lesson plan format)	Collectively analyze the challenges in lesson delivery in their district / region / country and take measures to address such challenges (e.g. implementing and facilitating trainings, development of training materials)
Deliver lessons which meet requirements of Level 3 (Satisfactory) for all observation items in Category II (Teaching Methodology and Delivery) of Lesson Observation Sheet by GES.	Deliver lessons which meet requirements of Level 4 (Good) for all observation items in Category II (Teaching Methodology and Delivery) of Lesson Observation Sheet by GES and guide other teachers in their school to improve lesson delivery skills.	Deliver lessons which meet requirements of Level 5 (Excellent) for all observation items in Category II (Teaching Methodology and Delivery) of Lesson Observation Sheet by GES and guide other teachers in their circuit/district to improve lesson delivery skills.	Deliver lessons which meet requirements of Level 5 (Excellent) for all observation items in Category II (Teaching Methodology and Delivery) of Lesson Observation Sheet by GES and guide other teachers in their circuit/district to improve lesson delivery skills.	Collectively analyze the challenges in lesson planning in their district / region / country and take measures to address such challenges (e.g. training, revision of lesson plan format)	Collectively analyze the challenges in lesson delivery in their district / region / country and take measures to address such challenges (e.g. implementing and facilitating trainings, development of training materials)
Seek and apply feedback and advise from supervisors and colleagues to improve teaching and learning.	Provide constructive and useful feedback to their colleagues to improve their teaching and learning.	Provide constructive and useful feedback to their colleagues to improve their teaching and learning.	Create an environment which encourages peer learning, mentoring, and coaching among teachers in the department, school or circuit.	Provide support to subordinates to promote reflective and personal learning	Provide support to subordinates to promote reflective and personal learning
Organise and manage classroom which fulfils requirements of Level 3 (Satisfactory) for all observation items in Category III (Classroom Organization and Management) of Lesson Observation Sheet by GES.	Organise and manage classroom which fulfils requirements of Level 4 (Good) for all observation items in Category III (Classroom Organization and Management) of Lesson Observation Sheet by GES and guide other teachers in their school to improve classroom management .	Organise and manage classroom which fulfils requirements of Level 5 (Excellent) for all observation items in Category III (Classroom Organization and Management) of Lesson Observation Sheet by GES and guide other teachers in their circuit/district to improve classroom management .	Organise and manage classroom which fulfils requirements of Level 5 (Excellent) for all observation items in Category III (Classroom Organization and Management) of Lesson Observation Sheet by GES and guide other teachers in their circuit/district to improve classroom management .	Collectively analyze the challenges in classroom management in their district / region / country and take measures to address such challenges (e.g. implementing and facilitating trainings, development of guideline for classroom management)	Collectively analyze the challenges in classroom management in their district / region / country and take measures to address such challenges (e.g. implementing and facilitating trainings, development of guideline for classroom management)

Attend to the needs of all students with different characteristics and backgrounds.	Promote respectful, supportive and inclusive environment to accommodate different learning needs of all students in the class and seek for better ways to do so with other teachers.	Generate and/or collect good practices to make sure all students with diverse backgrounds attain learning objectives and share them with other teachers	Capable of developing and implementing inclusive and diverse policy strategies in teaching and learning
Contribute to development, implementation and monitoring of school work plan so the goals and objectives set out in the plan are successfully achieved.	Manage school financial and material resources in accountable, responsible and transparent manner.	Support the development, implementation and monitoring of school/district work plans which lead to improvement of education in collaboration with stakeholders	In collaboration with other stakeholders, develop, implement and monitor educational work plans which lead to improvement of education
Managing teaching and learning resources	NA	Make efforts to secure resources to support teaching and learning at school.	Plan, mobilise, allocate and manage necessary resources to implement education plan for school, district, region or country
Keep accurate record of important activities such as lessons, students' performance, self-reflection and CPD activities (portfolio)	Develop, select and use appropriate assessment strategy to diagnose and evaluate students' learning. Keep record of accurate assessment results and report them as appropriate.	For teachers with additional responsibilities: Assign teachers to the grade(s), subject(s) and position(s) effectively, appraise teachers fairly, address teachers' misconduct and underperformance properly, delegate school management duties to teachers where appropriate.	Develop and implement policies to attract best candidates to teaching profession, deploy teachers where they are most needed and retain good performing teachers by providing adequate incentives.
Demonstrate understanding on various assessment strategies and how to interpret assessment results.	Develop, select and use appropriate assessment strategies and use the assessment results both from internal and external sources to modify lesson and/or give feedback to students for better understanding.	Obtain accurate data from schools/teachers/staff and other stakeholders in education, utilise it to improve education in school, circuit and district and submit it in timely manner.	Utilise educational data and information to guide policy formulation, implementation and decision making at all levels
		Support other teachers in enhancing their capabilities to properly assess students' learning and in using assessment data to diagnose learning needs.	Develop and administer appropriate assessment tools to inform learning outcomes and modify classroom practice and for decision making

