

Setting New Directions

RESOURCES FOR **COLLEGE LEADERS**





Transforming Teacher Education and Learning

Unit 1 Setting New Directions – Leadership Programme Resources for College Leaders

December 2015



The Government of Ghana



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

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

Elements of the programme will include:

- training and coaching for CoE tutors in Mathematics, English and Science, and eventually generic materials for all tutors;
- support for the leadership and management of CoEs and training of their leadership and management teams;
- support to reform the Diploma in Basic Education (DBE) curriculum;
- support to develop more effective student practicums;
- work with MoE and regulatory bodies on the implementation of existing policies for teacher education;
- a Challenge Fund to which CoEs and their partner districts and schools will be able to apply to carry out innovative initiatives, and
- a set of incentives for each CoE to improve their management and training delivery.

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

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



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

The Leadership Programme for college leaders is organised into 6 units around four domains of institutional leadership with a clear focus on professional development and quality assurance, such as Leading Institutional Strengthening (Systems and Operations Leadership), Curriculum, Training and Learning Leadership, Change Leadership and Strategic Leadership. There are about six different carefully selected topics within each unit to ensure that college leaders are equipped with the necessary skills to lead their colleges to autonomous tertiary institutions. Imbedded in each unit is the self-assessment of seven quality assurance indicators of Leadership and Management, Training and Learning, Assessment, Student Engagement, Monitoring and Evaluation, Environment and Infrastructure and Partnership and Cooperation. The Leadership Programme resources provide a step-by-step guide on assessing the indicators against specific themes and evidence. Further information on the professional development units and quality assurance indicators is available in the appendix of this book.

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

The leadership materials are presented and printed in the respective units, but are also available online at www.t-tel.org in various formats such as HTML, ePub and PDF. All T-TEL resources are Open Educational Resources (OER), available under a Creative Commons Attribution ShareAlike licence. This means that you are free to adapt the resource, as long as you attribute T-TEL and retain the same licence.

1.0 INTRODUCTION

This unit is intended to help college leaders to self-assess key components of their practices and develop an improvement plan as the initial steps in setting new directions in the leadership and management of their colleges as they move towards attaining autonomy of their college as a tertiary institution.

Setting new directions will require college leaders to create and share a vision for their college, which closely aligns with the motto and mission of the college. This vision, which may be regarded as a 'pictorial' representation of what the college ultimately wants to achieve in terms of the bigger picture, is embodied in the college culture; the quality of its training and learning, and the quality of its leadership and management.

1.1 Learning Outcomes

This section focuses on enabling you, as a college leader to better appreciate your role and responsibilities as stipulated by the Colleges of Education Act of 2012 by providing you with some of the essential skills and tools you will need to strengthen your institution and improve its performance.

The unit therefore equips you to:

- lead in creating and communicating a vision for your college
- lead a college self-assessment exercise
- embed quality assurance into your improvement process
- lead planning for improvement

Activity 1 - Preparing for New Direction

Your world is about to change and your new world will be very different. Your group must decide how your race is to survive with the expertise of the people listed. Keep in mind that you can only take seven people on the boat to get to your new world. Who will you compromise, and who will go with you on this adventure. The existence of humanity is up to you now. How will you survive?

Sailor: Male, age 25, Religious Leader: Male, age 43, Expectant Mother: Female, age 28, Child: Female, age 6, Carpenter: Male, age 68, Veterinarian: Female, age 32, Culinary Expert: Female, age 57, Wild Life Biologist: Male, age 49, Engineer: Male, age 22, Financial Advisor: Female, age 36, Teacher: Female, age 23, Marine: Male, age 19

Discussion Questions

Who did you decide you are taking to the new world?

What is your justification for this decision?

What have you learned from this exercise?

What organisation and prioritising skills are necessary?



1.2 Understanding your College as a Tertiary Institution

The aims of a College of Education, as stipulated in the Colleges of Education Act 2012 [Act 847] are to:

- train students to acquire the necessary professional and academic competencies for teaching in pre-tertiary institutions and non-formal education institutions
- build the professional and academic capacities of serving teachers through regular continuing education
- provide programmes that will promote the effective teaching of science, mathematics, English, information and communication technology and other related subjects to meet the needs of society and
- foster links with relevant institutions and the community in order to ensure the holistic training of teachers.

These wide ranging aims clearly distinguish the Colleges of Education from the second cycle institutions of Ghana and place new demands on college leaders.

These demands will set the stage for a more robust strategic management of the colleges ensuring that they become 'colleges of excellence' with clearly defined means of assessing evaluating and improving various aspects of their overall provision of training and research.

Activity 2 – Knowing Your College

1. List the areas you feel need to be strengthened in your College in order to gain accreditation/autonomy as a tertiary institution.
2. Which two areas among your list that are:
 - Must have
 - Might have
 - Nice to have

In your college groups discuss this question and feedback to the whole group.

1.3 Developing and Communicating College Vision

As you will be learning in Units 2 and 3 of the programme, development of a shared vision in your college is essential for strengthening your institution. An important action for you the college leader in strengthening your institution is to set the direction you want your college to take and this starts with developing a shared vision.

Your vision statement is what you hope your college to become. It may be what you are already doing as leader or what you intend to do in future in order to enable your college to perform its mandate as a tertiary institution. The vision statement provides the direction and detects the core values of your college; what you want your college to be known for, that distinguishes your college from others.

Activity 3 – Your Vision

What is the vision for your college?

How do you create a vision for your college?

Revisit the vision statement for your college and decide whether it needs revising.

In your college groups discuss this question and feedback to the whole group.

2.0 STRENGTHENING YOUR INSTITUTION

The focus of this section is to discuss some of the essential functions of college leaders in strengthening the college and preparing it for future statutory and regulatory requirements.

2.1 Leading and supporting improvement

- the role and responsibilities of the College Governing Council
- the role and responsibilities of the College Principal
- the role and responsibilities of the Academic Board
- involvement of other stakeholders

The core focus of leadership within Colleges of Education, college principals, the leadership and management teams and staff is their leadership of and for learning in order to improve the life chances of all learners.

The Colleges of Education Act 2012 [847] and the Harmonised Statutes of Colleges of Education clearly set out the roles of the key bodies and principal officers responsible for building stronger institutions through quality provision.

2.1.1 The Governing Council of the College

- provides strategic direction to college programmes and activities
- ensures the achievement of college's vision and mission
- provides the Minister of Education through the National Council for Tertiary Education (NCTE)
- NCTE with an annual report on the activities of the college

2.1.2 The Academic Board of the College

The academic board is responsible for:

- formulating the academic policy of the college to ensure quality;
- promoting and ensuring a high standards in teaching, learning and research;
- regulating and monitoring both assessment procedures and the internal controls for examiners; and
- regulating the relationship and partnerships that the college has with other educational, industrial and commercial and institutions both national and international

2.1.3 The College Principal

The principal:

- is the Chief Executive Officer of the college and as such has the responsibility for organising and conducting the academic business of the college,
- has overall authority over the all college staff, and
- is responsible for the direction of the college and reports on quality to the governing council through the academic board

Activity 4 – Role Play (Interviewer - Interviewee in Groups of 3)

- Each group member assumes the role of Chair of Governing Council, a Candidate for the job of a College Principal, and a member of the academic board,
- The other two members of the group will interview the candidate
- Change roles within your groups for the next interview, taking turns

Guiding questions:

1. How do you see your role as the Principal of this college?
2. Outline a strategy that you would use that would lead to the development of leadership qualities among your teaching staff and trainees.

2.2 Understanding the college self-assessment process

This section sets out the rationale for making a systematic and rigorous self- assessment process an integral part of the college culture and the importance of embedding a systematic quality assurance process into all leadership and management activities.

2.2.1 Quality Assurance

Quality Assurance is a systematic process to check performance against expected standards. These standards may relate to the quality of training and learning, governance, the effectiveness of management or to the resources available for improvement.

UNESCO defines it as:

the systematic review of educational programmes to ensure that acceptable standards of education, scholarship and infrastructure are being maintained

2.2.1.1 Purpose of Quality Assurance in Colleges of Education

- to enable colleges to demonstrate the compliance of their practices to statutory and legal framework for Colleges of Education
- to ensure that the graduates of the Colleges of Education are adequately prepared to contribute to the improvement of education in Ghana.

2.2.1.2 Quality Assurance Standards and Guidelines

Colleges should:

- have a clear policy and procedures to secure quality
- ensure that assessment regulations, procedures and criteria are publicly made available and are consistently applied
- have approval for the curriculum, and a periodic monitoring and evaluation schedule to maintain the quality of training and learning
- ensure that there are adequate resources available to support learning
- have a recruitment and professional development policy that ensures that staff are of high calibre and can deliver the curriculum to the trainees
- have an established monitoring and evaluation structure that ensure the systematic collection, analysis and use of relevant information (both qualitative and quantitative) to support effective management

2.2.1.3 Benefits of Quality Assurance

An embedded quality assurance system underlies all improvement initiatives. It:

- serves as a check point for reflection and feedback on institutional performance
- builds capacity within the college by involving not only the management teams but also students and other significant stakeholders in pursuing quality improvements
- gives the college confidence that its services are of the highest standard.

2.2.1.4 Challenges of Quality Assurance

- many characteristics of quality are not directly measurable and need to be assessed through different criteria.
- the self-assessment component of the accreditation process is liable to be biased and any findings would need to be verified by an external reviewer.

- the amount of time and perhaps research and IT skills that needs to be taken into account in order to make regular, valid and reliable assessments.

[NB: For further reading on QA, see Appendix D]

Activity 5: Group Discussion

- Identify the stakeholders you have to engage in the self-assessment and improvement planning of your college
- Classify the stakeholders into internal and external stakeholders
- Categorise your stakeholders using the Power-Interest Matrix provided

2.2.2 Self-Assessment

Self-assessment is a systematic and critical analysis of the extent to which an educational institution is providing quality.

