

Transforming Teaching, Education & Learning

T-SHEL Quarter 4 Progress Report

Summarized Version

19th February 2022

Quarter 4 Progress Summary (1st November 2021 to 31st January 2022)

Transforming Senior High School Education, Teaching & Learning (T-SHEL) aims to achieve an extensive and sustainable transformation in the quality and relevance of Ghana's Senior High School (SHS) system. T-SHEL seeks to ensure that every SHS graduate in Ghana is equipped with the subject knowledge, analytical and critical thinking skills and attitudes needed to progress to further studies or successfully enter the world of work. It will also contribute to the 'Train' and 'Lead' pillars of the Mastercard Foundation's 'Leaders in Teaching' initiative.

T-SHEL's programme of transformational change is divided into two phases. Phase One focuses on developing and articulating the nation's vision for secondary education and putting in place the necessary policies, curricula and other preparatory activities across national agencies, universities, sub-national education offices and Senior High Schools. This Phase operates between February 2021 and January 2023. Phase Two will see the national roll-out and implementation of agreed policies and curricula to achieve this transformation. This phase is expected to operate between February 2023 and January 2027.

The 4th quarter of T-SHEL Phase One (1st November 2021 to 31st January 2022) marks one year since the programme commenced and a significant amount of positive work has been achieved over that time. T-SHEL's activities, which originally focused on teacher education and support to national agencies, have expanded in recent months as work has commenced in partnership with GES in 12 Senior High Schools (SHS), Senior High Technical Schools (SHTS) and Technical Institutes (TIs) under the Secondary Education Transformation Programme (SETP).

A summary of the main activities carried out over the past three months is set out below. These activities demonstrate the breadth of high quality support which T-SHEL is providing to Ghana's secondary education and teacher education systems.

Secondary Education Policy: The Honourable Minister for Education, Dr Yaw Osei Adutwum, requested that the Secondary Education Strategy produced by the Secondary Education Strategy Committee be rewritten and reconceptualized as a Secondary Education Policy setting out a transformational vision for secondary education in Ghana. This work was completed on 17th December 2021 when the Chair of the Secondary Education Strategy Committee, Professor Jophus Anamuah-Mensah, submitted the final Secondary Education Policy to the Minister and the Ministry of Education. The Secondary Education Policy, which is fully aligned with the Education Strategic Plan (ESP) 2018-2030, has subsequently been approved by the Minister. T-TEL will now support the Ministry and its key agencies to develop a Communications Strategy to accompany roll-out of the activities in the Policy.

Secondary Education Curriculum: An Inter-Agency Curriculum Working Group (IACWG) chaired by NaCCA and involving representatives from government agencies, universities, teacher unions and employers was formed in December 2021 to oversee the secondary education curriculum writing process. The first stage in this process was to constitute a 17 member technical team to produce a Secondary Education Curriculum Writing Guide. This Guide sets out the practical steps which curriculum writers must take to develop a curriculum which adheres to the principles set out in the National Pre-Tertiary Education Curriculum Framework and Secondary Education Policy. The Curriculum Writing Guide provides details of the specific subjects and subject combinations to be

offered and details how employers and universities will be fully engaged in the curriculum writing process so that the content and methodologies meet the needs of tertiary education and industry.

Following three residential writing sessions and consultation with various stakeholder groups including teacher unions, Vice Chancellors Ghana (VCG), Conference of Principals of Colleges of Education (PRINCOF) and the Association of Ghana Industries (AGI), a draft Curriculum Writing Guide has been produced. This will now be reviewed and approved by the IACWG so that curriculum writing can commence in March 2022.

Secondary Education Transformation Programme (SETP) and 'Managing for Learning': The 12 secondary schools selected to participate in the Secondary Education Transformation Programme (SETP) have all now completed their School Improvement Plans following extensive stakeholder consultations using an approach called 'Managing for Learning'.

Managing for Learning is based on the principle that schools and the stakeholders involved in their management, operations and governance are best placed to understand the issues inhibiting student attainment and that, with support and facilitation, they can take the lead in owning and developing solutions to their challenges.

The initial 3-day engagement sessions carried out in December and facilitated by GES and T-TEL across all 12 schools saw five different groups of participants- school management and board, teachers, non-teaching staff, students, parents, traditional leaders and community members- working to identify issues, root causes and potential solutions. These solutions were then analysed to identify those which would have a high impact on student attainment and which the school had high influence over and would be possible to implement. These high-impact, very-possible issues and actions were then used by the school community to develop their School Improvement Plan.

