

TRANSFORMING TEACHER EDUCATION AND LEARNING OVER TIME AND SPACE: **THE GHANAIAIAN STORY**

T-TEL Project Learning Event 2020



National Council for Tertiary Education
Leading Tertiary Education to Greater Heights

www.t-tel.org



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Remark from Minister of Education

Teacher Education in Ghana has reached a new level and now is the time for us to embrace the future and continue to be a leading light in Africa.

Our future is down to our children and in order to achieve greater success, we need to equip the younger generation with the tools to ensure Ghana stays strong for many generations to come, parents and teachers, must make sure school children get the best start in life.

Teachers especially need to access the right knowledge, skills and experience to guide them forward in a globally connected, technologically innovative and highly competitive world. That is the mission of the Ministry of Education and government.

The Ministry of Education is therefore excited to be part of this Learning Event for the T-TEL project which represents a climax in the process of transforming teaching and learning in our country. It is an opportunity to learn what has worked well, where we need to re-double our efforts and how we can take evidence back into our institutions and our teams, to ensure we deliver high quality teaching and learning across the country; for our children and for their future.

I am happy that significant progress has been made in supporting the National Council for Tertiary Education, 5 public universities and 46 public Colleges of Education to successfully introduce the new Bachelor of Education (B.Ed.) degree in Initial Teacher Education for all new entrants to the teacher education system.

I am proud that these reforms have been led by Ghanaian experts and we must now capitalize on this progress by consolidating what we have started. With the essential structures and policies already in place, government is fully committed to support continued efforts to drive forward the transformation agenda which has started. This is vital to ensure not only quality in our education system, but relevant teaching and learning is happening in our schools.

I look forward to driving this change together for the future of our children and our country.

Thank you.



Dr. Matthew Opoku Prempeh

Honourable Minister of Education

Welcome Note from Executive Secretary, NCTE

On behalf of the National Council for Tertiary Education (NCTE), we are very excited to host this important and timely Learning Event.

I wish to thank all who have been involved in the transformation of teaching and learning in this country. The teacher education sector in Ghana has truly benefited from your leadership over the years.

In pursuit of the Ministry of Education's objective to reform the teacher education sector through Transforming Teacher Education and Learning (T-TEL), the NCTE has been committed to providing leadership that would see the reform process through to completion.

The teacher education community comprises a huge amount of technical and practical expertise. We must now put that into action by demonstrating our leadership skills and driving quality into Ghana's teaching and education system for the future.

NCTE will be working closely with all our teacher education colleagues after this Learning Event to implement the recommendations that will emerge from the evidence produced by T-TEL on teacher education.

Welcome and thank you for participating for the future of our children and the progress of our country.

We look forward to productive and engaging discussions.

Thank you.



Prof. Mohammed Salifu

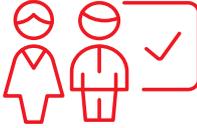
Executive Secretary, NCTE

T-TEL results: 2014 - 2020

IN COLLEGES OF EDUCATION

 Improving leadership and management through College Improvement Plans linked to a new inspection regime- the Quality Assurance and Accreditation Assessment Instrument.

Proportion of tutors demonstrating an understanding and application of the National Teachers' Standards has risen from **60.1% to 80.2%**



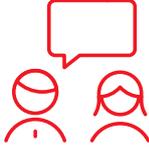
52.5% of student teachers demonstrating higher levels of **expected graduate attributes** identified in the curriculum writing guide, up from 39.2%



37.5% of colleges ensuring an inclusive, **gender-sensitive environment** for all staff and student teachers, up from 17.4%



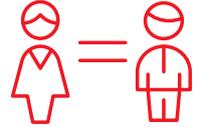
In 2020 data shows that **82.6%** of colleges have a dedicated and **effective safe space focal person system** with trained staff and student teachers who believe this is enabling and empowering the community to report sexual harassment issues.



Use of student-focused teaching methods has risen by **51.9%** from 26.1% to 78%



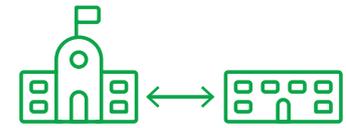
Use of **gender-sensitive instructional methods** has risen by **77.4%** from 2.2% to 79.6%



College principals demonstrating a defined set of leadership and management skills has risen by **54.9%** from 34.2% to 89.1%



IN BASIC SCHOOLS PARTNERED WITH COLLEGES



Making learning more practical by strengthening linkages between colleges and **2,000 partner schools** so that student teachers gain practical experience of teaching (in year 3 for DBE student teachers) and from Year 1 Semester 1 of their course.