It is a key tool in the process of internal quality assurance.

It is carried out against a number of agreed areas for review and their key performance indicators [KPIs]. These help to identify strengths and establish areas of weakness that need to be improved.

There are two basic reasons for carrying out an institutional self-assessment. To:

1. recognise your key strengths
2. identify priorities for improvement

2.2.2.1 Benefits of self-assessment

A. Benefits to Colleges

It helps the College to:

- identify its strengths and weaknesses by providing evidence of 'good practice'
- identify future needs and areas for improvement
- improve accountability
- increase participation by involving the whole college in the process of improvement: staff, your trainee teachers and the various college governing and administrative boards
- improve relationships through collaboration, co-operation and team work
- gain feedback on key issues and concerns.

B. Benefits to Tutors

Tutors have a professional and personal stake in the quality of the education provided by their College. They should therefore be fully involved in the whole process of College review. Possible benefits include:

- working with colleagues to reflect critically on what the College is trying to do and how well it is achieving its aims
- empowerment by being involved in the development of improvement criteria and procedures for the self-assessment exercise
- working collaboratively with peers and others in a piece of college-based action research
- learning to use research techniques such as observation, questionnaires or surveys more effectively in order to gather information that will help to improve the quality of training and learning in the College.

C. Benefits to Trainees

Trainees need to be provided with opportunities to participate in the evaluation process and to learn to take responsibility for their own education. Benefits for trainees include:

- developing a sense of responsibility for their own progress and improvement
- helping to develop critical thinking and leadership skills
- contributing to discussions, for example, on areas for improvement in the College.

D. Benefits to other Stakeholders

Other stakeholders such as the Ministry of Education (MoE), National Council for Teachers (NTC) and the National Council for Tertiary Education (NCTE) need to know the planned strategic directions of the college. They also need to know the key objectives, priorities and the planned activities for implementation.

The self-assessment and the College Action Plan help the stakeholders to:

- understand how they might provide needed support to ensure the successful implementation of improvement plans
- hold the college leadership accountable for planned actions and deliverables.

Challenges that may need to be faced

- the amount of time needed for the self-assessment exercise
- extra workloads
- the need for training and professional support
- inadequate lines of communication within the college
- the inability of some staff or stakeholders to cope with new demands

Activity 6: Self-Assessment Practice

- You are to use the toolkits for self-assessment (Appendix C p.28) to help your group complete this activity
- The toolkits also include a step-by-step guide and exemplars that you may find useful (p. 48 – 56 of Appendix C)
- On p.15 you have 7 areas for assessment, select any 3 areas and conduct self-assessment
- Create a third column and rank and analyse the items that need improvement
- Select the top 2 items
- Divide your college group into two and each group of 3 should develop an improvement plan

3.0 IMPROVING QUALITY

Successful educational improvement cannot take place without evaluation

Improving quality is the responsibility of all those who are involved in the life of the college, but the principal and the governing council are accountable for its success.

Improving the quality of provision in your colleges starts with a robust college self-assessment.

3.1 The Self-Assessment Process

Within a College of Education, the principal and senior management team should:

- give priority to and lead a rigorous process of self-assessment that is integrated into routine management procedures
- ensure the involvement of all stakeholders
- analyse the findings of the self-assessment process and use the information to identify priorities and strategies for improvement.

In many educational institutions, and as a requirement for quality assurance, a **full** self-assessment audit is usually carried out only once every three years. The findings would then be incorporated into a College Development Plan that identifies improvements the college intends to make over the next 3-5 years.

You should, however, also carry out a review of at least one area of relevance to you, annually, in order to maintain standards and keep track of progress.

3.1.1 Areas for self-assessment

The assessment starts by reviewing the progress and achievements made by the College against the following Quality Indicators:

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

Each of these indicators has a number of themes that will help you to identify the strengths and weaknesses of your college and take a broad look at your performance across each area [Appendix A p21].

A summary of the findings should be made for each of the areas your college has chosen to review [Table 1 below]. It should show:

- a statement of findings, indicating strengths and weaknesses
- your challenges: areas that need improvement

Table 1

A summary of findings
Self-Assessment: QI reviewed
1
Analysis of findings: <i>[This should indicate key strengths and the main areas of weakness within this key area]</i>
Key Strengths:
Area/s in need of improvement:

3.1.2 Evidence of Findings

Stakeholder Involvement: It is a central requirement that the opinions of the governing and academic councils, academic and non-academic staff, trainees and any other significant stakeholders should be involved in the self-assessment process in some way. This is essential because these groups are all closely involved with the academic standing of the college and will have views and ideas that should be taken into consideration.

Data Collection: *[this should be both quantitative and qualitative]*

Quantitative data may be gathered from 'survey' questionnaires or from existing statistical data on, for example, trainee performance. You may need to present existing data in different ways, for example by breaking down results by gender or looking at changes from year to year. (Use **Value-added data** to track progress of trainees from year one through to the final year. For the purpose of benchmarking and progress tracking and monitoring you may use trainee's entry WASSCE results or conduct own standard assessment).

Qualitative evidence should be gathered from questionnaires, interviews or observation. These will require a standard pro-forma in order to compare data collected at different times or by different people.

Validity and Reliability: The assessment exercise will need to be repeated periodically in order to assess progress. It is therefore important that the methods chosen for data collection can be repeated reliably and can provide a valid and reliable basis for assessing change.

Validation of your assessment process should provide evidence of:

- the data collected and the methods used
- persons involved in the data collection process

Summarise this information using Table 2 below

Table 2

Validation: A record of data collection methods and processes		
Data Collection in		
1. Documentation: <i>[List all the documents and M&E processes reviewed]</i>	Purpose: <i>[briefly indicate the purpose of reviewing each process or document]</i>	
policy documents examination statistics lesson plans	e.g. In order to verify compliance with statutory regulations	
records of monitoring and evaluation procedures		
Methods used to collect data e.g.	Purpose: <i>[briefly indicate the purpose of using this method]</i>	Involvement: <i>[Who was involved in collecting this data]</i>
Questionnaires		
Observation,		
Student interviews		

3.1.3 Data Analysis

After your self-assessment you will need to make a careful analysis of the information.

There will be evidence of quality and good practice in many key areas and your analysis will need to identify how this could be shared and sustained.

Your data will also show a number of areas that are not satisfactory. For these you will need to develop improvement strategies.

In analysing the self-assessment you may probably find more than one area that is less than satisfactory. It will not be possible to improve all of these at once – you therefore need to prioritise.

Rank the areas your teams identified as being in need of improvement, in, for example, their order of importance, achievability, time or resources available, or expertise - whichever is of most concern to you.

Choose not more than **two** of the highest ranked themes. These become your **priorities** for improvement.

For each priority you will need to define a clear **objective** that will result in a measurable improvement in that area.

Make sure that each is a **smart** Objective: That it is:

Specific: Precise/explicit – clearly linked to improvement of the chosen priority

Measurable: The outcome/s are measurable and can be measured

Achievable: in terms of available resources and knowledge

Realistic: practical – a reasonable objective in terms of your resources and the time you have available to implement your plan

Timely – the objective is well-timed, suitable, appropriate for your college,

You now need to define a number of more specific **targets** for improvement for each objective.

3.2 Targets for improvement

Choose not more than three targets for each objective – [if you choose more the plan becomes overloaded and unmanageable].

- you could use a collaborative brainstorm involving the persons most closely involved with the area to be improved. Together they might be asked to identify the three targets they feel are most important for their department or for the college
- you could use feedback from a students' questionnaire that has identified an aspect of their course that needs to be improved
- you may have inspection or stakeholder reports that have identified an area of concern

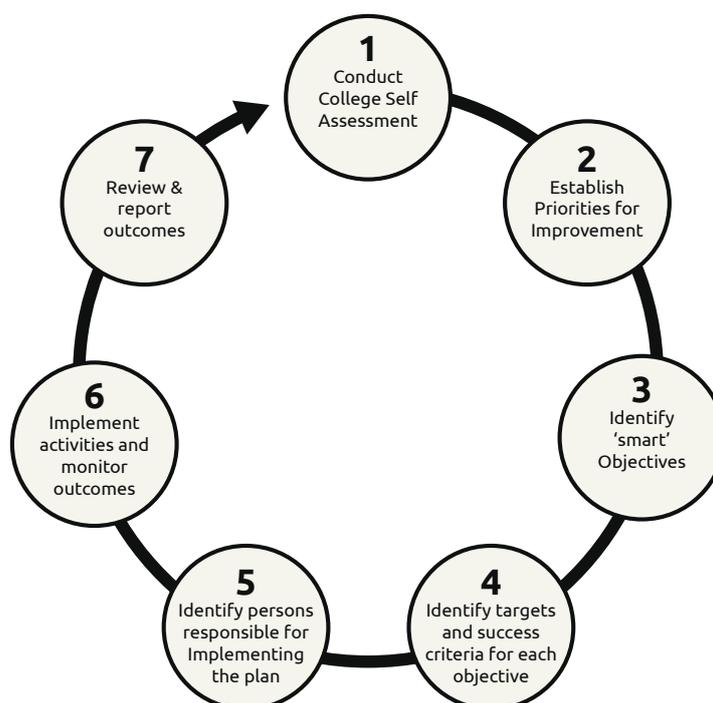
3.2.1 Success Indicators for each Target

Once you have identified the specific targets you intend to improve, you need to identify a number of verifiable success indicators for each target. For example your college may wish to improve Assessment procedures. Success indicators might include:

- tutors are using a greater variety of assessment procedures e.g. using peer or self-assessment in addition to written assignments
- trainees are given an allocated time to get a more personal feedback from their tutor
- positive feedback from trainees on assessment procedures

3.3 Developing your College Action Plan for Improvement

The figure below sets out the different stages of the college improvement process as a cycle. These are the steps to follow when you are planning any improvement initiatives in your college. Many colleges will have already been involved in the development of a long-term [three to five years] development plan and will have identified areas for improvement.