Overall, 1,199 stakeholders were consulted across the 12 schools. The major issues identified during these engagements were i.) teacher and student indiscipline; (ii) inadequate infrastructure; (iii) inadequate teaching and learning materials/resources; (iv) ineffective leadership, management, and supervision; (v) lack of motivation – both intrinsic and extrinsic; (vi) ineffective teaching; and (vii) poor parental supervision.

School communities were then asked to conduct further diagnostics and research to verify root causes before the GES and T-TEL support teams returned for a second round of visits between 24th and 28th January 2022 to develop School Improvement Plans in consultation with stakeholders.

Each School Improvement Plan has between four and five objectives. The first two objectives are the same for all schools and are:

1. To improve the quality of leadership and management through the provision of structured and accredited leadership training for School Management and School Boards.
2. To improve the quality and relevance of teaching and learning through the introduction of regular, structured Professional Learning Community (PLC) sessions for all teachers.

Both of these objectives will be fully funded by GES and T-TEL and will be implemented in collaboration across all 12 participating SETP schools. The final two or three objectives are unique to each school (which can also add additional initiatives to the first two objectives if they wish) and the school will be able to access GHS 100,000 over the next 15 months. Each school community will be supported to conduct regular problem solving meetings to ensure that implementation is on track and they will also have to report on a monthly basis to GES, MoE and T-TEL on progress.

Each of the schools has its own unique set of issues and challenges which reflect their diverse circumstances- with some schools being very new with significant infrastructure constraints whilst others are much better established but have experienced leadership issues and declining academic performance. Nevertheless there are many striking similarities in the various objectives selected by the schools, for instance: 9 of the schools have objectives related to improving discipline amongst students and teacher and strengthening guidance and counselling; 5 schools will aim to provide more practical teaching and learning resources (TLRs) and equipment; 4 schools are going to institutionalize a sustainable awards scheme to motivate teachers, students and non-teaching staff; 3 schools are seeking to improve quality and effectiveness of supervision and monitoring; and 3 schools are going to use renovation and community contributions to improve their existing facilities.

GES has been impressed by the Managing for Learning approach, stating that it has played an important role in identifying real issues in the schools and encouraging a sense of ownership from school community members to address these issues. As one headteacher said during the community engagement sessions in December 2021:

“It already feels as if a weight has been lifted off my shoulders and that my job has become easier. These are all issues that are known to me already but now, instead of me tackling myself and people saying I am a bad man, there is open acknowledgement from staff, students, parents and community members that, yes, these are actually issues which we need to work collectively to address.”

As a result the Director-General of GES has requested that an introduction to ‘Managing for Learning’ be incorporated into a four-day induction session for 100 newly appointed heads of secondary schools. This induction session is being jointly organized by GES and T-TEL and provides an excellent opportunity to share learning from the 12 SETP schools to 100 newly appointed SHS and SHTS Heads. The induction training will take place in two batches in March 2022.

Teacher Education: Kwame Nkrumah University of Science and Technology (KNUST), University of Ghana (UG), University for Development Studies (UDS) and University of Education Winneba (UEW) trained Professional Development Coordinators and Heads of Department of their affiliated Colleges of Education (CoEs) on the Year 3 Semester 1 Tutor Professional Development (PD) Handbooks. A total of 323 tutors attended the two-day workshops which were designed to build the capacity of participants so they could facilitate the weekly PD sessions in their respective CoEs.

T-TEL is printing and distributing a total of 120,805 Course Manuals to lecturers and tutors in 4 universities and 32 Colleges of Education to ensure that Professional Development (PD) Handbooks are used as effectively as possible and that all tutors have the materials they need to deliver every course across all specialisms in the 4 Year B.Ed. All 4,890 Year 1 Semester 1 and Year 1 Semester 2 Course Manuals were printed and distributed in the quarter. A further 31,070 Year 2 to Year 4 Early Grade and Upper Primary Course Manuals have been printed and distribution will commence on 21st February 2022. Printing of the remaining 84,875 Course Manuals will be completed by 31st March 2022 with distribution taking place in April and May 2022.

Supported Teaching in School (STS) Year 4 Handbooks which were jointly put together by selected writers from UDS, UEW, UG and KNUST have been reviewed. All design processes have been completed and a final quality assurance check is being carried out. The UCC STS Year 4 Manual has been reviewed and assessed by both internal and external experts. The Manual is currently undergoing final quality assurance before printing.