# BIBLIOGRAPHY

Akyeampong, A., Lussier, K., Pryor, J. & Westbrook, J. (2012) Improving teaching and learning of basic maths and reading in Africa: Does teacher preparation count? *International Journal of Educational Development*, 33 (3), 272-282.

Bourgonje, P.&Tromp,R. (2011) *Quality Educators: An International study of teacher competences and standards*: Education International/Oxfam Novib.

Council for the Accreditation of Educator Preparation (2015) *CAEP Accreditation Standards*, CAEP, USA.

Council of Chief State School Officers. (2013) *Interstate Teacher Assessment and Support Consortium InTASCModel: Core teaching standards and learning progressions for teachers 1.0: A Resource for Ongoing Teacher Development*. Washington, DC.

DEEWR (2008) Scoping study on the development of teaching standards in the broader Asia-Pacific Region Erebus International for the Department of Education, Employment and Workplace Relations (DEEWR).

[https://internationaleducation.gov.au/About-AEI/Policy/Documents/Brisbane%20Communique/Teaching\\_Standarts\\_pdf.pdf](https://internationaleducation.gov.au/About-AEI/Policy/Documents/Brisbane%20Communique/Teaching_Standarts_pdf.pdf) Accessed 5th October 2015

Department for Education (UK) (2011) *Teachers' Standards Guidance for school leaders, school staff and governing bodies*. London: DfE

Department for Education (UK) (2015) *Initial teacher training criteria statutory guidance for accredited initial teacher training providers in England*. London: DfE.

Department of Education (2007) *The National Policy Framework for Teacher Education and Development in South Africa*, Pretoria, South Africa: Department of Education [http://www.che.ac.za/sites/default/files/publications/NPF\\_Teacher\\_Ed\\_Dev\\_Apr2007.pdf](http://www.che.ac.za/sites/default/files/publications/NPF_Teacher_Ed_Dev_Apr2007.pdf) Accessed October 7th, 2015.

Fletcher, J. (2008) *Teacher performance appraisal: What do mathematics lecturers say?* London: Pajoy.

Fletcher, J. (2001) Appraisal of mathematics teachers in Ghana. *African Journal of Educational Studies in Mathematics and Sciences*, 1, 81-102.

Fletcher, M., Walker, L., & Boniface, R. (2013) *Summary of practice relating to the development, specification and use of professional standards for teachers across the UK and in Selected Other Countries*. Preston, UK: Research & Consultancy Unit.

Ingersoll, R et al. (2007) *A Comparative Study of Teacher Preparation and Qualifications in Six Nations*, CPRE Research Report Series.

National Institute of Education, Singapore (2009) *A Teacher Education Model for the 21st Century*.

Kankam, G.& Westbrook, J. (2016) *Teachers' Standards for Ghana*.

Kankam, G. (2005). Mentorship at post-secondary teacher training level in Ghana: A case study analysis of the perceptions and experiences of mentors, link tutors and trainees (PhD. Thesis submitted at the University of Hull) U.K.

Kankam, G. (2000). Manual for Mentors and Trainee Teachers on School Attachment.

Kyeyune, R., Mirembe, R., Sentongo, J., Nambi, R., Katende, G., Westbrook, J., Lussier, K. (2011) *Teaching preparation in Africa: Learning to teach early reading and maths'*. Uganda Country Report, Centre for International Education, University of Sussex for the Hewlett Foundation.

Ling, E. & Joseph, J. (2011). *Paving the Fourth Way: The Singapore story.*, National Institute of Education

Ministry of Education, Ghana (MOE), (2012). Handbook for Principal Teacher Aspirants

Ministry of Education, Ghana (MOE/TED), (2002). Handbook on mentorship and trainee teachers' competence matrix. Accra: MOE.