The template provided in Appendix B [p24.] will help you develop short-term [one year] Action Plans for your chosen objectives that will feed into your development plan.

Appendix C [p28.] provides an exemplar of the way one college carried out an assessment of The Quality of Teaching and Learning and developed an action plan to implement an improvement initiative.

4.0 Reflection on the Unit

As you move towards the accreditation of your college as a Tertiary Institution you will need to provide leadership in the promotion and sustainability of improvements in the quality of training that your college provides.

The aim of this unit is to help you identify those areas that will need to be strengthened and to provide guidelines that will help you develop successful improvement initiatives.

In order to bring theory and its application to practice closer together we have provided activities 6 that will enable you to reflect on the learning in the light of challenges you may already have faced and will continue to face in setting the new direction for your college.

Activity 7 – Reflection

- Watch the video “Shaping our Strategic Direction”
<http://youtube.com/watch?v=Cy71UTBVV3I>
- Debbie Marchant Shaping Our Strategic Direction.mp4
- What lessons have you learnt that you can apply in setting new direction for your college?
- Discuss in your college groups and report to the whole group

APPENDIX A: T-TEL Leadership Programme Professional Development Unit Outline

Setting New Directions

Leadership of the College self-assessment and review process –

- Understanding your college
- Understanding the college review process – quality assurance, Self-assessment

Leadership of Planning for Improvement

- Leading and supporting improvement
- Leading Quality Improvement

Strengthening your Institution [Systems Leadership]

Leading effective management systems: Policy and Procedures - Finance, HR, T&L, H&S, Inclusion, Public Engagement, Assessment ...)

- Legal and statutory regulation in relation to education
- Codes of conduct, professional ethics and values
- External environment and factors that impact on the College
- Ensuring inclusion, diversity and access

Building a shared vision

- What is a vision?
- Why a vision?
- How is the vision developed?

Leading implementation of vision – from vision to action

Strengthening your Institution [Operations Leadership]

Being a College Leader

- Qualities of a College Leader
- Professional and personal accountability (**Leadership Standards**)
- Schedule B: Setting up Statutory Committees of Academic Board
- Risk management

Being a College Governor

- The nature of governance in tertiary education
- Schedule A – Setting up Statutory Committees of the council
- The governor as a critical friend
- Role of Council Members
- Qualities of Council Member
- Conflict of interest

Leading Curriculum, Training and Learning

- Leading and supporting improvements in Student Performance (include assessment)
- Leading and supporting tutors professional development (include assessment)
- Improving Teaching Practice at College and School Level: [Mentoring and Coaching]
- Managing resources for effective student learning
- Leadership for Learning

Leading and Managing Change

- Leading the staff restructuring (Harmonised Scheme of Service for CoE)
- Drivers of Change: How change comes about and some of the key drivers of external change
- Process of Change: Identify stages in the change process.
- Types of Change: Explain different types of change
- Examples of Change: Describe examples of some major changes in education.
- Factors: Identify factors that lead to change
- Approaches: Approaches to change leadership
- Plan & Implement: Stages in planning and implementing change

Strategic Leadership

- Strategic Thinking: how to find the best fit between resources and opportunities and outcomes
- Strategic Resource Management: the available resources within the college, the state, and the wider community
- Strategic Leadership Model: Boal & Hooijberg's
- Strategic Leadership themes:
- Systematic Entrepreneurship – the strategic role of the college leader
- Moral purpose of Leadership: what is moral leadership?
- Distributed Leadership - strategic leadership in the Middle
- Leading staff development to raise performance
- Leading educational planning

APPENDIX B: T-TEL Quality Assurance Indicators

1. Leadership and Management

The quality indicators addressed in this component relate to the Leadership and Management practices and systems of the college.

Focus of the quality indicators used in this theme:

- Alignment of motto, mission and vision to drive excellence
- Good Governance
- Robust and rigorous QA Systems
- Visible Leadership
- Prudent Financial Management Systems
- Efficient Resource Management Systems

Colleges must demonstrate fairness, equity and equality which reflect current legislative requirements Evidence should include:

- equality and diversity policy;
- sexual harassment policy;
- gender policy;
- recruitment, selection and admissions policy (NCTE to advise);
- provision of student-support services that promote equality and diversity, for example, disability services and learning support services;
- admissions policy;
- anti-fraud policy and processes.

Colleges must demonstrate that they have effective governance and quality assurance structures. This will validate a College's commitment and accountability to monitoring and reporting on all other key performance indicators.

Evidence should include:

- compliance with NCTE QA regulations;
- compliance with NAB QA regulations;
- complaints policy and processes for both staff and students;
- staff grievance policy.

2. Training and Learning

The quality indicators addressed in this component relate to the Teaching and Learning achievements of the college.

Focus of the quality indicators used in this theme:

- standards of attainment over the course
- overall quality of learners' achievement
- qualification of staff
- the provision of opportunities for professional development
- student feedback

Colleges must have curriculum development and approval policies and processes in place to meet NAB requirements

Evidence should include:

- appropriately qualified and updated tutors, practicum supervisors and mentors;
- student information systems that accurately record learning achievement and hours completed for award;
- have policies in place that promote innovation, research and scholarship in programme delivery.

Colleges must have policies and processes in place to assure high standards of teaching and learning

Evidence should include:

- observation of teaching and learning policy;
- lesson observation records;
- student feedback records;
- staff development plans.

3. Assessment

This component focuses on the involvement of the management, staff, and trainee teachers of the college in using a range of assessment tools to help them reflect on the quality of learning. It sees assessment as an integral part of the teaching/learning process and an essential requirement for planning for future improvement.

Focus of the quality indicators used in this theme:

- The diversity of tools used to assess learning
- Effective use of assessment to enhance learning
- Internal controls for assessment to ensure conformity and quality

Evidence should include:

- policies and processes within academic regulations for assessing theory and practice, for example, fair assessment of practicum component;
- appeals and mitigation processes;
- equality, for example, learning needs assessment and reasonable adjustments for assessment of theory and practice.

4. Student Engagement

Colleges must have all necessary facilities and resources both in College and in practice settings to support students and ensure their involvement in the activities of the college.

The quality indicators addressed in this component relate to the support given to trainees by the college and the opportunities for trainees to contribute to the management and improvement of their educational experience.

Focus of the quality indicators used in this theme:

- advisory and support provision
- academic support during their course
- ‘Student Voice’: opportunities for trainees to contribute to the management and improvement of the college.
- skill development
- representation at college committee level

Evidence should include:

- analysis of student feedback on key aspects of the teaching and learning process;
- action plans to resolve issues raised by SRC and key issues drawn from student surveys;
- library facilities with access to resources on pre-service teacher education, universal basic education; and teacher pedagogy
- ICT facilities with appropriate software for specialist teaching
- evidence of student discussion and participation in improvement initiatives

5. Monitoring and Evaluation

This component focuses on the involvement of the management, staff, and trainees of the college in using a range of Monitoring and Evaluation tools to help them reflect on the quality of overall provision. It sees monitoring and evaluation as an integral part of the teaching/learning process and an essential requirement for identifying areas of strength and areas that need to be improved.

Evidence should include policies and processes within academic regulations for monitoring and evaluating:

- the quality of leadership and management
- the quality of teaching and learning both in college and in the partner schools
- appeals and mitigation processes
- inclusion, equality diversity and access
- student engagement and involvement

6. Environment and Infrastructure

The quality indicators addressed in this component relate to the quality of the environment and infrastructure needed for quality provision of the colleges' core business.

Evidence should show that your college has clearly documented Environment and Infrastructure management policies and processes that guide the activities of the college and ensure high standards of provision in:

- quality and adequacy of facilities
- health and safety
- equality and diversity

7. Partnerships and Cooperation

The quality indicators addressed in this component relate to the extent to which the college has an established strategy for strengthening and improving the institution through a wide range of partnerships and collaborative initiatives.

Evidence should show that your college focuses on the promotion of;

- partnerships at local, national and international level
- partnerships and cooperation within the college
- external stakeholders involvement
- signed Memorandum of Understanding with partners

APPENDIX C: TOOLKITS FOR SELF-ASSESSMENT

COLLEGE REVIEW: TOOLKIT

THEME: QUALITY OF LEADERSHIP AND MANAGEMENT P.1 KEY FEATURES: The quality indicators addressed in this review relate to the Leadership and Management practices and systems of the college. Focus of the quality indicators used in this theme: <ul style="list-style-type: none"> • Alignment of motto, mission and vision to drive excellence • Good Governance • Robust and rigorous QA Systems • Visible Leadership • Prudent Financial Management Systems • Efficient Resource Management Systems 		
Our college has clearly documented Leadership and Management and policies and processes that promote and ensure the attainment of high standards.	YES	NO
In the following section, where a statement is agreed, the college will be expected to provide documented evidence for the claim.	Agree	Needs improvement
1. Our College Motto, Mission and Vision statements complement each other in setting the strategic direction of the college.		
2. Our College focuses on equipping our trainees with the necessary professional and academic competencies for teaching in pre-tertiary institutions.		
3. The organogram of our college shows the functional and hierarchical relationships within the college and clearly defines lines of communication.		
4. Our college is implementing a fully documented and transparent appraisal system, which underpins our strategy for the professional development of staff.		
5. Our leadership policies encourage the effective participation of both teacher-trainees and staff in key decision making processes.		
6. The management practices of our college ensure that a variety of teaching and learning resources are available and are equitably distributed among all departments.		
7. Our procurement policies and procedures ensure that we get real value for money.		
8. The composition and commitment of the governing council has enabled our college to make effective decisions.		
9. Management policies in our college provide clear guidelines to strengthen the quality of support for tutors and mentors during the teaching practicum.		