All 4 universities implementing the same B.Ed. supported their affiliate CoEs to cascade the training they had received on the Year 3 STS Handbook to their tutors, mentors, and lead mentors. There

were three levels of training. The first level (national level) took place last quarter. The second level was where the STS Coordinators trained their colleague tutors and GES officials, i.e., School Improvement Support Officer (SISOs), Training Officers and Girls Education Officers from the District Education Offices. The third level was when the CoEs trained the mentors and lead mentors of the various partner schools.¹ 23 out of the 32 affiliated CoEs, have completed their mentors and lead mentors training. 11 have presented their final reports and documentation and have been reimbursed while 12 are still completing their reports. In total, across the 11 CoEs which have submitted reports, 2,034 people have been trained including 73 GES staff, 545 lead mentors and 1,416 mentors from partner schools.

National Professional Education Leadership Qualification Curriculum Framework (PELQF) Policy

Dialogue: T-TEL supported a 2 day Policy Dialogue workshop on the National Professional Education Leadership Qualification Curriculum Framework (PELQF). This involved representatives from the seven universities, the National Teaching Council (NTC) and the Ghana Tertiary Education Commission (GTEC) and was held to raise awareness of the PELQF and the next steps in its operationalization. An Institution Selection Checklist and Policy Advisory Note were developed based on contributions made at the workshop. These documents provide information to support the participating universities to self-evaluate their processes, systems, learning environment and staff strength to assure themselves of meeting the minimum requirement for accreditation and proceed to develop their own unique programme for rolling out the PELQF. These institution-based professional education leadership programmes are expected to be submitted to GTEC for review, evaluation and accreditation.

T-SHEL Baseline Survey: A comprehensive baseline survey was carried out by JMK Consulting across 100 randomly sampled Senior High Schools (SHS) and Senior High Technical Schools (SHTS) to capture baseline information related to a number of important areas in the Secondary Education Policy. 4,721 Year 1 and Year 2 SHS students were assessed on reading, mathematics, science and 21st Century Skills (these subject knowledge assessments were designed with NaCCA whilst the 21st Century Skills assessment used an OCED instrument); 391 teachers were observed teaching lessons to determine their adherence to the National Teachers' Standards; interviews were held with 1,955 students and 1,453 teachers; 2,360 recent secondary education graduates, 1,068 employers and 768 tertiary education institution staff were also surveyed. The results of this Survey provide a robust baseline to assess progress on the Secondary Education Policy over the coming years.

Ghana Teacher Licensing Examinations (GTLE) Evaluation Study: This study, implemented by a team from the University of Education, Winneba (UEW) reporting to NTC and with technical support from T-TEL, is now complete. The findings indicate that the processes and procedures of the GTLE are fit for the purpose for which they were designed. While stakeholders show a general appreciation for the structure of the examination, a number of queries were raised about the inclusion of numeracy in the GTLE and the possible (dis)advantage it provides for some of the candidates. There is also near consensus among stakeholders in education including teachers, educationists, teacher unions, teacher educators, and policy makers that teacher licensing is a relevant policy that is helping to ensure that teaching is seen as a profession which maintains high standards. The findings from lesson observation further show that test-takers who pass GTLE exhibit characteristics that meet the expectations of the National Teachers' Standards (NTS), the yardstick of teacher professionalism in Ghana.

¹ Lead mentors are the head teachers in partner schools while the mentor are the basic school teachers assigned to supervise student teachers during STS.

While acknowledging the relevance of GTLE, stakeholders however expressed some challenges associated with the examination which require some attention. These include challenges relating to registration, test administration, serving the needs of persons with special needs, as well as those relating to the content and structure of the test. NTC will consider how to address these going forward.

NaCCA Operational Plan: In the previous quarter, T-TEL successfully conducted an operational audit with the National Council for Curriculum and Assessment (NaCCA). The objective of the exercise was to assist NaCCA to assess its operational and technical capacities, identify the areas that need strengthening and understand the critical components of any change NaCCA must implement to achieve its objectives. A key recommendation by the operational auditors was for NaCCA to develop an annual operational plan to guide the implementation of its key activities.

The development of the plan was led by NaCCA with technical guidance from T-TEL. The plan outlines activities to be undertaken by the various directorates of NaCCA and the strategies they intend to adopt for developing and executing curriculum and assessment activities.

The plan outlines specific objectives, KPIs, outputs, and timelines for implementing each activity identified under the various directorates. It also provides an overview of the financial, human, and material resources required to implement them as well as the critical agencies and partners that NaCCA will need to collaborate with to effectively deliver on specific activities. The development of this Operational Plan should therefore help to ensure that NaCCA successfully delivers on its mandate over the coming year.

Gender Equality and Social Inclusion: Following engagements with all five mentor Universities over the past few months to assist CoEs with the implementation of their GESI Action Plans it has become evident that, whilst some Colleges of Education are making good progress in promoting gender equality and social inclusion, this is not happening everywhere. It is important that the interventions which GTEC and T-TEL decide to take forward within T-SHEL over the next twelve months are based on the latest and best available evidence as to ‘what works’ to promote GESI. T-TEL is therefore planning to work with GTEC and the mentoring Universities to gain a deeper understanding of what influences GESI actions and inactions in the Colleges of Education by conducting a Deep Dive.

