T-TEL CF - LEARNING EVENT WORKSHOP

Theme:
“Mobilizing Local Resources and Partnerships to improve the professional preparation of Pre-Service Teachers in Ghana’s Colleges of Education”

Date: October 31 – November 1, 2017
Venue: Capital View Hotel, Koforidua
PROJECT TITLE

Improving Practical Skills of Teacher Trainees through Innovative Pre - Teaching Activities
Projected: 60% of teacher trainees are adequately prepared in terms of practical teaching at the end of their second year.

Actual: 69.65% teacher trainees performed creditably in the OCTP indicating their preparedness for practical teaching.
Application:

- Pre-service teachers are not adequately prepared in terms of practical teaching skills before they are sent on school placement at the end of their training period as a result of the following:
  
  - Insufficient exposure to practical sessions for pre Off-Campus Teaching Activities and reflection on classroom practice.
  
  - Inadequate competencies and skills of link tutors to support both classroom teachers and trainees on the field.

Implementation: Preparation of Pre-service teachers for their On Campus Teaching Practice (OCTP) was 25%.
At least 60% of 1st year pre-service teachers' positively change their mind-set towards the teaching profession and improve their academic performance. 

1: Parameters of project established (stakeholders' buy in)

2: 60% Improvement in performance in Internal assessment (Quiz and Mid-Semester)

3. 45% Improvement in performance in external exams
80% of second year pre-service teachers acquire knowledge and skills in pedagogy [Demonstration Lessons.docx](#) [Charts on Analysis on Demonstration Lessons.docx](#)

65% of second year pre-service teachers demonstrate practical skills in lesson delivery [Sample pictures of the 9 weeks OCTP sessions.docx](#)

It was realized that 69.65% pre-service teachers performed creditably in the on-campus classroom teaching practice [Bar Chart Analysis of OCTP.docx](#)
MOST EFFECTIVE/ SIGNIFICANT INNOVATIONS

- Orientation of 1st Year Pre-service teachers’ for Change of Mind-set.
- Moderation of Tutors’ Questions for Standardisation
- Use of Basic School Pupils for Demonstration Lessons and Significant number of weeks (Sem1 & 2 = 9) for OCTP
RECOMMENDATION TO OTHER COLLEGES

- Organise Orientation for Change of Mind-set of fresh pre-service teachers
- Moderate Tutors’ Questions for Standardisation
- Use Basic School Pupils for Demonstration Lessons
- Make provision for at least five (5) weeks OCTP
LESSONS LEARNT

- The success of the orientation: preparing Pre-service teachers to have a positive mind set towards the teaching profession, calls for the need for such a programme to become part and parcel of the College programmes for freshers in subsequent years.

- Pre-service teachers should not be seen as matured persons to be left on their own to grope, but guidance and encouragement should be given to help them build their confidence.

- The workshop for tutors on supervision brought to bear insufficient knowledge of tutors in supervising other lessons not in their subject area.
Frequent feedback on academic activities to Pre service teachers enhanced their performance.

Frequent organization of demonstration lessons using basic school pupils enabled the pre service teachers have practical images on lesson delivery in the classroom.

Encouraging pre service teachers to be innovative in preparing and using TLMs made lesson delivery more interesting and understanding.

Pre-service teachers need more time to prepare for the practical teaching to enhance effective teaching and learning.

Meeting Time Lines
The 9 weeks OCTP put a lot of pressure on the academic work of Pre-service teachers. (College has agreed to make it 6 weeks next academic year as provided by T-TEL).

Some tutors were a bit lackadaisical in supporting the project implementation. (All the same, they helped to make the project successful).
Budget drawn for the project was approved and granted, but changes in its disbursement made some parts of the implementation of the project difficult (e.g. allowance to tutors for services rendered after contact hours).

Release of funds for the implementation of the project at times delayed (internally) putting much pressure on team members.
Building the capacities of college tutors in:
- implementing and managing CF projects
- Report writing and Meeting timelines

The development of the College Improvement Plans (CIP) and implementation of Professional Development Sessions (PDS) etc

The introduction of the Zonal Field Supervisors (ZFS)
RECOMMENDATIONS

- The way of reporting on projects activities looks complex. It is therefore recommended that it should be simplified (especially the financial and narrative template – eg. outputs achieved, key outcomes/results achieved).

- The current mode of reporting is time consuming and could serve as a disincentive in getting other tutors on board, as they have other tight academic schedules to meet. This should therefore be simplified or Zonal Field Supervisors to take charge of that when documents are provided to them.
THANK YOU