Ministry of Education, Ghana (MOE), (2012). Teacher professional development and management at the pre-service level. Accra: MOE.

Ministry of Education, Singapore <http://www.moe.gov.sg/media/press/2009/08/vision-for-the-teaching-servic.php> Accessed 5th October 2015.

MoE Recommendation II: Graduand Teacher Competencies, MOE, Singapore <http://www.nie.edu.sg/study-nie/admissions/teacher-education-undergraduate-studies> Accessed 4th October 2015

Michigan State University College of Education Teacher Education Department: Secondary Teacher Education Preparation: <http://www.education.msu.edu/te/Secondary/Prospective-Students/Program-Overview.asp> Accessed 7th October 2015

OECD (2008) Review of National Policies for Education in South Africa, OECD [http://www.keepeek.com/Digital-Asset-Management/oecd/education/reviews-of-national-policies-for-education-south-africa-2008\\_9789264053526-en#page312](http://www.keepeek.com/Digital-Asset-Management/oecd/education/reviews-of-national-policies-for-education-south-africa-2008_9789264053526-en#page312)  
Accessed 7th October 2015.

University of Cape Coast, Ghana, (2013). Assessment tools for teaching practice. Teaching Practice Directorate.

University of Education, Winneba, (2012). Guidelines for Internship Supervision

University of Education, Winneba. (2013). A handbook for Mentors



# APPENDIX

## TRAINING NEEDS FOR TEACHERS ASPIRING TO MEET THE PRE-TERTIARY TEACHERS' STANDARDS FOR GHANA (PTTSG)

Training involves the acquisition and transfer of new knowledge, skills, behaviours, values and attitudes to the performance of assigned roles at the workplace. This means that every training programme must define its learning outcomes, participants and content. Training needs presuppose that there is a gap between the current career level of performance of a teacher and the performance that is expected at the next career level that he/she aspires to move on to. Therefore, every training need defined for teachers at a career level must be the thing(s) that they are to do in order to update their professional knowledge, skills, behaviour, values and attitudes so they can perform better in their specific roles and duties.

The table overleaf presents the training needs of teachers at each career level in the Pre-tertiary Teachers' Standards for Ghana (PTTSG). **It must be noted that training needs are not a content of training** and that it is up to any organization to formulate training content as part of the teacher's continuing professional development. It must also be noted that the training needs in the table contain no repetitions because it is assumed that training needs for earlier ranks have already been met, albeit they can form part of the review of previous knowledge at training sessions. **(Training should be preceded by needs assessment to identify and prioritise the training needs)**

Career Level	Teacher Rank	Training Needs	Expected Credit Hours Per Year
1	Rank 1	<ul style="list-style-type: none"> <li>• Portfolio writing/development</li> <li>• Action research in classroom teaching and learning</li> <li>• Facilitation and communication skills</li> <li>• Skills required for implementing equity and inclusion policies in school work</li> <li>• Use of gender responsive scorecard as a guide for implementing gender equity in practice</li> <li>• Use of assessment as, for and of learning</li> <li>• Use of assessment data to improve learning</li> <li>• Journal writing</li> <li>• Use of reflective logs in teaching</li> <li>• Motivation for self-directed study and needs assessment for professional planning and growth</li> <li>• Teaching and learning strategies - creative approaches, group work, questioning, talk for learning, etc.</li> <li>• ICT integration in teaching and learning</li> </ul>	20

2	Rank 2	<ul style="list-style-type: none"> <li>• Mentoring and coaching skills</li> <li>• Leadership for learning skills</li> <li>• Demonstrating understanding of school improvement plans and budgeting</li> <li>• Guidance and counselling skills for supporting students</li> <li>• Report writing</li> </ul>	20
3	Rank 3	<ul style="list-style-type: none"> <li>• Examination item writing and management</li> <li>• School curriculum policy development and reviews</li> <li>• Building partnership in community learning</li> <li>• Supporting use of learning resources including emerging technologies</li> <li>• Supporting and engaging in collaborative learning for professional development</li> <li>• Team building for school improvement</li> <li>• School leadership qualities and skills</li> </ul>	20
4	Rank 4	<ul style="list-style-type: none"> <li>• Integrating ICT and other technologies in school administration and governance</li> <li>• Leadership for learning</li> <li>• Conflict resolution at district and school levels</li> <li>• Proposal writing for school support</li> <li>• Clinical supervision in schools</li> <li>• Promoting teacher motivation for improved quality education</li> <li>• Basic principles in planning, data collection and management</li> <li>• Demonstrating understanding of roles of Local government policies in education</li> </ul>	20