THEME: QUALITY OF LEADERSHIP AND MANAGEMENT P.2	Agree	Needs improvement
10. The financial management systems of our college are supported by transparent policies and procedures which are available to all stakeholders.		
11. We regularly monitor expenditure to ensure compliance with our internal financial controls.		
12. The recruitment practices of our college ensure that only the best candidates are recruited as administration staff, tutors, practicum supervisors and mentors.		
13. Our college has a well established information management system that accurately records every aspect of the college's core activities.		
14. The annual calendar for our college is collaboratively prepared with all stakeholders involvement and captures regular leadership meetings, departmental meetings, governing council meetings and SRC.		
15. As part of the quality assurance process, leadership of our college regularly observes and records all key aspects of the course and uses this information to identify areas for improvement.		
16. Leadership in this college has established clear policies and procedures to secure excellence in learning, innovation, research and scholarship.		
17. Our college provides a framework for managing performance throughout the year, clearly outlining expected standards and facilitating the engagement of both staff and teacher-trainees.		
18. The college has strategies that encourage a fair gender balance in both leadership and management.		
TOTAL		

COLLEGE REVIEW: TOOLKIT

THEME: QUALITY OF TEACHING AND LEARNING P1 KEY FEATURES: The quality indicators addressed in this review relate to the Teaching and Learning achievements of the college. Focus of the quality indicators used in this theme: Standards of attainment over the course Overall quality of learners' achievement Qualification of staff and the provision of opportunities for professional development Student feedback		
Our college has clearly documented teaching and learning policies and processes that guide the teaching staff and ensure high standards of teaching and learning.	YES	NO
In the following section, where a statement is agreed, the college will be expected to provide documented evidence for the claim.	Agree	Needs improvement
1. Our teaching and learning program has a measurable impact on the achievements and level of success of our trainees.		
2. Our programs address the needs of all trainee teachers, from different backgrounds and with different aptitudes and abilities.		
3. Tutors in our college have a shared understanding of what constitutes a 'good' lesson in terms of subject content, methodology used and interaction with and among their trainees.		
4. Tutors recognise the value of both individual and collaborative learning activities.		
5. The level of attainment of individual trainee teachers in the various courses taught shows improvement over the year.		
6. The standards of work achieved by subject or year groups in the various courses taught shows improvement over the year.		
7. The teaching and learning in our college provides an appropriate challenge and has enabled all of our trainees to develop the required competence.		
8. Trainees on teaching practice are provided with clear guidelines, are mentored by both the head teacher and class room teachers in their school and are monitored regularly by their supervisor.		
9. During their course, most of our trainee teachers are able to participate in a range of extra curricula developmental activities.		

THEME: QUALITY OF TEACHING AND LEARNING P2	Agree	Needs improvement
10. Our college has a full complement of appropriately qualified tutors with sound subject knowledge.		
11. Our college regularly observes and records all key aspects of the course and uses this information to identify areas for improvement.		
12. Our college has a fully documented and implemented programme for the professional development of staff.		
13. Our college has procedures for accessing student opinion on the quality of key aspects of their learning programme [for example]: the teaching programme, the academic and practical support given by tutors, the assessment process; or resources.		
14. Tutors and trainee teachers have access to a variety of resources: a library, videos, the internet, and 'realia' [concrete teaching aids].		
15. Our tutors make use of a wide range of teaching strategies [e.g. role play, interactive discussion or peer teaching to improve levels of learning.		
16. The final examination results for graduates of our college are similar to or are better than those from other colleges.		
17. Our tutors have regular meetings to reflect on their practice and work with colleagues to see how it might be improved.		
18. We have an Academic Review system in place that regularly reviews the effectiveness of our teaching and learning programme and makes recommendations for improvements.		
TOTAL		

COLLEGE REVIEW: TOOLKIT

THEME: ASSESSMENT P1 KEY FEATURES: This indicator focuses on the involvement of the management, staff, and trainee teachers of the college in using a range of assessment tools to help them reflect on the quality of learning. It sees assessment as an integral part of the teaching/learning process and an essential requirement for planning for future improvement. Focus of the quality indicators used in this theme: The diversity of tools used to assess learning Effective use of assessment to enhance learning Internal controls for assessment to ensure conformity and quality		
Our college has clearly documented Assessment policies and procedures that ensure high quality in student learning.	YES	NO
In the following section, where a statement is agreed, the college will be expected to provide documented evidence for the claim.	Agree	Needs improvement
1. Our Assessment schedules focus on creating a fair balance between assessments <i>for learning</i> and assessment <i>of learning</i> .		
2. Tutor feedback, peer and self-assessment strategies are used to help improve individual progress and achievement.		
3. We regularly provide our trainees with detailed feedback on their assignments in order to enhance their learning.		
4. Our formative assessment procedures help our trainees to develop targets for improvement with their tutors.		
5. Our Assessment tools allow us to measure not only the effectiveness of the teaching methods used by our trainees whilst on teaching practice but also the development of their teaching skills.		
6. The College has an agreed grading system for assessing the work of trainee teachers in all subjects.		
7. Our trainee teachers are supplied with a hand book where the assessment process and procedures have been clearly spelled out.		
8. We have a continuous assessment strategy and its implementation is having a significant impact on the quality of learning . . .		
9. Assessment in our college meets national standards.		

THEME: ASSESSMENT P2	Agree	Needs improvement
10. Our college has a clear and transparent internal control system for examinations to ensure that questions are efficiently processed and securely kept and delivered.		
11. Our exam questions are carefully scrutinised to make sure that they are fair and of high standard.		
12. We encourage our trainee teachers to use peer assessment to evaluate their teaching and to improve their skills.		
13. Our college encourages our trainee teachers to become responsible for their learning.		
14. Our assessment tools allow tutors to assess not only curriculum tasks but also the personal development of their trainees.		
15. Our marking policy ensures that tutor feedback to trainees is detailed enough to encourage the development of individual learning plans.		
16. Our assessment procedures help tutors to adapt their teaching to support the learning needs of their trainees.		
17. We use assessment data and dialogue to diagnose the learning needs of each trainee.		
18. We have an established system to deal with disputes relating to either assignments or examination marks.		
TOTAL		

COLLEGE REVIEW: TOOLKIT

THEME: MONITORING AND EVALUATION P1 KEY FEATURES: This indicator focuses on the involvement of the management, staff, and trainees of the college in using a range of Monitoring and Evaluation tools to help them reflect on the quality of overall provision. It sees monitoring and evaluation as an integral part of the teaching/learning process and an essential requirement for identifying areas of strength and areas that need to be improved. Focus of the quality indicators used in this theme: Systematic process of monitoring academic programme Systematic process of monitoring student engagement Systematic process for evaluating data Quality of Monitoring and Evaluation tools		
Our college has clearly documented monitoring and evaluation policies and procedures that guide and inform the management of our college, the teaching staff and trainees and help us to maintain high standards of teaching and learning.	YES	NO
In the following section, where a statement is agreed, the college will be expected to provide documented evidence for the claim.	Agree	Needs improvement
1. The College has a systematic schedule for monitoring and evaluating all aspects of the life and work of the college; e.g. the quality of teaching, student progress and welfare or and the quality of leadership and management procedures.		
2. Our College has in place – and regularly uses – diverse high quality instruments to systematically carry out monitoring and evaluation.		
3. The tools we use enable us to monitor and evaluate the progress and levels of attainment of individual trainees.		
4. The tools we use enable us to monitor and evaluate the standard of year groups in the various courses taught.		
5. The M&E tools used enable us to identify the support needed by different groups of trainees.		
6. The M&E tools used enable us to monitor the teaching practicum effectively e.g. placement, support from partnership schools or the teaching skills displayed by the trainee.		
7. We regularly monitor the quality of teaching on the taught courses and use this to identify key areas for improvement.		
8. Our college has a M&E policy enable us to comply with all statutory quality requirements.		
9. We use a wide variety of M&E tools, observation, survey questionnaires, and discussion to gather information that helps to improve the quality of teaching and learning.		

THEME: MONITORING AND EVALUATION P2	Agree	Needs improvement
10. Our college has a lesson observation policy that allows for announced and un-announced tutor and trainee lesson, observations.		
11. Our monitoring tools help us to offer guidance and counselling to our trainees.		
12. The results of M&E procedures are confidentially shared with the management teams, our trainees and the staff concerned with the aim of improving performance.		
13. Our College systematically collects, processes and analyses data in order to meet the needs and concerns of the college.		
14. Our College regularly engages in comprehensive monitoring and evaluation exercises to measure the effectiveness of management at all levels.		
15. The M&E tools we use enable us to make a comparison between the achievements of our trainees and those from other colleges.		
16. The College has a systematic process for monitoring and evaluating the formulation and marking of our internal examinations.		
17. We have developed tools that monitor the provision of equal opportunity practices' in all aspects of college life.		
18. Leadership in this college secures for trainee teachers and staff a range of extra curricula personal developmental activities.		
TOTAL		

COLLEGE REVIEW: TOOLKIT

THEME: STUDENT ENGAGEMENT P1 KEY FEATURES: The quality indicators addressed in this review relate to the support given to trainees by the college and the opportunities for trainees to contribute to the management and improvement of their educational experience Focus of the quality indicators used in this theme: Advisory and support provision Academic support during their course ‘Student Voice’: opportunities for trainees to contribute to the management and improvement of the college. Skill development Representation at college committee level		
	YES	NO
Our college has policies and procedures in place that aim at encouraging trainees to learn independently and to participate actively in improving the quality of their educational experience.		
In the following section, where a statement is agreed, the college will be expected to provide documented evidence for the claim.	Agree	Needs improvement
1. Mechanisms are in place to ensure that there is effective participation by our trainees in decision making in our college.		
2. Our college has documented and effective disciplinary procedures for our trainee teachers.		
3. Our college has an effective Academic Advisory System for our trainee teachers.		
4. Our college has a Counselling Service available for all trainees that provides confidential advice.		
5. The college provides adequate medical facilities for our trainees.		
6. We have staff with specialist knowledge relating to academic advice and counselling.		
7. We provide regular opportunities for our trainees to give feedback on the quality of their accommodation and food.		
8. A handbook is given to every trainee when they begin their programme of study.		
9. Trainees attend an orientation program designed to familiarise them with the college and its aims at the beginning of their course.		