Supported Teaching in School makes up **30%** of total B.Ed. marks.

73.5% of mentors in partner schools **reinforcing key components of the National Teachers' Standards** up from 55.4%



64% of mentees receiving support from mentors in the delivery of basic education curriculum using pedagogy in line with the NTS and reflective of gender- and student-responsive instruction, up from 51%



IN BASIC SCHOOLS

Newly qualified teachers demonstrating **core competencies in the PTPDM** has risen by **40.1%** from 1.6% to 41.7%

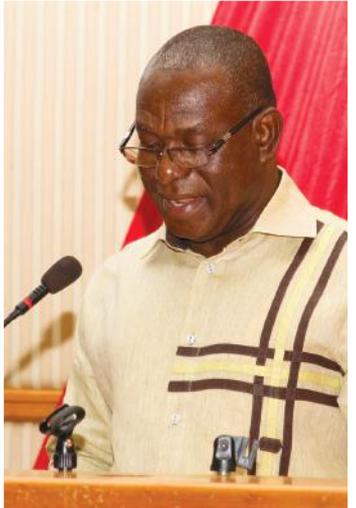


Newly qualified teachers demonstrating **gender-responsive instructional strategies** has risen by **30.2%** from 0.5% to 30.7%



Newly qualified teachers demonstrating **knowledge and application** of basic school curriculum and assessment has risen by **39.3%** from 1.6% to 40.9%





Event overview

Transforming teacher education and learning over time and space: The Ghanaian story

Date: 22nd October, 2020

Venue: NCTE Conference Hall

Objectives of the Event

- To understand the transformative changes in pre-service teacher education which T-TEL has helped Ghana's 46 public Colleges of Education to achieve since 2015.
- To celebrate the progress which Ghana's teacher education system has made in rapidly transitioning to Emergency Remote Teaching & Learning since March 2020 whilst appreciating the evidence which suggests that it is not as effective as face-to-face learning.
- To recognise the important progress which the National Council for Tertiary Education (NCTE) and Ghana's public Colleges of Education have made in promoting Gender Equality & Social Inclusion (GESI) and to identify areas where further improvement is still required.
- To reflect on the lessons which can be learnt across the three thematic areas set out above and assess the implications for policy and practice so that Ghana can continue to sustain improvements in pre-service teacher education in the years to come.

T-TEL Learning Event Programme Agenda

10:00-10:30 Welcome, Registration and Introduction

10:30-10:40 **Opening remarks from Event Chair** – Professor Mohammed Salifu, Executive Secretary, NCTE

10:40-11:05 **Keynote speaker** – Dr Matthew Opoku Prempeh, Honorable Minister for Education

11:05-11:15 T-TEL Stories of Change film "Looking Back, Looking Ahead"

11:15-11:35 **Presentation: Endline survey**

Abdul-Karim Kadiri -
(T-TEL M&E Manager)

Key findings related to teaching and learning in CoEs, emergency remote teaching and learning and gender equality and social inclusion

11:35-12:05 **Experiences of teaching and learning in CoEs**

Presentations from a principal, tutor and student teacher as to how teaching and learning has changed over the past five years

Presenters;

Dr. Benedicta Atiku -
Principal, Dambai College of Education

Victor King Anyanful -
Tutor, OLA College of Education

Erica Arthur -
Newly Qualified Teacher

Ms. Margaret Akosua Evans -
Head Teacher and Lead Mentor, Wesley Girls' Basic School, Cape Coast

Q&A



11:55-12:25 Emergency remote teaching and learning

Presentations from a member of the virtual learning taskforce, a virtual learning troubleshooter and student teacher about their experiences over the past semester

Presenters;

Dr. Sam Awuku -
T-TEL Key Adviser for Policy, Leadership, Institutional Development & Communications

Mark Valentine Aikins -
PD Coordinator, Bia Lamplighter College of Education

Nazeef Shani Mohammed -
Student Teacher, NJA College of Education

Q&A

12:15-12:45 Gender equality and social inclusion

Presentations from a principal, a gender and inclusion champion and a student teacher about their experiences of gender equality and social inclusion efforts in their CoE

