Developing Holy Child College mentees’ pedagogical skills during teaching practice in Ahanta West District and Sekondi-Takoradi Metropolis of the Western Region
Teaching practice is a key component of the teacher training programme.

Quality teaching results in higher academic performance. Research conducted in Ghana shows that:

- 96% of the basic school pupils cannot read fluently and understand (NEA, 2013).
- 75% of the basic school pupils perform poorly in mathematics.

The college sometimes receive complaints about poor performance of teacher trainees produced.
PROJECT OVERALL OUTCOME

PROJECTED:

60% of the teacher trainees demonstrate mastery of their pedagogical skills during teaching practice

ACTUAL:

58% of teacher trainees able to demonstrate mastery of their pedagogical skills during teaching practice
Teacher trainees do not develop enough pedagogical skills to enable them teach effectively after their pre-service training.
A tracer study conducted by the Project Team revealed 75% of Teacher trainees did not demonstrate enough pedagogical skills to enable them teach effectively after their pre-service training.
STAKEHOLDER INCEPTION MEETING

• Pictures from the stakeholder inception meeting:

..\1st quarter\Final documents for 1st quarter\Narrative documents\Supporting narrative documents\Results 1\Pictures from the stakeholder inception meeting.pdf
Result 1. 60% of the cumulative grade point average of 1st year teacher trainees’ improved

Presentation on Results 1.pptx
Result 2. 60% improvement in the pedagogical skills of 2nd year teacher trainees

Presentation on Results 2.pptx
Result 3. 50% improvement in the mentoring and coaching skills of mentors in selected partner schools
Result 4. 50% improvement in the usage of creative approaches in lessons by college tutors

Presentation on Results 4.pptx
Peer Mentoring

This is where second year teacher trainees mentor first year teacher trainees during OCTP

- The second year teacher trainees provide support to the first year teacher trainees
- encouraged cooperative learning
- improved interpersonal relationship between first and second year teacher trainees
- Helped first year trainees to acquire process skills.
- (..\3rd Quarter\Evidences for 3rd quarter\institute peer mentoring systems\Pictures of some 2nd year teacher trainees (mentors) engaging 1st year teacher trainees (mentees) during peer mentoring.pdf)
Sit-ins

- 1st year teacher trainees sit-ins during 2nd year teacher trainees’ OCTP
- Exposed the 1st years to best practices in teaching e.g. Class management
- Help first year teacher trainees develop skills needed in the On and Off campus teaching practices.
- Boost 1st year teacher trainees confidence during their On and Off campus teaching practices.
- Develops cooperative and collaborative skills
- Constructive criticism from the 1st year teacher trainees sharpened second year teacher trainees’ pedagogical skills, content knowledge and pedagogical content knowledge
THE MOST SIGNIFICANT INNOVATION THE TEAM INTRODUCED IN IMPLEMENTING THIS PROJECT

SIT-INS &

PEER MENTORING
GOOD PRACTICE(S) THAT EMERGED FROM IMPLEMENTING PROJECT INTERVENTION AND WOULD RECOMMEND TO OTHER COLLEGES

• Spot-checks
• In-class coaching
• Best practices forum
• Increasing the number of supervisions (link tutors)
• College Tutor Monitoring Tool (CTMT)
• Women achievers (Survey)
• Baseline survey
• Remedial classes
RECOMMENDATIONS TO T-TEL

- Funds especially for 1st quarter should be released on time to avoid delays
- T-Tel should help colleges familiarise themselves with the reporting template before the implementation of the project
- Certificates should be provided to the project implementation team
LESSONS LEARNT (WHAT WORKED, WHAT DIDN’T WORK, ETC.)

- Committee system
- Monitoring of teaching and learning
- Commitment on the part of the stakeholders (e.g. CIP committee, the quality assurance officer, the vice principal, HoDs, tutors) ensured the success of the project, partner schools,)
CHALLENGES IDENTIFIED/ENCOUNTERED

• Inadequate lecture rooms & storage rooms
• Inadequate resources (teaching and learning)
• Narrative & finance reporting
• Change in the DBE curriculum
• Delay in mentoring aspect of the project. (Seek permission from T-Tel)
All the practices that helped to achieve results are going to be sustained through:

- IGF from the college
- Appeal to NGOs/Donors for assistance
- Stakeholders (District Assembly, traditional rulers, etc.)
Aspects Of Your Project Intervention Can Be Replicated Or Scaled Up

- Peer mentoring
- Sit-ins
- Spot checks
- In-class coaching
- Best practices forum
- Self efficacy
Thank you for listening...

Any questions?