THEME: STUDENT ENGAGEMENT P2	Agree	Needs improvement
10. Our college has a system that encourages our trainees to have regular meetings with their tutors to discuss their progress and any difficulties they may be experiencing.		
11. There is a system to ensure that our trainees frequently participate in micro teaching during their course in order to enhance their skills.		
12. Trainees have an elected representative who attends management committee meetings.		
13. The college has an appropriate staff-trainee ratio in all subject areas.		
14. Our student engagement strategy encourages trainees to become involved in the management of their own learning through peer and self-assessment activities.		
15. We value contributions from our trainees and encourage them to identify areas for improvement and to suggest ways that the college might be improved.		
16. Our college has a student support system that ensures that trainees receive regular supervision on teaching practice and are given opportunities to discuss critical issues with their mentor and supervisor.		
17. Our student engagement policy encourages trainees, individually and collectively to express their views in order to improve the educational experience of both current and future cohorts.		
18. Our College has a dedicated unit with adequate staff responsible for handling the affairs of trainees.		
TOTAL		

COLLEGE REVIEW: TOOLKIT

THEME: QUALITY OF COLLEGE ENVIRONMENT AND INFRASTRUCTURE P1 KEY FEATURES: The quality indicators addressed in this review relate to the quality of your environment and infrastructure needed for quality provision of the colleges' core business. Focus of the quality indicators used in this theme: Quality and adequacy of facility Health and safety Equality and Diversity Community of Learning		
Our college has clearly documented Environment and Infrastructure management policies and processes that guide the activities of the college and ensure high standards of provision	YES	NO
In the following section, where a statement is agreed, the college will be expected to provide documented evidence for the claim.	Agree	Needs improvement
1. Our College has a strategy for improving the existing infrastructure that is directly linked to our priorities as a tertiary institution.		
2. Our college undertakes an annual audit of the infrastructure and uses the outcomes to inform our development strategy.		
3. The physical infrastructure of our college effectively supports the delivery of all our courses.		
4. Our College has a well resourced library that is easily accessible to all college stakeholders and promotes learning and research.		
5. The 'Acceptable Use Policy' of our library ensures proper care and use of the facility by everyone.		
6. Learning resources such as the science laboratories, resource centres and ICT facilities of the college are adequate for the number of users.		
7. The learning resources such as science laboratories, resource centres and ICT facilities are sufficient to support course delivery at present.		
8. The learning resources of our college are effectively used and are regularly maintained.		
9. Our College's infrastructure development plan ensures the provision of a high quality working environment.		

THEME: COLLEGE ENVIRONMENT AND INFRASTRUCTURE P2	Agree	Needs improvement
10. Allocation of a dedicated maintenance fund is included in our annual financial management plan.		
11. The quality of the environment, sanitation, supply of electricity and water is consistent with the expectation of all stakeholders including trainee teachers and staff.		
12. The Health and Safety policy and measures of our college meet the national Health and Safety legal and regulatory requirements.		
13. The learning environment of our college clearly demonstrates our inclusive culture and encourages the development of a community of learning.		
14. Our college has sports facilities, infirmary and washrooms that cater for the needs of all trainees.		
15. The rules and regulations of our college are gender sensitive.		
16. Trainee teachers and tutors in our college are provided with clean accommodation with a security system that meets nationally accepted standard.		
17. We have a functioning Works and Physical Development Committee that oversees the running of the college estate.		
18. Our college has a Works and Development officer capable of effectively managing the environment and infrastructure.		
TOTAL		

COLLEGE REVIEW: TOOLKIT

THEME: QUALITY OF PARTNERSHIPS AND COOPERATION P1 KEY FEATURES: The quality indicators addressed in this review relate to the extent to which the college has an established strategy for strengthening and improving the institution through a wide range of partnerships and collaborative initiatives. Focus of the quality indicators used in this theme: partnerships at local, national and international level partnerships and cooperation within the college External Stakeholders Involvement		
Our college has clearly documented policies and processes that aim to strengthen partnerships and cooperation with other tertiary institutions at local, national and international levels.	YES	NO
In the following section, where a statement is agreed, the college will be expected to provide documented evidence for the claim.	Agree	Needs improvement
1. Our College has a development strategy that will gradually improve cooperation and establish new partnerships with similar institutions both locally and nationally.		
2. Our college is working towards a closer relationship with the NAB, the NCTE and the mentoring university in order to effect the transition into a tertiary institution smoothly.		
3. Our College has a functioning alumni association that is involved in supporting the improvement strategies of the college.		
4. Our College has established relationships with local commercial and industrial enterprises within the private sector and encourages their involvement in the developmental activities of the college.		
5. Our college uses annual open days as a forum to engage the community, attract prospective trainees and to share our achievements and plans for the college.		
6. Our external stakeholders are engaged in supporting the college in making improvements to the quality of facilities such as our science laboratory, the resource centre and the ICT centre.		
7. Our college is fully committed to building capacity by developing closer collaboration among the various councils and committees responsible for the leadership and management of our college.		
8. Our Governing Council plays an active part in supporting ideas designed to improve the management of the College.		
9. Partnerships and collaboration with other Colleges of Education in Ghana is a key priority of our college.		

THEME: QUALITY OF PARTNERSHIPS AND COOPERATION P2	Agree	Needs improvement
10. The establishment of closer links with international institutions of higher learning is included in our strategic development plan.		
11. We have established a good relationship with all of our partner schools.		
12. Within our zone, college principals regularly discuss common problems.		
13. Within our zone, we have developed a strategy to identify and share 'good practice' both at college and partner school level.		
14. Our college has a dedicated Partnership and Cooperation Unit with qualified staff capable of managing the relationship strategies of the college.		
15. Our relationship with other colleges and institutions is formalised through the signing of an Memorandum of Understanding to ensure transparency and sustainability.		
16. In our college we see 'partnership and cooperation' as a relationship in which everyone, including our trainees, is actively learning and working together.		
17. Leadership teams from CoEs within our zone have agreed to work together to design initiatives that will drive improvements in teaching and learning.		
18. Fundraising is one of the goals of our college's Partnership and Cooperation Strategy.		
TOTAL		

Appendix C1 Template: College Action Plan for Improvement

College Action Plan for Improvement [p1]	
Quality Indicator [<i>to be improved</i>]: date	
OBJECTIVE:	
Key Targets	Responsibility for leading and ensuring completion?
1.	
2.	
3.	

SUCCESS CRITERIA:		
Time-frame <i>When will these tasks happen? Be as specific as possible.</i>	Break down your key tasks into achievable smaller tasks	

College Action Plan for Improvement p.2

Quality Indicator: [date]

Key Targets	Cost Implications and sources of Funding	Monitoring and Evaluation Schedule
1.		<i>Give a date for each monitoring process</i>
2.		
3.		

Progress	Further Action required
<p><i>[you could use 'traffic light's to show levels of completion]</i></p> <p>Completed <i>[green]</i> On Track <i>[yellow]</i> Behind schedule <i>[red for danger!!]</i></p> <p><i>[illustrate this idea]</i></p>	<p><i>Indicate how you will reactivate the tasks behind schedule</i></p>

Quality Indicator: [date]

Final Evaluation of the Improvement Initiative

What went well [WWW]

Even better if [EBI]

Next time we shall [NTWS]

APPENDIX C2: Exemplar: Using the Self Assessment Tools and Developing an Action Plan for improvement In the sample given below our college chose to review 'The Quality of Teaching and Learning'. Several teams including, the senior management team, HODs, Tutors in subject groups; students and other relevant interest groups were asked to assess this Quality Indicator by placing a tick in the '*agreed*' column where we felt that provision in our college was good and placing an 'x' in the NI column to indicate where we felt that performance indicator '**Needs Improving**'.

THEME: QUALITY OF TEACHING AND LEARNING		
KEY FEATURES:		
The quality indicators addressed in this review relate to the Teaching and Learning achievements of the college.		
Focus of the quality indicators used in this theme:		
Standards of attainment over the course		
Overall quality of learners' achievement		
Qualification of staff and the provision of opportunities for professional development		
Student feedback		
Our college has clearly documented teaching and learning policies and processes that guide the teaching staff and ensure high standards of teaching and learning.	YES ✓	NO
In the following section, where a statement is agreed, the college will be expected to provide documented evidence for the claim.	Agree	Needs improvement
Our teaching and learning program has a measurable impact on the achievements and level of success of our trainees.	✓	
Our programs address the needs of all trainee teachers, from different backgrounds and with different aptitudes and abilities.		x
Tutors in our college have a shared understanding of what constitutes a 'good' lesson in terms of subject content, methodology used and interaction with and among their trainees.		x
Tutors recognise the value of both individual and collaborative learning activities.		x
The level of attainment of individual trainee teachers in the various courses taught shows improvement over the year.	✓	
The standards of work achieved by subject or year groups in the various courses taught shows improvement over the year.	✓	
The teaching and learning in our college provides an appropriate challenge and enables all of our trainees to develop the required competence.		x

Trainees on teaching practice are provided with clear guidelines, are mentored by both the head teacher and class room teachers in their school and are monitored regularly by their supervisor.		x
During their course, most of our trainee teachers are able to participate in a range of extra curricula developmental activities.	✓	
Our college has a full compliment of appropriately qualified tutors with sound subject knowledge.	✓	
Our college regularly observes and records all key aspects of the course and uses this information to identify areas for improvement.		x
Our college has a fully documented and implemented program for the professional development of staff.		x
Our college has procedures for accessing student opinion on the quality of key aspects of their learning program [for example]: the teaching program, the academic and practical support given by tutors, the assessment process; or resources.	✓	
Tutors and trainee teachers have access to a variety of resources: a library, videos, the internet, and 'realia' [concrete teaching aids].	✓	
Our tutors make use of a wide range of teaching strategies [e.g. role play, interactive discussion or peer teaching to improve levels of learning.		x
The final examination results for graduates of our college are similar to or are better than those from other colleges.	✓	
Our tutors have regular meetings to reflect on their practice and work with colleagues to see how it might be improved.		x
We have an Academic Review system in place that regularly reviews the effectiveness of our teaching and learning program and makes recommendations for improvements .	✓	
TOTAL	10/18	9/18