Presenters;

Prof William Koomson -
Principal, SDA College of Education, Asokore

Robert Valley -
Safe Space Focal Person, St. Ambrose College of Education

Nathlaine Matilda Marfo -
Newly Qualified Teacher

Q&A

12:35-12:55 Break

13:05-13:45 Plenary

Discussion: “Sustainability of Teacher Education Reforms: Proposed Improvements and Next Steps”

Q&A

13:45-14:05 Policy Direction Communication composition performance – Dr. Alfred Patrick Addaquay

14:05-14:15 Remarks from FCDO

14:15-14:20 Remarks from T-TEL Team Leader

14:20-14:25 Closing remarks from Event Chair – Professor Mohammed Salifu, Executive Secretary, NCTE

Moderators

Rev. Sr. Elizabeth Amoako-Arhen

Mrs. Dinah Adiko

A remarkable journey, a remarkable impact: T-TEL's story

The Transforming Teacher Education and Learning (T-TEL) programme was designed and launched by the Government of Ghana with financial support from UK Aid in 2014. It had a mandate to work with the National Council for Tertiary Education (NCTE) and all public Colleges of Education (CoEs) to improve the quality of pre-service teacher education.

Many earlier donor-funded education improvement projects in Ghana had failed to make a lasting impact in changing behaviors and attitudes. Ideas and teaching methodologies, which were apparently successfully adopted during these projects' lifespan often faded after they had finished. This could be a result of project design and failure to either attempt underlying structural or institutional reform or to systemize changes. T-TEL was determined to do things differently.

Ghana's teacher education system in 2020 looks significantly different to how it did in 2014 but the full extent of these changes was not envisaged at the start of the programme. The overall goal to strengthen pre-service teacher education has remained the same but T-TEL's original design envisaged a holistic package of activities focused predominantly within CoEs to make them more effective institutions and a modest adjustment of the teacher education curriculum.

The national and inclusive consultative process that T-TEL initiated in the teacher education community in 2016 as part of a process to mobilise a coalition for change, was the genesis of far-reaching and fundamental reforms. This "big conversation" was a series of national and regional consultations led by the National Council for Tertiary Education (NCTE) and National Teaching Council (NTC), involving participants from across the teacher education system including universities, CoEs, teacher unions, government agencies, and civil society organizations. This process led to the production of the National Teachers' Standards (NTS), which sets out a common expectation of Ghanaian teachers' knowledge, behaviour, and practice.



The NTS provided the foundation for subsequent reforms as it established a common set of agreed requirements. It defined what a "good" teacher in Ghana would be across three domains: professional values and attitudes, professional knowledge, and professional practice. This provided a basis for setting standards for teacher performance and teacher education. The NTS formed the basis of a review and revision of the DBE teacher education curriculum.

This review of the existing teacher education curriculum concluded that the curriculum did not provide the necessary training for newly qualified teachers to meet the requirements of the NTS. The Government of Ghana then decided to replace the DBE with a new Bachelor of Education (B.Ed.) degree in Initial Teacher Education, which was to become the new minimum qualification for anyone aspiring to enter the teaching profession.

The consultative process that had been used to develop the NTS was extended to develop a National Teacher Education Curriculum Framework (NTECF). The NTECF set out the mandatory requirements which anybody with a B.Ed. in Initial Teacher Education would need to meet to be accredited by the National Accreditation Board (NAB). The NTECF required specialisations for Early Grade (KG–P3), Upper Primary (P3–P6), and JHS 1–3.

The Cabinet Memorandum on Policy on Teacher Education Reform, which was approved by the Cabinet of the Republic of Ghana on 28 September 2017 provided for:

- the official introduction of NTS for pre-service teachers
- the official introduction of the NTECF
- the proposed conversion of CoEs into university colleges, affiliated to five public universities offering teacher education curricula (University of Cape Coast, University of Education Winneba, University of Ghana, University of Development Studies and Kwame Nkrumah University of Science & Technology)
- the design of a new 4-year B.Ed. curriculum for Initial Teacher Education to be offered at the university CoEs.

And so, T-TEL's mandate evolved. The focus became one of supporting the NCTE to deliver this ambitious set of reforms. T-TEL worked with a team of key experts to help revise the curriculum and, through five zonal teams of education, provided direct support to all 46 CoEs. Since October 2018 Ghana's 46 public CoEs have been delivering the new B.Ed. in Initial Teacher Education, which has been carefully designed to ensure that it produces a cadre of skilled, knowledgeable, and motivated Ghanaian teachers who meet the requirements of the NTS.