5	Rank 5	<ul style="list-style-type: none"> <li>• Knowledge of procurement laws</li> <li>• Knowledge of GES and MOE organograms and working principles</li> <li>• EMIS data interpretation and knowledge of its implications for school improvement</li> <li>• Policy development and reviews at school, district, regional and national levels</li> <li>• Change management skills (Leadership for Change)</li> <li>• Team Building for wider organizational development</li> </ul>	15
6	Rank 6	<ul style="list-style-type: none"> <li>• Strategic planning and management in education</li> <li>• Communication skills (oral and written) for dealing with policy makers and writing policy document and memoranda</li> <li>• Time management skills</li> <li>• Principles and practice of stakeholder partnership relationships</li> <li>• Demonstrate understanding of labour laws and working with trade unions</li> <li>• Knowledge of financial regulations</li> <li>• Public policy formulation and</li> <li>• Promoting social accountability in education sector</li> <li>• Principles of dialogue and negotiation.</li> <li>• Education project and programme management</li> <li>• Time and stress management (balancing work and pleasure)</li> <li>• Planning, monitoring and evaluation in sustainable development in education</li> <li>• Stakeholder analysis and roles development</li> <li>• Implementing Quality Assurance and Accreditation systems in education</li> </ul>	15

# GLOSSARY

<b>Assessment</b>	A systematic process through which the progress and achievements of a learner or learners is/are measured or judged in compliance with specific quality criteria.
<b>Beginning Teacher</b>	A teacher who has recently acquired basic knowledge and skills from an accredited teacher education programme and is capable of performing basic functions of a classroom teacher under supervision and guidance.
<b>Community of Practice</b>	A group of teachers who share a concern or passion for the teaching profession and learn how to do it better as they interact regularly.
<b>Competency</b>	Competence indicates the ability to apply learning, to do something successfully or efficiently
<b>Competency-based curriculum</b>	A curriculum that emphasizes the complex outcomes of a learning process (i.e. knowledge, skills and attitudes to be applied by learners) rather than mainly focusing on what learners are expected to learn (about 13) in terms of traditionally-defined subject content.
<b>Continuous Professional Development</b>	A lifelong learning process by which teachers develop, maintain and enhance their personal and professional qualities towards improving their knowledge, skills and practice.
<b>Content Knowledge</b>	The body of knowledge and information that are taught and learned in specific subjects.
<b>Core curriculum</b>	The body of knowledge, skills and attitudes expected to be learned by all students, generally related to a set of subjects and learning areas that are common to all students, such as languages, mathematics, science and social studies.
<b>Criterion-referenced assessment</b>	Assessment of a learner's progress and achievement against a pre-determined set of criteria.
<b>Critical thinking</b>	A process that involves asking appropriate questions, gathering and creatively sorting through relevant information, relating new information to existing knowledge, re-examining beliefs and assumptions, reasoning logically, and drawing reliable and trustworthy conclusions.
<b>Culturally responsive curriculum</b>	A curriculum that respects learners' cultures and prior experiences. It acknowledges and values the legitimacy of different cultures, not just the dominant culture of a society, and encourages intercultural understanding.
<b>Culturally responsive pedagogy</b>	Teaching methodologies which address the need to be sensitive and responsive to cultural differences within the classroom.