Appendix C3 Table

1 Summarising the findings

Self-Assessment: QI reviewed
1 <i>The Quality of Training and Learning</i>
Analysis of findings: [<i>This should indicate key strengths and the main areas of weakness within this key area</i>]
Key Strengths: <i>We have an active Academic review system in place</i> <i>Levels of attainment levels throughout the year show improvement both for individual trainees and across subject or year groups</i> <i>Staff are well qualified and have a sound understanding of their subject</i> <i>Our examination results compare favourably with other CoEs locally and nationally</i>
Main area/s of weakness [concern] <i>e.g. the Quality of Teaching Practice and the Quality of lesson delivery</i>

We decided to rank the performance indicators that we had indicated 'needs improvement' in order of importance and achievability and found that most people concerned ranked improving Teaching Practice as a priority

In a discussion with the trainees who had completed their teaching practice we found that there was a gap between their 'expectations' and the 'realities' of this part of their training. Our team therefore chose:

'To close the gap between teaching practice 'Expectations and Reality''

Targets for improvement

We now had to decide on our *Improvement Targets*. We used each of the following methods to identify the targets that we felt would improve the quality and effectiveness of the teaching practicum over the next year.

- a collaborative brainstorm involving: – The HOD Education, subject HODs and tutors involved most closely with teaching practice.
- an appraisal of their Teaching Practice from last year's trainees and
- comments from the head and class teachers in our partnership schools

We identified three targets and the persons who would be responsible for completing each task:

- We will develop clear **guidelines** for trainees, tutors and mentors clarifying e.g. procedures, supervision and mentoring. This would be the responsibility of our Teaching Practice Committee

We will develop clear procedures for monitoring and evaluating Teaching Practice', for example we will:

- schedule regular times for lesson observation
- schedule time for discussion in order to gain feedback on 'expectations and realities' from trainees.; This would be the responsibility of the QA officer and the Head of Education
- establish closer collaboration between practice schools and the college e.g. by visiting the partnership schools to discuss Teaching Practice protocols and by scheduling regular communications and up-date meetings. This would be undertaken by our Academic Counsellors in collaboration with the Head of Education.

Success Indicators for each Target. Evidence of these improvements would be:

- documented guidelines available for HODs, tutors and trainees and the partner schools
- an effective monitoring and evaluation schedule - regularly used and recorded
- Further feedback from trainees on their 'expectations' and the 'realities' of Teaching Practice
- external observation and feedback from partnership schools.

We used the template developed in Appendix B:

- to break each target down into a number of smaller, more manageable tasks,
- to show the monitoring schedule that would keep the initiative on track and
- to make our final evaluation of the initiative [see the example below p].

Appendix C4: EXEMPLAR:

Quality Indicator: Improving the Quality of Teaching and Learning p.1 November 2015	
OBJECTIVE: To close the gap between teaching practice 'expectations and reality'	
Key Targets	Responsible for leading and ensuring completion
To establish clear guidelines for trainees, tutors and mentors clarifying e.g. procedures, supervision and feedback	HOD (Education) and Teaching Practice Committee
To develop clear procedures for Monitoring and Evaluating Teaching Practice that is robust enough for significant impact on quality	Head of Education Department and Quality Assurance Officer (QAO)
Foster a closer collaboration between practice schools and the college.	Academic Counsellors and Head of Education Department

College Action Plan for Improvement 2015-2016

SUCCESS CRITERIA: Evidence showing improvements to Teaching Practice are supported by: for example: 1. Documented Guidelines 2. Effective M&E schedules 3. Student feedback on their teaching practice 4. External observation feedback	
Timeline: When will these tasks happen? Be as specific as possible.	Beak down of key tasks into achievable smaller tasks
between December 2015 and March 2016 Implementation April–June	Develop Terms of Reference (ToR) for the committee Review Committee if necessary Draft guidelines developed Consultations with Tutors, Trainees and Mentors Consultation with Senior Leadership Team [SLT] Final guidelines produced Use the guidelines Evaluate impact and share report with the Academic Board
between December 2015 and March 2016 Implementation April–June	Develop ToRs for the HoD and QAO Review existing practice to include lesson observation schedule and pro-forma Draft procedure is developed Consultations with Tutors and Mentors Consultation with SLT Produce final procedure document Use the procedure Evaluate the effectiveness of the procedure and share findings with the Academic Board
March–June 2016	ToR for AAC and HoD Education Visit to partnership schools Fortnightly meeting between Tutors and Mentors (buddies for members for tutors) Evaluate impact of this initiative on teaching practice Share your evaluation report with Academic Board and the school/s

APPENDIX C5: EXEMPLAR:

Quality Indicator: Improving the Quality of Teaching and Learning	
Monitoring and Evaluation Schedule for the Action Plan p. 2 [Use a separate sheet for each Target]	
TARGETS	Monitoring Schedule [Date of monitoring]
Target 1 To establish clear guidelines for trainees, tutors and mentors clarifying e.g. procedures, supervision and feedback	
Activities: Develop Terms of Reference for the committee [Review Committee if necessary]	December 2015
Draft guidelines developed	January 2016
Consultations with Tutors, Trainees and Mentors	February 2016
Final guidelines produced	March
Use the guidelines	Once each month [April and May]
Evaluate impact and share report with the Academic Board	End June 2016

College Action Plan for Improvement 2015-2016

	Progress <i>[use traffic lights to show levels of completion]</i>	Further Action Indicate how you will reactivate the tasks behind schedule
	Activities: Completed [green]: On Track [yellow]: Behind schedule [red for danger!!]	

Quality Indicator: Improving the Quality of Teaching and Learning [date]

Final Evaluation of the improvement initiative: To close the gap between teaching practice 'expectations and 'reality'

What went well [WWW]

Even better if [EBI]

Next time we shall [NTWS]

APPENDIX D: QUALITY ASSURANCE

Quality assurance is the systematic review of educational programmes to ensure that acceptable standards of education, scholarship and infrastructure are being maintained.

In the field of higher education, it should be a continuous and conscious process aimed at excellence. This is often related to four key areas:

- excellence in reputation
- excellence in outcomes
- excellence in content
- excellence in resources

These are reflected in the seven quality indicators identified for review in this unit

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

All Colleges of Education in Ghana are being asked to prepare for programme accreditation by the National Accreditation Board (NAB); quality assurance is a key requirement. Quality Assurance is therefore a key priority for strengthening the leadership and management of your college.

The Quality Assurance Process in an Educational Setting

In an educational institution two overriding premises inform Quality Assurance:

- (i) Institution wide thinking
- (ii) The involvement of everyone, [the management, teaching and administrative, staff, students, and key stakeholders

Regular and periodic reviews should include:

- careful attention to curriculum and programme design and content
- development and publication of explicit intended learning outcomes
- specific needs of different modes of delivery (e.g. full time, part-time, distance learning, e-learning)

- availability of appropriate learning resources
- monitoring of the progress and achievements of students
- participation of students in quality assurance activities

The Quality Assurance process within an institution is an essential element of accreditation requirements. The accreditation of teacher education institutions, and programs within those institutions, therefore, needs to be informed by the development of a robust system that is embedded in institution-wide thinking and should become a leadership priority.

The confidence of the general public, students and other stakeholders in higher education is more likely to be established and maintained through effective quality assurance activities which ensure that programmes are well-designed, regularly monitored and periodically reviewed thereby securing their continuing relevance and currency. This requires that college leaders make a conscious effort to involve everyone in the process.

In every College there should be policy documentation specifying ‘Standards and Guidelines for Quality Assurance’ as an internal process, against which the quality of provision by that college can be measured. Self-assessment leading to development planning is an essential part of this process. To facilitate this every college must have a separate department devoted to quality assurance and a qualified quality assurance officer to provide leadership and ensure that the college is fulfilling its quality obligations.

External quality assurance mechanisms should be included in the evaluation process as this will ensure validity, reliability and usefulness of the internal process.

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Leadership Programme for Colleges of Education Training Workshop

Welcome



Housekeeping and ground rules



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



Overview of the T-TEL Programme



Introduction to T-TEL

- A Government of Ghana Programme supported by the UK's Department for International Development, and managed by Cambridge Education.
- Part of Girls – Participatory Approaches for Student Success (G-PASS)





Why Transforming Teacher Education and Learning?

- Transforming Teacher Education and Learning (T-TEL) is a Government of Ghana programme to support the implementation of the new policy framework for Pre-Tertiary Teacher Professional Development and Management.
- T-TEL seeks to transform the delivery of pre-service teacher education in Ghana by improving the quality of teaching and learning through support to relevant national bodies and institutions and all 38 Colleges of Education from 2014-18.



Elements of the T-TEL Programme

- Training and coaching for CoE tutors in Mathematics, English and Science, and eventually generic materials for all tutors;
- **Support for the leadership and management of CoEs and training of their leadership and management teams;**
- Support to reform the DBE curriculum;
- Support to develop more effective student practicums;
- Work with MoE and regulatory bodies on the implementation of existing policies for teacher education;
- **A Challenge Fund to which CoEs and their partner districts and schools will be able to apply to carry out innovative initiatives, and;**
- **A set of incentives for each CoE to improve their management and training delivery**



Challenge Fund



- The Challenge Fund (CF) seeks to encourage a range of actors to pilot interventions that will improve the quality of teaching and/or innovative activities that enable better learning and/or better conditions for girls.
- The purpose is to identify and nurture new ways of improving the quality of pre-service training of teachers, especially for girls.