A team of international assessors has described the content of this B.Ed., which was written in collaboration with a team of 105 Ghanaian educators, as being “truly world class.”

Each of the CoEs is affiliated with one of five mentoring universities that provide guidance and support as well as operating weekly professional development and learning sessions for tutors. The new B.Ed. curriculum blends content and pedagogy so all tutors model the behaviour and practices expected of teachers in basic school classrooms while teaching student teachers. Assessments also now focus on Supported Teaching in School (teaching practice in partner schools), continuous assessment, and portfolio building as well as final written examinations in line with

a National Teacher Education Assessment Policy (NTEAP).

The teacher education reforms are driven by a desire to ensure that Ghana produces teachers who can inspire learners and encourage critical thinking, problem solving, and creativity rather than simply focusing on factual recall to pass written examinations.

While the current batch of B.Ed. student teachers will not enter basic school classrooms until 2023, the changes in teacher education have already achieved impressive results. An annual external evaluation survey, carried out in June 2019 showed that:

- The proportion of English, Science, and Mathematics tutors in CoEs demonstrating student-focused teaching methods increased from 26% in 2015 to 78% in 2019.
- The proportion of English, Science, and Mathematics tutors demonstrating gender-sensitive instructional methods increased from 2% in 2015 to 80% in 2019.

These changes in the CoEs have significant and measurable impacts on the performance and behaviour of newly qualified teachers in Ghana. An external survey of teaching practices among over 500 teachers in their first year after completing training found that:

- The proportion of beginning English, Science, and Mathematics teachers with core competencies in the Pre-tertiary Teacher Professional Development and Management Policy Framework (PTPDM) increased from 2% in 2015 to 41% in 2019.
- The proportion of beginning male and female English, Science, and Mathematics teachers demonstrating gender-responsive instructional strategies increased from <1% in 2015 to 31% in 2019.

These are impressive achievements that demonstrate the enormous improvements that have already been made in Ghana's pre-service teacher education system, largely driven by tutors themselves through weekly professional development sessions. Now that the five universities have taken over responsibility for operating these sessions it is highly likely that this approach will be sustained beyond the lifespan of T-TEL, which ends in December 2020.

The following sections of this brochure provide details of the activities which T-TEL undertook to bring about these positive changes.

Tutor professional development, supported teaching in schools (STS) and school partnerships

An important part of T-TEL's tutor professional development (TPD) programme is the provision of Professional Development (PD) guides for tutors and PD coordinators. These guides covered various themes such as creative approaches, gender responsive pedagogy and the NTS. These guides, which were developed for use in tutor-facilitated weekly professional development and professional learning community sessions in each College of Education were designed to support the implementation of a specific model of tutor professional development aligned with the NTS. As well as supporting tutors' participation during the weekly sessions, the PD guides encouraged tutors to consider how to apply the strategies in their own classrooms and provided examples of the strategies applied to examples taken from the basic school curriculum.

Since 2015 these guides have been printed and distributed in hard copy and published online and the TPD programme reached almost 2,000 college tutors through the weekly PD sessions. This has helped to ensure that tutors are equipped to support the skills development and empowerment of student teachers. Tutors act as role models for their student teachers who are likely to imitate tutors' behaviour and practices when they enter basic school classrooms. Over the project period, there has been significant increases in the number of tutors using student-focused teaching methods and gender-sensitive approaches. If more tutors are using student-focused and gender-sensitive approaches in CoE classrooms then more student teachers are likely to use these techniques when they enter the teaching profession.

Teaching experience in real life classrooms is essential to ensure that student teachers are ready to enter the classroom after completing their training. Supported Teaching in School (STS), which is the name for this practical component within the new B.Ed. curriculum, provides an enormous opportunity for student teachers to learn within different practical settings and is arguably the most important part of basic teacher education. STS is now taking place throughout a student teacher's training rather than being confined to the third and final year as was the case with the DBE.

T-TEL has trained over 20,000 mentors and lead mentors in basic schools across Ghana which partner with CoEs. These mentors have an essential role to play in supporting student teachers in their learning before, during and after STS sessions.