The GESI Deep Dive will provide a robust investigation to evidence the challenges associated with promoting GESI in CoEs. It will also provide the basis for T-SHEL GESI support to colleges and universities over the course of the next twelve months. T-TEL will partner with GTEC and affiliate Universities to undertake this Deep Dive across eight case study CoEs. A detailed GESI Deep Dive concept has been developed to answer the question: *“What actions do universities and Colleges of Education need to take so that Ghana has a GESI responsive teacher education system?”* and this will commence in February 2022.

Digital Literacy (ICT Integration) Handbook: In the previous quarter NTC requested support from T-TEL to develop a Digital Learning (ICT Integration) Handbook for use in schools in Ghana (Junior High Schools, Senior High Schools and Colleges of Education). A draft Handbook has been developed which has undergone a series of reviews from the writing team which was comprised of staff from NTC, GES, Colleges of Education, Centre for National Distance Learning and Open Schooling (CENDLOS), Junior High Schools, Senior High Schools, Ghana Tertiary Education Commission and T-TEL.

The Digital Learning Handbook provides a step-by-step guide to tutors and teachers on how to use specific ICT tools for teaching and learning, assessment, research and for data management. It also provides pointers and practical examples that teachers and tutors can use in their lessons. Finally, it

explores the use of online resources and everyday social media tools (WhatsApp, Telegram, YouTube) to facilitate teaching and learning. In the next quarter T-TEL will support NTC to identify expert reviewers and practitioners to review and quality assure the zero draft handbook to ensure that the handbook is fit for purpose and receives the necessary buy-in from key stakeholders once it is disseminated.

Progress against the 5 contractual T-SHEL deliverables which T-TEL must have achieved by 31st January 2022 is set out in the table below.

| Deliverable | Progress to Date |
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| National Key Phase 5 Policy completed, approved and disseminated. | Completed. The Secondary Education Policy has been completed and the Minister for Education has approved it for circulation and dissemination. |
| All JHS 1- JHS 3 curriculum materials revised and finalized by NaCCA. | Completed. Evidenced in T-SHEL Q3 report. |
| Curriculum Writing Guide for Key Phase 5 teacher training produced linked to National Teacher Education Curriculum Framework (NTECF). | Completed. A draft Curriculum Writing Guide has been produced. |
| Tutor Professional Development materials and Supported Teaching in School (STS) materials for academic year 2020/21 Semester 2 developed and disseminated to all 46 CoEs. | Completed. |
| Annual survey carried out to assess state of SHS and teacher education in line with programme's Results Framework. | Completed. |

A 2022 Roadmap is currently being developed for T-SHEL Phase Two and will be finalised by the end of February. The Roadmap will set out how T-SHEL will achieve the following deliverables which have been agreed with Mastercard Foundation.

| Deliverables to be achieved between 1st February 2022 and 31st July 2022 |
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| 1. Communications Strategy developed to support implementation of the Secondary Education Policy and relevant communications activities in progress. |
| 2. At least 2 universities have formally submitted post-graduate programmes based on the National Professional Education Leadership Qualification and Curriculum Framework (PELQF) to GTEC for approval. |
| 3. Professional Learning Community (PLC) sessions established, materials developed and weekly sessions underway in the 12 Secondary Education Transformation Programme (SETP) schools. |
| 4. All Course Manuals, Professional Development Handbooks and STS Handbooks for the 4 year B.Ed. in Initial Teacher Education produced and disseminated to Universities and Colleges of Education. |
| 5. Deep Dive into progress in GESI responsive actions and behaviours in Colleges of Education completed in partnership with mentor universities and follow-up support activities agreed and in progress. |
| 6. Teacher Education 'Fidelity of Implementation' assessment carried out by NIST across all 46 CoEs. |

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| Deliverables to be achieved between 1st August 2022 and 31st January 2023 |
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| 1. Secondary Education curriculum completed, approved and relevant materials developed. |
| 2. School Improvement Plans implemented within all 12 SETP schools with 80% of activities achieved successfully by end of January 2023. |
| 3. Management teams and School Boards in all SHS, SHTS and TIs in Ghana have undergone Leadership for Learning training on institutional strengthening and have developed School Improvement Plans. |
| 4. NaSIA have developed a revised secondary education inspection framework and completed training for inspectors. |
| 5. Second Annual Evaluation Survey carried out in line with programme's Results Framework. |
| 6. T-SHEL Phase Two proposal developed and contract signed. |