Challenge fund (Contd)



- The CF is available to CoEs, their partner/model schools, universities, CSOs and NGOs working both at the local and national level.
- **The CF will prioritise six themes:**
 - Trainee teachers' practical experience of teaching;
 - Professional development of college tutors;
 - Quality teaching and learning materials in CoEs;
 - Girl-friendly and inclusive CoEs;
 - CoE management;
 - Partnerships between colleges, schools and districts.



Challenge fund (Contd)



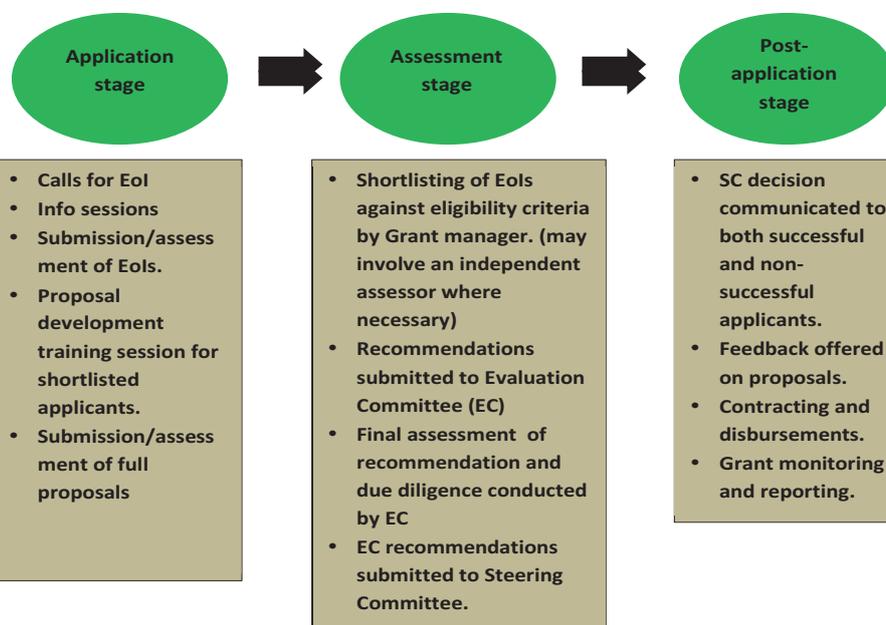
The upper grant limit for CoEs is GHS 60,000. To promote the establishment of partnerships with other colleges, the grant limit will be extended according to the number of colleges joining the partnership, with an additional 25% allowance for coordination.

• To illustrate:

- 1 CoE  GHS 60,000
- 2 CoEs  GHS 150,000
- 3 CoEs  GHS 225,000
- 4 CoEs  GHS 300,000



Application Process



Payment by Results Fund



- The Payment by Results Fund (PBR) is designed to act as an incentive for Colleges of Education to improve their performance.
- The purpose is to incentivise the improvement of CoEs, by aligning with their College Improvement Plans (CIPs) and its successful implementation. This means T-TEL agrees to pay for the achievement of certain results but recipients are empowered to decide how those results should be achieved and delivered.



Collaboration and Partnership



- T-TEL'S Counterpart Institutions: Ministry of Education and a range of national bodies such as the National Teaching Council, National Council for Tertiary Education, National Accreditation Board, National Inspectorate Board, Ghana Education Service, Universities of Cape Coast and Winneba.
- A Steering Committee and a Technical Advisory Committee provide strategic direction and technical oversight.





The Leadership Programme



Why the Leadership Programme for CoE?

- To support the improvement of management, leadership and governance of Colleges of Education as they develop their capacity as autonomous tertiary education institutions
- To ensure that management and administration and most importantly leadership are effectively strengthened to drive changes and embed them in everyday practice



Units – Module Overview



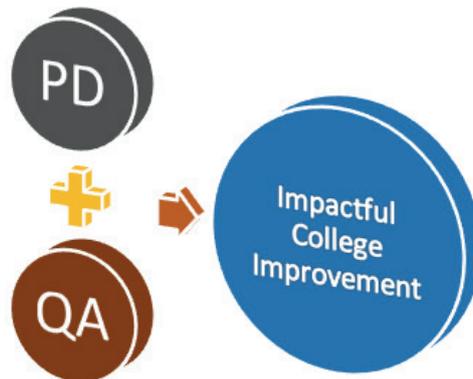
- Setting New Directions
- Leading Institutional Strengthening (Systems Leadership)
- Leading Institutional Strengthening (Operations Leadership)
- Leading Curriculum, Training and Learning
- Leading and Managing Change
- Strategic Leadership



Elements of each Unit



Professional Development and Quality Assurance Dynamics



Support for better leadership, management and governance





The College Improvement Advisor (CIA)

- The CIA is your first line of support for the leadership teams in the Colleges of Education as they plan and implement their programme to raise standards in training and learning, quality assurance and institutional governance
- The CIA is a Coach, Workshop Facilitator, Materials Developer and Reviewer for the T-TEL Leadership and Management Programme



Unit 1: Setting New Directions



Outline for Unit 1

DAY 1

1. Introduction and learning outcomes
2. Understanding your college
3. Strengthening your college – Self-assessment and Quality Assurance

Day 2

1. Understanding the college self-assessment process
2. Improving quality
3. Reflection



Introduction

- **This unit, *Setting New Directions*, is intended to help you the college leader to:**
 - **self-assess key components of your practices and**
 - **develop an improvement plan as the initial steps in setting new directions**
- ***Setting New Directions* will require college leaders to create and share a vision for their college, which closely aligns with the motto and mission of the college**



What do we expect to learn from this unit?

The unit will equip you to:

- lead in creating and communicating a vision for your college
- lead a college self-assessment exercise
- embed quality assurance into your improvement process
- lead planning for improvement



Preparing for New Direction

Activity One: Group Discussion

1. Read the “preparing for new direction scenario” on page 5 of your handbook
2. In your groups discuss the questions below.
3. Share your response with the whole group.

Discussion Questions

Who did you decide you are taking to the new world?

What is your justification for this decision?

What have you learned from this exercise?

What organization and prioritising skills are necessary?



Strengthening your institution



Understanding your College as Tertiary Institution

Paired Discussion:

What makes your College a tertiary institution?

What does not make your college a tertiary institution?





Understanding your College as Tertiary Institution

Aims of CoE as defined by the Colleges of Education Act 2012(Act 847)

- train students to acquire the necessary professional and academic competencies for teaching in pre-tertiary institutions and non-formal education institutions
- build the professional and academic capacities of serving teachers through regular continuing education
- provide programmes that will promote the effective teaching of science, mathematics, English, information and communication technology and other related subjects to meet the needs of society and
- foster links with relevant institutions and the community in order to ensure the holistic training of teachers



Knowing Your College



Activity Two: Group Discussion

1. List the areas you feel need to be strengthened in your College in order gain accreditation/autonomy as a Tertiary Institution.
2. Which two areas among your list that are:
 - Must have
 - Might have
 - Nice to have

In your college groups discuss this question and feedback to the whole group.



Your Vision



Activity Three:

What is the vision for your college?

How do you create a vision for your college?

Revisit the vision statement for your college and decide whether it needs revising

In your college groups discuss this question and feedback to the whole group.



Developing and Communicating Your College's Vision



- Your College's vision, may be regarded as a 'pictorial' representation of what the college ultimately wants to achieve in terms of the bigger picture, is embodied in the college culture; the quality of its training and learning, and the quality of its leadership and management
- Your vision statement is what you hope your college to become. It may be what you are already doing as leader or what you intend to do in future in order to enable your college to perform its mandate as a tertiary institution
- The visions statement provides the direction and detects the values of your college; what you want your college to be known for, that distinguishes your college from others.



Developing and Communicating the Vision



Leading and Supporting Improvement

Key Stakeholders: Role and Responsibilities of the

- College Governing Council
- College Principal
- Academic Board

What are your responsibilities in leading and supporting improvement of your college?



Role of Principals, the Academic Board and Governing Council

Activity Four: Role Play (Interviewer - Interviewee in Groups of 3)

- Each group member assumes the role of Chair of Governing Council, a Candidate for the job of a College Principal, and a member of the academic board,
- The other two members of the group will interview the candidate
- Change roles within your groups for the next interview, taking turns

Guiding questions:

1. How do you see your role as the Principal of this college?
2. Outline a strategy that you would use that would lead to the development of leadership qualities among your teaching staff and trainees.



Leading and Supporting Improvement

The College Principal:

- is the Chief Executive Officer of the college and as such has the responsibility for organising and conducting the academic business of the college.
- has overall authority over the academic staff
- is responsible for the direction of the college and reports on quality to the governing council through the academic board

The Governing Council

- Provides strategic direction to college programmes and activities
- Ensures the achievement of college's vision and mission
- Provides the Minister of Education through the NCTE with an annual report on the activities of the college.





Leading and Supporting Improvement

The Academic Board of the College is responsible for:

- formulating the academic policy of the college to ensure quality
- promoting and ensuring a high standards in teaching, learning and research
- regulating and monitoring both assessment procedures and the internal controls for examiners
- regulating the relationship and partnerships that the college has with other educational, industrial and commercial and institutions both national and international



Self-assessment of Your College



Understanding the self-assessment process



Paired Discussion on:

Quality assurance and self-assessment



Quality Assurance



1. What is Quality Assurance?
2. Why Quality Assurance in your college?
3. What is the place of Quality Assurance in securing improvement?
4. How will you assure quality in your college?
5. What are some of the benefits for establishing a robust QA systems in your college?



Quality Assurance



Definition

- Quality Assurance is a systematic process to check performance against expected standards
- *UNESCO* - the systematic review of educational programmes to ensure that acceptable standards of education, scholarship and infrastructure are being maintained

Purpose

- To enable colleges to demonstrate the compliance of their practices to statutory and legal framework for Colleges of Education
- To ensure that the graduates of the Colleges of Education are adequately prepared to contribute to the improvement of education in Ghana.