Mentoring enables student teachers to deepen their understanding of teaching and learning. Underpinning this is the requirement that mentors must use student-focused and gender-sensitive strategies to help guide student teachers in their work. Strong partnerships between CoEs, schools and local communities are at the heart of effective STS activities. With the development and implementation of the National Schools Partnership Policy, CoEs have now forged better links with partner schools to create a supportive learning environment for student teachers, supported by regional, metropolitan, municipal and district directorates of education. CoE tutors and mentors are working in close collaboration to ensure quality support for student teachers and consequently quality education for children at basic school.

The proportion of mentors in partner schools who reinforce key components of the NTS has increased from 55% in 2019 to 73% in 2020. This increase is mirrored in the percentage of mentees receiving support from mentors in the delivery of basic education curriculum using pedagogy in line with the National Teachers' Standards, increasing from 51% in 2019 to 64% in 2020.

The outbreak of the COVID-19 pandemic led to the closure of schools in March 2020. In response to this T-TEL provided support to implement emergency remote teaching which enabled over 85% of student

teachers to attend virtual lessons each week. T-TEL conducted virtual lesson observation and the feedback which tutors received helped to improve their teaching, with evidence to suggest that this improvement led to more student teachers attending lessons. Lessons became more learner centred as the semester progressed and tutors facilitated lessons using a variety of approaches including WhatsApp voice notes, PowerPoint slides, short videos, and typed out text to engage all learners. The 2020 T-TEL annual evaluation survey found that over two-thirds of tutors were using student-focused teaching methods during their online lessons.

College leadership, national policy reforms, quality assurance and regulations

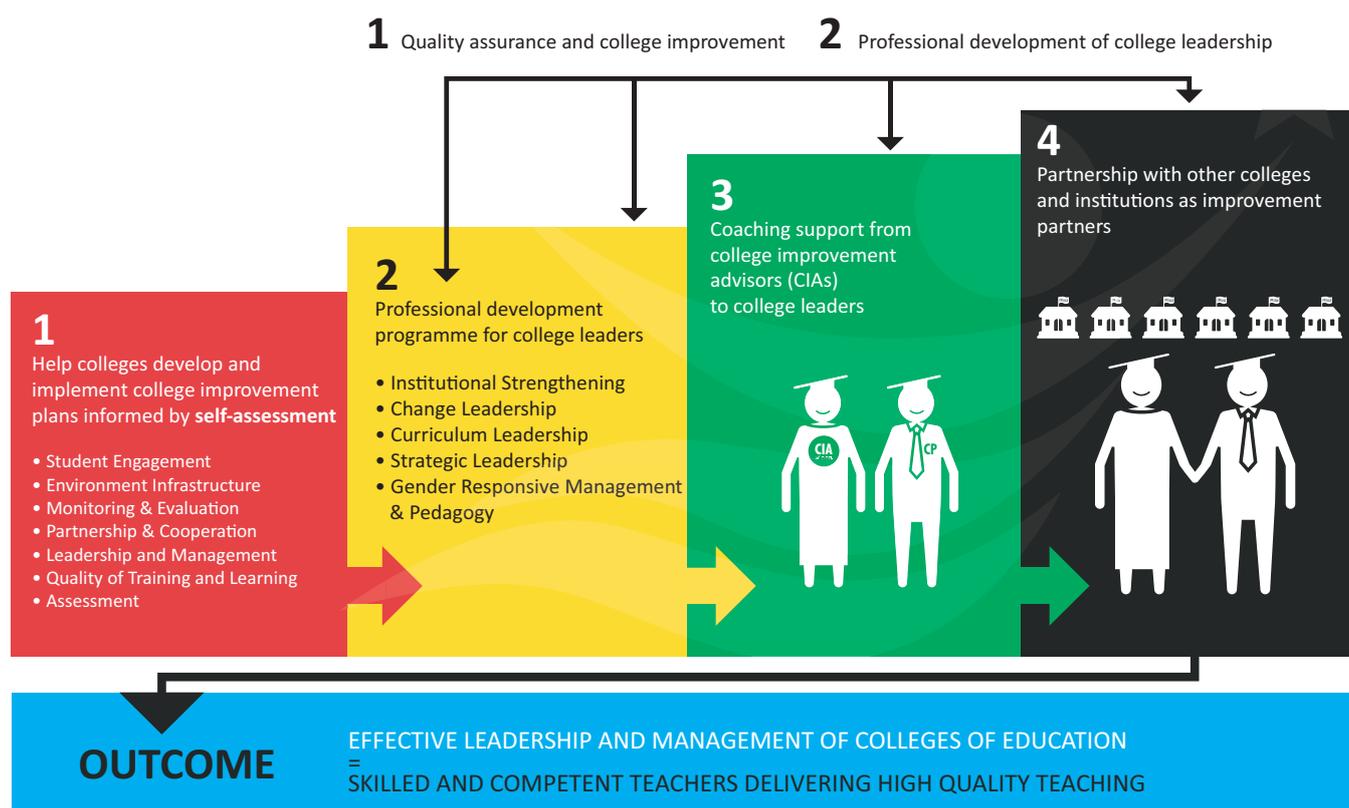
The T-TEL leadership programme was framed within the organisational development and quality assurance model of institutional strengthening. T-TEL combined these two approaches to address the peculiar needs of the colleges in their journey to become autonomous tertiary education institutions. Using a coaching approach – through the deployment of college improvement advisers (CIAs) and targeted leadership capacity development workshops – for

