Improving how Student Teachers learn during Teaching Practice:

Results and Learning from the Cluster Mentor Training
AGENDA

INTRODUCTION
Why the Intervention (Cluster Mentor Training) from T-TEL

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T-TEL’s Intervention (The Cluster Mentor Training)
How effective was the intervention?
What made the Intervention effective?
Some challenges that limited effectiveness of the intervention

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Why the intervention from T-TEL?

All Colleges of Education (CoEs) have a years’ programme for the 3rd Years on Teaching Practice (TP) within which time the following occurs:

• No uniformity and consistency in Teaching Practice among all CoEs
• There was too much flexibility in activities for Year 1 and Year 2
• Partnerships between CoEs and District Education offices not strong
• No reflective practices by mentor and student teacher
• No resources to support student teachers or mentors
• Time for mentor training has reduced since the move away from Teacher Education Division (TED)
• Small number of mentors were using gender-sensitive mentoring strategies
The T-TEL intervention was designed to:

- Support the teaching practice structure in the current Diploma Basic Education (DBE)
- Build on the University of Cape Coast (UCC) guidelines for teaching practice
- Support Colleges of Education (CoEs) to do what they are already mandated to do in the DBE, but do it better
- Provide resources = handbooks to support students, mentors and tutors
- Support learning = structured programme of activities to help students learn to teach
- Meet the UCC assessment competencies
- Provide inputs (resources) for CoEs to train their mentors
- Coach mentors to use gender sensitive mentoring strategies
T-TEL’s intervention - Providing structured support in a school classroom

Teaching strategies

Team teaching by mentor and student

Handbooks for Mentors and Student Teachers

Before

After
**MATERIALS**

- 3 Handbooks (Students (60,000); Tutors (2,000); Mentors 7540)
- 3 Years (Y1, Y2, Y3)

**ORIENTATE**

- 40 Principals
- 118 District Directors of Education
- 689 Circuit Supervisors
- 112 Girls Education Officers

**TRAIN TPCs**

- 40 TPC
- A total of 12 days of training
T-TEL Contracts with Colleges of Education to train Mentors

- T-TEL workshop to train TPCs and Tutors
- Cluster training for Mentors
- Cluster training for Mentors
- Cluster training for Mentors
- College of Education
Train Tutors
- All tutors at the Colleges of Education trained by the TPC (June 2016)
- 40 TPC + 80 tutors trained on CMT (Sept 2016)

Train Mentors
- 40 CoEs trained mentors
- 269 cluster workshops (three days) (Nov 16-March 17)
- 8016 LM and Mentors trained

Monitor
- Tutors visits to schools
- School Partnerships Advisers (SPA) visits to schools
How effective was the intervention?

Output Indicator 2.3 Mentors using gender sensitive practicum mentoring strategies

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Midline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1.2%</td>
<td>12.2%*</td>
</tr>
<tr>
<td>Female</td>
<td>2.0%</td>
<td>10.7%*</td>
</tr>
<tr>
<td>Overall</td>
<td>1.6%</td>
<td>11.5%*</td>
</tr>
</tbody>
</table>

Gender sensitive practicum mentoring strategies are defined as the ability to plan and use a defined set of gender-sensitive mentoring strategies (e.g.)

- Ensure safe accommodation
- Demonstrate effective learner-centered and gender responsive teaching
- Ensure that there is a staff code of conduct and reporting system for sexual harassment
Female Mentees indicating that their Mentors used selected strategies to improve teaching (%)

<table>
<thead>
<tr>
<th>Gesture</th>
<th>Mentor not trained by CMT</th>
<th>Mentor trained by CMT</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a staff code of conduct and reporting system for sexual harassment of female mentees</td>
<td>7.7%</td>
<td>39.4%</td>
<td>31.7%</td>
</tr>
<tr>
<td>Reflect on lessons together with you every week</td>
<td>25.6%</td>
<td>51.4%</td>
<td>25.8%</td>
</tr>
<tr>
<td>Assess your classroom practice every week</td>
<td>35.9%</td>
<td>59.2%</td>
<td>23.3%</td>
</tr>
<tr>
<td>Give you constructive feedback on your performance</td>
<td>46.2%</td>
<td>69.0%</td>
<td>22.8%</td>
</tr>
<tr>
<td>Monitor your relationships with staff members to make sure they are free from bullying or intimidation</td>
<td>10.3%</td>
<td>33.1%</td>
<td>22.8%</td>
</tr>
<tr>
<td>Make sure that female mentees have safe accommodation</td>
<td>23.1%</td>
<td>45.8%</td>
<td>22.7%</td>
</tr>
<tr>
<td>Team teach with you every week</td>
<td>33.3%</td>
<td>54.9%</td>
<td>21.6%</td>
</tr>
<tr>
<td>Take note of your difficulties that should be passed on to tutors in the college</td>
<td>10.4%</td>
<td>31.7%</td>
<td>21.3%</td>
</tr>
</tbody>
</table>
What made the intervention effective?
Well-designed teaching and learning materials

• Deliberately designed to include gender responsive teaching strategies, learner-centred approaches, and gender responsive mentoring strategies

• Developed by Ghanaian education experts, including experts from University of Cape Coast (UCC), and students found them relevant.