<b>Curriculum framework</b>	Defines the overarching vision, essential elements of what an initial teacher education programme requires to train teachers needed to deliver inclusive, equitable and high-quality education for all.
<b>Demonstration schools</b>	Selected basic schools that are Partner schools to the Colleges of Education, where student teachers gain practical teaching experience.
<b>Evaluation (in teaching and learning)</b>	A systematic process aimed at judging the effectiveness of any teaching and learning programme.
<b>External assessment</b>	A process and method of assessment developed and used by an examination body or agency other than the learner's school. This process commonly involves standardized testing, and often serves to grade candidates for further educational opportunities and/or for certification purposes.
<b>Extra-curricular activities</b>	A range of activities organized outside of the regular school day, curriculum or course intended to meet learners' interests. These activities can help learners become more involved in their school or community and can help them to develop social and soft skills and to promote wellbeing. These activities can include athletics, sport, voluntary work, photography, drama, music, etc.
<b>Formative Assessment</b>	Assessment conducted throughout the educational process with a view to enhancing student learning. It implies: eliciting evidence about learning to close the gap between current and desired performance (so that action can be taken to close the gap); providing feedback to students; and involving students in the assessment and learning process.
<b>Gender mainstreaming in the curriculum</b>	Ensuring consideration of gender issues as part of the design, implementation and monitoring of policies or programmes with the aim of achieving and maintaining gender equality.
<b>Gender Responsive Scorecard</b>	A practical tool for gender mainstreaming in training used to establish a baseline, raise awareness, as well as monitor and evaluate the gender dimension of training courses to ensure transparency and accountability.
<b>Inclusive education</b>	A process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve the SDGs.
<b>Induction</b>	The orientation and formal introduction of a beginning teacher into the teaching profession.
<b>Instructional Strategies</b>	These are methods teachers use in their lesson delivery to help students learn the desired content to become independent, strategic learners.

<b>Information and Communication Technologies (ICT)</b>	A diverse set of technological tools and resources used to transmit, store, create, share or exchange information. These technological tools and resources include computers, the internet (websites, blogs and emails), live broadcasting technologies (radio, television and webcasting), recorded broadcasting technologies (podcasting, audio and video players, and storage devices) and telephony (fixed or mobile, satellite, video-conferencing, etc.).
<b>Inquiry-based</b>	A process that provides opportunities for learners to construct their own understanding of the complexity of the natural and human world around them. A curriculum adopting this approach implies that learners work with new and challenging content and concepts, connect new information to former knowledge, select thinking and learning strategies deliberately and plan, monitor, and evaluate their own thinking processes.
<b>Instruction</b>	The creation and implementation of purposefully developed plans for guiding the process by which learners gain knowledge and understanding, and develop skills, attitudes, appreciations and values. Instruction is frequently associated with the term ‘curriculum’ and generally refers to the teaching methods and learning activities that a teacher uses to deliver the curriculum in the classroom.
<b>Interactive teaching and learning</b>	The practice of involving learners in the educational process by encouraging them to bring their own experience and knowledge into the process, while also contributing to defining or organizing their learning.
<b>Intercultural understanding</b>	Awareness, understanding and appreciation of one’s own and other cultures. It implies openness towards and respect for other cultures.
<b>Interdisciplinary approach</b>	An approach to curriculum integration that generates an understanding of themes and ideas that cut across disciplines and of the connections between different disciplines and their relationship to the real world. It normally emphasizes process and meaning rather than product and content by combining contents, theories, methodologies and perspectives from two or more disciplines.
<b>Learner centredness</b>	An approach to organizing teaching, learning and assessment based on the learner’s personal characteristics, needs and interests.
<b>Learning outcomes</b>	The totality of information, knowledge, understanding, attitudes, values, skills, competencies a learner is expected to master upon the successful completion of an education programme.
<b>Lesson Plan</b>	An outline of a topic to be addressed in a given period which can take a variety of forms and be prepared on a daily, weekly or monthly basis. It normally involves defining specific learning objectives aligned with the existing curriculum, selection of subject matter, required materials and resources, the activities that will take place as well as time and class management notes, assessment methods, and the links between previous and following lessons.