college leadership teams, management and leadership practices in CoEs have been significantly improved. At baseline in October 2015, only 34% of principal were demonstrating a defined set of leadership skills – to include crafting and disseminating vision, mission and value statements, leading to: the development college improvement plans, the development of set of policies, colleges undertaking self-evaluation, the creation of a gender responsive college community, the introduction and institutionalisation of quality assurance culture, the improvement of learning outcomes, the professional development of tutors, to have a clearer understanding of the governance systems of the college and be able to practice transformational and distributed leadership strategies.

In 2020 almost 90% of principals are now demonstrating a defined set of leadership skills.

Colleges have also been supported as part of the leadership programme to develop strategic development plans and college roadmaps to help them focus on achieving annual targets set out in their college improvement plans.

Model for effective leadership and management



To strengthen quality assurance and regulatory systems for CoEs a number of programmes have been implemented to support national agencies and regulatory bodies involved in teacher education reform:

- NAB – to ensure that all public CoEs meet defined institutional accreditation standards
- NTC – to develop a portfolio assessment system as part of the new teacher licensing regime
- NCTE – to develop several national teacher education policies, including National Teacher Education Assessment Policy, Gender and Inclusion Policy, Information and Communication Technology (ICT) Policy for Colleges of Education and Sexual Harassment Policy - and a management information system (CEMIS) to support effective college administration and ensure timely, accurate and reliable information sharing in Colleges of Education.

A Handbook on Leadership and Quality Assurance in Colleges of Education in Ghana, and the National Professional Qualification Curriculum Framework have been commissioned by NCTE and developed to help support the sustainability of these changes. College leadership teams are now well equipped and positioned to lead their institution into the future.

Curriculum reform and development within teacher education institutions

The key focus of curriculum reform during the entire life of the project has been to engage with stakeholders in education to shape a radical rethinking and redesign of teacher education in the country. This shift has brought about collaborative learning and built a community of practice across the teacher education sector. Key elements of the change are:

- the integration of subject content and pedagogy in teaching
- a greater emphasis on formative assessment
- age phase specific training
- raised awareness of equity and diversity issues and the use of inclusion to address these
- increased timing and weighting to mentor supported teaching in school
- preparation to teach the Basic School Curriculum

- integration of digital tools in teacher education delivery. It has been an iterative process with each step taken building on the vision of the T-TEL project for preparing inspirational new teachers for Ghana. This vision is enshrined in the National Teachers’ Standards and the National Teacher Education Curriculum Framework which were developed by the team working with stakeholders from across the educational and political spectrum.

The change process involved several phases:

1. Situational research and holding five large stakeholders’ fora to discuss issues affecting effective teacher education in the country which were followed up with relevant stakeholder meetings. The stakeholder groups consulted included: student teachers, teachers’ unions, teacher education tutors, university leaders, the parliamentary educational select committee and Ministry of Education.
2. Shaping the development of government policies, the NTS and the NTECF and the democratisation of teacher education including beginning discussions on the affiliation of colleges of education to five public universities.
3. Intensive writing of the curriculum and the change from 3-year diploma to a 4-year B.Ed. teacher education degree programme for all student teachers with partners from the universities, Colleges of Education and other expert writers which was then approved by NAB.
4. Affiliation of 46 CoEs to the five public universities to implement the new B.Ed. Curriculum for initial teacher preparation. The team supported all the universities in their work with CoEs to develop and implement the curriculum in several ways including workshops on inclusion and the use of Universal Design for Learning (UDL).
5. Coordinating the writing of B.Ed. course manuals for each area of specialization so that there are manuals for each year and course.
6. Creating the National Implementation Support Team (NIST), chaired by NCTE, to oversee and coordinate the reforms, the development of the National Teacher Education Assessment Policy (NTEAP) by NAB to guide assessment of the new curriculum, and support to universities in developing and implementing roadmaps on curriculum implementation and the affiliation process.

Much has been learned during this project not least that achieving dramatic improvements in the quality of pre-service teachers and in the learning outcomes of the children that they will be teaching is a massive undertaking. Through the process we have identified, and continue to apply, five key levers for success:

1. **Multi-stakeholder and political engagement and participation**, all stakeholders putting their weight behind the reform and *'harnessing the wisdom of (informed) crowds'*
2. **Adherence to the nationally defined vision, principles and practices of the reform at all stages**
3. **Genuine collaboration and commitment in the design and writing** of the curriculum and related materials across universities, CoEs and government agencies
4. **Ongoing engagement** with all five universities and their affiliate CoEs to support and shape their progress
5. **Persistence, tact, and patience with stakeholder engagement**. For each of the challenges encountered across the six years, once the relevant stakeholders were engaged in an ongoing and fruitful dialogue, the challenges receded, and positive results were achieved. The deep-rooted commitment to experience-related beliefs and practices cannot be underestimated.

These factors remain essential in turning the rhetoric of reform into the reality of implementation and can be applied in other educational reform scenarios.



Gender equality and social inclusion (GESI)

T-TEL's cross-cutting work on gender equality and social inclusion (GESI) has focused on promoting inclusion and gender responsiveness within Ghana's teacher education system. This has involved supporting CoEs to promote equality and inclusion across all aspects of their work including policies, budgets, classroom practices and within the entire college environment. This has led to measurable and meaningful changes in the extent to which the college community have embraced and understood gender and inclusivity issues.

The proportion of English, Science and Mathematics tutors demonstrating gender-sensitive instructional methods increased from 2% in 2015 to 80% in 2019.

To build upon these results, multiple approaches and strategies were applied in supporting CoEs to address GESI issues. These included having CoEs conduct self-assessments using gender scorecards to identify GESI gaps within their individual institutions, based upon which they developed customized interventions to promote equality. This led to the implementation of a Gender Responsive Improvement Plan (GRIP) where each CoE developed activities to address various gaps identified in their institution and received results-based financing of up to GHS 50,000 if they achieved their objectives. Examples of some of the GRIP interventions include:

- GESI training for senior management, tutors, students and staff; development of sexual harassment policies
- ensuring GESI responsive infrastructure and changing rooms for females
- facilitate GESI responsive Supported Teaching in Schools
- the review of all CoE policies to be GESI responsive.

42 CoEs achieved their GRIP objectives in full whilst 105 out of 108 individual GRIP objectives were fully achieved, an achievement rate of 97%.

One notable impact of the GRIP implementation process was the effort by all CoEs to address sexual harassment in their institutions. Paramount of these was the development of sexual harassment policies, and awareness creation on sexual harassment where colleges used the 16 Days of Activism period (25th November to 10th December) in 2019 to intensify awareness and sensitization on sexual harassment within the college community. Beyond awareness creation, CoEs established their formal and informal response systems by appointing and training Safe Space Focal Persons and Grievance Committee Members to make it easy and possible for victims of sexual harassment to seek redress. These efforts have translated into

82.6% of CoEs having dedicated and effective sexual harassment reporting systems.

Building upon college-led efforts to promote GESI within teacher education, a National Gender and Inclusion Summit was organised with NCTE in May 2019 to share the lessons learned on GESI within CoEs. A wider stakeholder audience helped to explore opportunities to make more gains. A key outcome of the summit was the development of a five-year GESI Strategic Framework (2020 - 2025). It has an overall goal of ensuring that, by 2025, Ghana has a responsive teacher education system that genuinely promotes equality and inclusion.

Most CoEs have so far demonstrated interest and commitment to implement their action plans.