Quality Assurance Standards and Guidelines



Colleges should:

- have a clear policy and procedures to secure quality
- ensure that assessment regulations, procedures and criteria are publicly made available and are consistently applied
- have approval for the curriculum, and a periodic monitoring and evaluation schedule to maintain the quality of training and learning
- ensure that there are adequate resources available to support the learning
- have a recruitment and professional development policy that ensures that staff are of high calibre and can deliver the curriculum to the trainees
- have an established monitoring and evaluation structure that ensure the systematic collection, analysis and use of relevant information (both qualitative and quantitative) to support effective management



Quality Assurance - Benefits

An embedded quality assurance system underlies all improvement initiatives. It:

- serves as a check point for reflection and feedback on institutional performance
- builds capacity within the college by involving not only the management teams but also students and other significant stakeholders in pursuing quality improvements
- gives the college confidence that its services are of the highest standard.

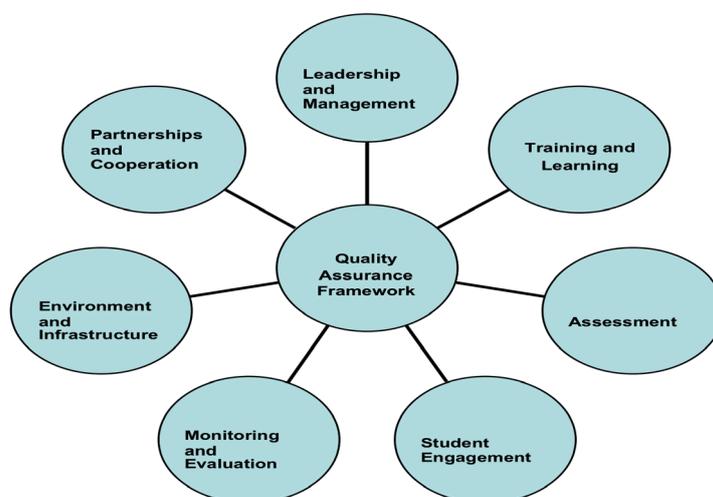


Quality Assurance - Challenges

- Many characteristics of quality are not directly measurable and need to be assessed through different criteria.
- The self-assessment component of the accreditation process is liable to be biased and any findings would need to be verified by an external reviewer.
- The amount of time and perhaps research and IT skills that needs to be taken into account in order to make regular, valid and reliable assessments.



Quality Assurance - Indicators



Self- Assessment



Group Discussion

Outline the processes and practices you will use or have used to ensure the success of an improvement initiative in your college.



Stakeholders for College Self-Assessment and Improvement Planning

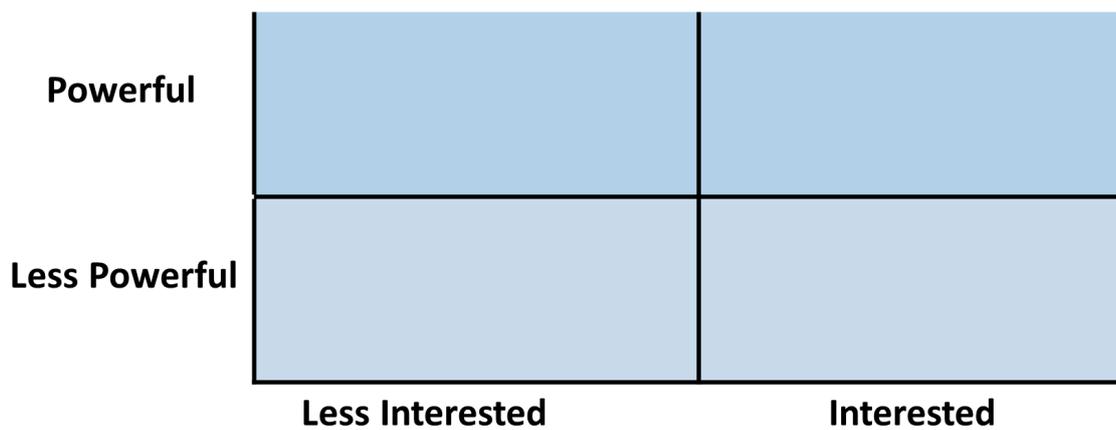


Activity Five: Group Discussion

- Identify the stakeholders you have to engage in the self-assessment and improvement planning of your college
- Classify the stakeholders into internal and external stakeholders
- Categorise your stakeholders using the Power-Interest Matrix



Self- Assessment: Power – Interest Matrix



Self-Assessment

Day 2

The key learning for today is:

- recapping of day 1 activities to identify learning that has taken place
- examining the benefits and challenges of undertaking a whole college self-assessment
- how to use and using the self-assessment and planning toolkits
- reflection on the unit



What then is self assessment?
 What do you want to self-assess?
 Why do you self-assess?
 How will you self-assess?



Self Assessment defined

- **Self-assessment is a systematic and critical analysis of the extent to which an educational institution is providing quality. It is carried out by the institution itself and not by external agencies and bodies**
- **It is a key tool in the process of internal quality assurance**
- **It is carried out against a number of agreed areas for review and their key performance indicators**



Self-assessment: purpose

There are two basic reasons for carrying out an institutional self-assessment. To:

- **recognise your key strengths**
- **identify priorities for improvement**





Self-assessment: Benefits

College self-assessment benefits:

- The college
- Tutors
- Trainees
- Other stakeholders



Self-assessment: benefit to tutors



Tutors should be fully involved in the whole process of College review because they have professional and personal stake quality provision in the college. Possible benefits include:

- Opportunity to engage colleagues in reflective critical thinking
- Empowerment by being involved in the process
- Collaborative working with peers and others
- Learning to use research techniques

Learning, Empowerment, Collaboration and Opportunity



Self-assessment: benefit to the college

It helps the College to:

- identify its strengths and weaknesses by providing evidence of 'good practice'
- identify future needs and areas for improvement
- improve accountability
- increase participation by involving the whole college in the process of improvement: staff, your trainee teachers and the various college governing and administrative boards
- improve relationships through collaboration, co-operation and team work
- gain feedback on key issues and concerns.



Self-assessment: benefit for trainees

Trainees need to be provided with opportunities to participate in the evaluation process and to learn to take responsibility for their own education. Benefits for trainees include:

- developing a sense of responsibility for their own progress and Improvement
- helping to develop critical thinking and leadership skills
- contributing to discussions, for example, on areas for improvement in the College.





Self-assessment: benefit other stakeholders

Other stakeholders such as the Ministry of Education (MoE), National Council for Teachers (NTC) and the National Council for Tertiary Education (NCTE) need to know the planned strategic directions of the college.

They also need to know the key objectives, priorities and the planned activities for implementation. The self-assessment and the College Action Plan help the stakeholders to:

- understand how they might provide needed support to ensure the successful implementation of improvement plans
- hold the college leadership accountable for planned actions and deliverables.



Self-assessment: potential challenges

Challenges that may be faced in the process of self-assessment:

- the amount of time needed for the self-assessment exercise
- extra workloads
- the need for training and professional support
- inadequate lines of communication within the college
- the inability of some staff or stakeholders to cope with new demands.



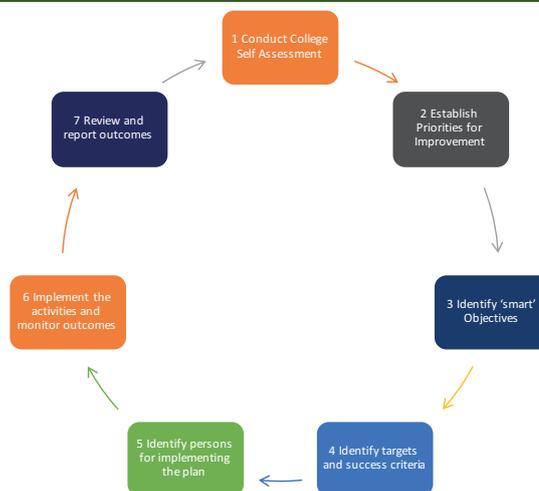
Self-assessment process

Within a College of Education, the principal and senior management team should:

- give priority to and lead a rigorous process of self-assessment that is integrated into routine management procedures
- ensure the involvement of all stakeholders
- analyse the findings of the self-assessment process and use the information to identify priorities and strategies for improvement.
- As a requirement for quality assurance, a full self-assessment audit is usually carried out only once every three years. The findings are then incorporated into a College Development Plan that identifies improvements the college intends to make over the next 3-5 years.
- You should, however, also carry out a review of at least one area of relevance to you, annually, in order to maintain standards and keep track of progress.



Self-assessment & Improvement planning process





Data Collection

Finding evidence to support self-assessment and improvement planning

- **Generating value-added data**
- **Use of value-added data**
- **Use of questionnaire**
- **Use of interviews**



Self-assessment Areas



The assessment starts by reviewing the progress and achievements made by the College against the following Quality Indicators:

- **Leadership and Management**
- **The Quality of Training and Learning**
 - **Assessment**
 - **Student Engagement**
 - **Monitoring and Evaluation**
- **College Environment and Infrastructure**
- **Partnerships and Cooperation**



Self-assessment: PRACTICE



- You are to use the toolkits for self-assessment (Appendix C p.28) to help your group complete this activity
- The toolkits also include a step-by-step guide and exemplars that you may find useful
- On p.15 you have 7 areas for assessment, select any 3 areas and conduct self assessment
- Create a third column and rank and analyse the items that need improvement
- Select the top 2 items
- Divide your college group into two and each group of 3 should develop an improvement plan



Reflection



Watch the video “Shaping our Strategic Direction”

<http://youtube.com/watch?v=Cy71UTBVV3I>

[Debbie Marchant Shaping Our Strategic Direction.mp4](#)

What lessons have you learnt that you can apply in setting new direction for your college?

Discuss in your college groups and report to the whole group.