<b>Learning resources</b>	Any resource – including print and non-print materials and online/open-access resources – which supports and enhances, directly or indirectly, learning and teaching.
<b>Lifelong learning</b>	It is a voluntary act of learning throughout life.
<b>Multidisciplinary approach</b>	An approach to curriculum integration which focuses primarily on the different disciplines and the diverse perspectives they bring to illustrate a topic, theme or issue. A multidisciplinary curriculum is one in which the same topic is studied from the viewpoint of more than one discipline.
<b>Multi-grade/multi-class teaching</b>	The teaching of learners from two or more grade levels in the same classroom environment, ideally by using appropriate and specifically designed teaching methods.
<b>Numeracy</b>	The ability to use mathematical skills in appropriate and meaningful ways in order to meet the varied demands of personal, study, social and work life.
<b>Pedagogy</b>	The art and science of teaching, as a professional practice and as a field of academic study. It encompasses not only the practical application of teaching but also curriculum issues and the body of theory relating to how and why learning takes place.
<b>Peer assessment</b>	Assessment of learners' work by other learners.
<b>Peer learning</b>	A process based on exchange of knowledge and information between learners who may also act as mentors. Also referred to as peer education.
<b>Peer teaching/tutoring</b>	A practice in which students share their knowledge and support the learning of their peers through assuming a teaching role within a school setting.
<b>Portfolio assessment</b>	Assessment based on the systematic collection of learner work (such as written assignments, drafts, artwork, and presentations) that represents competencies, exemplary work, or the learner's developmental progress. Portfolios are assessed for evidence of learner achievement with respect to established learning outcomes and standards.
<b>Practicum</b>	A period of supervised practical application of previously studied subject content and pedagogies in the school setting
<b>Pre-primary education or preschool education</b>	Education experiences typically designed for children from 4 years of age to the start of primary school.
<b>Primary education</b>	Primary education provides learning and educational activities typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and creativity to establish a solid foundation for learning and understanding core areas of knowledge and personal development, in preparation for junior high school education.



<b>Problem-based learning</b>	A process designed to experientially engage learners in processes of inquiry into complex problems of significance and relevance to their lives and learning. It is intended to challenge learners to pursue authentic questions, wonders, and uncertainties in a focused way, which enables them to construct, deepen, and extend their knowledge and understanding.
<b>Professional Knowledge</b>	A variety of specialised training, formal education, or advanced professional learning intended to help teachers improve their professional knowledge, competence, skill, and effectiveness.
<b>Professional Practice</b>	The use of one's knowledge in the teaching profession in managing the learning environment, teaching and learning, and assessment.
<b>Professional Values and Attitudes</b>	The principles, ideals and standards that give meaning and direction to the daily conduct of teachers.
<b>Reflective Logs</b>	This is a diary that contains regular entries by student teacher, detailing their experiences and emotions with regard to their learning process.
<b>School Practicum</b>	A period of supervised practical application of previously studied subject content and pedagogies in the school setting.
<b>Secondary education</b>	Secondary education provides learning and educational activities building on primary education and preparing for labour market entry, and tertiary education.
<b>Self-assessment</b>	Assessment by which the learner gathers information about and reflects on his or her own learning progress, judges the degree to which it reflects explicitly stated goals or criteria, identifies strengths and weaknesses, and revises accordingly.
<b>Special needs education</b>	Education designed to facilitate learning by individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an education programme.
<b>Teachers Standards'</b>	Written descriptions of knowledge, skills, competencies and attitudes that teachers are expected to know and be able to do during their training and in professional practice.
<b>STEM</b>	The Science, Technology, Engineering, and Mathematics (STEM) fields. They are collectively considered core technological underpinnings of an advanced society.
<b>Student teacher</b>	A person studying to become a professional teacher and who, as part of the training, observes classroom instruction or undertakes closely supervised teaching in a school setting.
<b>Summative assessment</b>	The assessment of learner's achievement at the end of an instructional unit, course, semester, or programme usually, although not necessarily, involving formal testing or examinations.

<b>Technology-enhanced learning</b>	The use of information and communication technologies as mediating devices supporting instruction, tutoring, assessment, and student learning.
<b>Tertiary education</b>	Tertiary education builds on secondary education, providing learning activities in specialized fields of education.
<b>Vocational education</b>	Education programmes that are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade, or class of occupations or trades.

# APPRECIATION

We acknowledge the immense contribution of the coordinating and production team at T-TEL. Special thanks to:

Mr Enock Gyan and Ms. Bernice Bangfu for coordinating the design and to Mr Roger Aikins for overseeing the production of this document.



To learn more visit

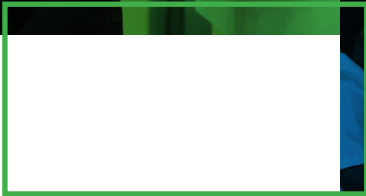
[www.ntc.gov.gh](http://www.ntc.gov.gh)

National Teaching Council

Education Close Street

Opposite University of Ghana City Campus, Adabraka

Tel +233 (0) 20 635 4206



Supported by