• Based on the DBE assessment competencies, and competencies were transparent

• Clear Roles of tutors and mentors in learning activities
T-TEL invested in TPCs and Tutors

• Over the period January–September 2016, TPCs received 12 days of professional development support from T-TEL in training workshops

• T-TEL funds 5 staff members full time in the zones to support COEs (TPCs) to deliver this intervention (School Partnership Advisers)
Value for Money

• Service Contracts between T-TEL and CoEs to deliver cluster training was an innovation

• CoEs implemented cluster training for mentors at a unit cost of GHC 44.66 (compared to average unit cost of training GHC 163.80)
Cluster Training for Mentors delivered by CoEs was of good quality and useful

<table>
<thead>
<tr>
<th>End of workshop evaluation for participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitators demonstrated in-depth knowledge of the subject and the skills to deliver the workshop</td>
</tr>
<tr>
<td>The workshop was useful for my role as a mentor</td>
</tr>
</tbody>
</table>

| Quality Criteria                                                                                                                                               % of CMT workshops with excellent facilitators | % CMT workshops not very useful |
| An excellent workshop is one where over 80% participants strongly agreed that facilitators demonstrated knowledge of the subject. | 93.7 %                                                                 |                                    |
| A workshop is not very useful when over 10% participants think it was a waste of three days               | 2 %                                                                   |                                    |
Cluster Training for Mentors delivered by CoEs was of good quality and useful

• Mentors commented that ‘Colleges of Education have not done this before’, they should do more, and that the training was relevant to their own teaching.

• Circuit Supervisors (CS) and Girls’ Education Officers (GEOs) have been very supportive – 89% of CMT were attended by a CS, and 66% by GEOs.
Some challenges that limited effectiveness
**Response from Mentees**

How often does your Mentor use their yellow Mentor Handbook?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyday</td>
<td>2.20%</td>
</tr>
<tr>
<td>Once per week</td>
<td>5.60%</td>
</tr>
<tr>
<td>Once per month</td>
<td>18.30%</td>
</tr>
<tr>
<td>Never</td>
<td>73.90%</td>
</tr>
</tbody>
</table>

**Teaching Practice Journal**

<table>
<thead>
<tr>
<th>Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Shown</td>
<td>45%</td>
</tr>
<tr>
<td>Not Shown</td>
<td>55%</td>
</tr>
</tbody>
</table>

(c.f. SPA Monitoring: 60%)

**Student Teacher handbook**

<table>
<thead>
<tr>
<th>Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Shown</td>
<td>28%</td>
</tr>
<tr>
<td>Not Shown</td>
<td>72%</td>
</tr>
</tbody>
</table>

(Cf SPA Monitoring: 65%)
School-based assessment of student teachers has not changed

• Assessment of teaching practice contributes very little towards a student teachers’ marks

• Colleges of Education tutors did not use the ideas in the handbooks to improve the quality of their assessment of student teachers.

• Head teachers in partner schools did not use the ideas in the handbooks to improve the quality of their assessment of student teachers

• Assessment of students on teaching practice has been ‘business as usual’
Learning in classrooms is not valued highly enough

• Many tutors do not visit students, most students are visited very few times, and almost never by the same tutor.

• Tutors do not spend time during a school visit on coaching mentors, and providing support to the learning relationship between students and mentors.

• In most Colleges of Education, the tutors did not spend 5 days preparing students for TP, as intended. They reduced the pre-activities to one or two days.

• Tutors did not prepare students well to use the Teaching Practice Journal
CoE staff rotas are not aligned to the number of schools & mentors

• High numbers of 3rd year students
• Need lots of mentors, and lots of schools – and they all need support
• One TPC and a small number of tutors cannot provide all the needed support to all the mentors and students
The timing of the training was late

• Delays with T-TEL contracts – so mentor training only started in November 2016 (a month after the students went to the schools)

• Slow progress and interruptions – some Colleges of Education were still training mentors in March

• For some clusters, the training was too late for the current 3rd years to benefit.
Teachers are not sufficiently motivated to see mentoring as a professional role

- Lead mentor/mentors see their role as additional duties
- Lead mentor/mentors do not read their handbooks
- A few mentors that were duly performing their roles lamented about lack of motivation. (Certificates and Money)
- Mentors face time constraints: to plan together e.g. lesson, TLM preparation.
Next steps for T-TEL

To work with Colleges of Education to:

• Continue professional development of tutors on how to support student teachers and mentors during teaching practice
• Improve the use of both formative assessment and summative assessment of student teachers during teaching practice
• Match tutors visits to meet the demands for support to new approaches / curricula
• Make the link to PTPDM teacher career paths that include recognition for mentors.