More specifically on inclusion, COVID-19 and its restrictions shifted teaching and learning from face-to-face to remote teaching and learning. This new mode of education, which relies on internet and technology assisted devices to succeed, has created vulnerabilities for student teachers with visual and hearing impairment regarding access. To ensure the active participation of student teachers with visual and hearing impairment in virtual learning, CoEs focused on special education needs, and student teachers with impairments, were supported with gadgets, equipment and assistive devices to make it possible from them to benefit from the ongoing emergency remote learning. This initiative increased participation rate and will likely improve learning outcomes for SEN student teachers.

91% of CoEs have developed their respective action plans based on targets set in the GESI Strategic Framework.

Looking into the future – Sustainability

A major focus over the past 12 months has been ensuring that measures are in place to sustain and extend the gains made to date in the teacher education system so that changes in practice do not end when T-TEL does in December 2020. NCTE has been playing an increasingly central role in the effective oversight and coordination of teacher education reforms and this has been reinforced through the creation of the NIST and the development and roll-out of a College of Education Management Information System (CEMIS), which has enabled NCTE to access up to date information about a range of key performance and financial metrics. Sustainability has also been embedded through T-TEL's support to NTC to recruit and train Regional and District Portfolio Assessors. These assessors will be responsible for tracking the development of each beginning teacher as they build a portfolio of evidence to demonstrate their competence and adherence to the NTS so that they can gain Qualified Teacher Status. Introducing this nationwide portfolio assessment system is an ambitious undertaking but an essential one so that teacher licensing becomes more than just a written exam but is instead something which encompasses the development of a professional portfolio which will be useful to beginning teachers throughout their career.

Following discussions with Mastercard Foundation and the Ministry of Education in late 2019 and early 2020, T-TEL's management took the decision to establish a new Ghanaian not-for-profit company, limited by guarantee, to continue providing high quality advice and support to Ghana's education reforms. This new organization, named Transforming Teaching, Education and Learning (T-TEL) was officially registered on 7th July 2020.



T-TEL aims to provide high quality technical advice, project management, research and implementation support services and is a proudly Ghanaian organisation which will use local talent and expertise to enable our education system to reach greater heights. T-TEL's first Board Chair is Professor Jophus Anamuah-Mensah whilst Sister Elizabeth Amoako-Arhen is the Vice Chair. T-TEL is currently in negotiations with the Mastercard Foundation over an initial 2-year contract for Phase One of Transforming Senior High School Teaching, Education and Learning (T-SHEL) with an anticipated start date of November 2020. T-SHEL aims to extend reforms which have taken place in Ghana's basic schools across all Senior High Schools (SHS) and universities which train SHS teachers. The first phase of T-SHEL also contains an element of financial and technical support to assist CoEs in the training of student teachers for JHS. We are hopeful that the story of T-TEL which is told in this brochure, covering the period from 2014-2020, is just the start of the T-TEL journey.

B.Ed. and early grade recruitment posters



youtube.com/channel/UCvpcsfDPnRqHdFrtYQyGr8g



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Messages from stakeholders

Message from the Conference of Principals of Colleges of Education (PRINCOF) – By Dr. Emmanuel Nyamekye (President)

I take great pleasure, on behalf of the Conference of Principals of Colleges of Education (PRINCOF), in addressing this message of solidarity to all the staff of Transforming Teacher Education and Learning (T-TEL) Ghana.

Ever since T-TEL started working with the Ministry of Education, its regulatory agencies, all 46 public Colleges of Education (CoEs) and other education institutions to strengthen pre-service teacher education in Ghana and to support the implementation of the Bachelor in Education (B.Ed.) degree in Ghana some six years ago, she has become a highly recognized hub of nurturing professional teachers for Ghana and beyond. T-TEL has admirably committed itself to triangulate teaching, research and community engagement.

T-TEL has, over the years, focused on seven (7) areas to strengthen and improve the standard of pre-service teacher education in Ghana's public Colleges of Education. Notable among the successes chalked in especially all 46 public Colleges of Education, include, but to limited to policy and institutional development, leadership and management, staff professional development, teaching practice and partnership in schools, curriculum reform and gender and inclusion. T-TEL has also provided funding, over the years, to train staff of all Colleges of Education and has equally supported Colleges of Education with funding. There has been the provision of funds under the Transition Support Fund, which enabled tutors and non-teaching staff to seek to develop and/or upgrade themselves professionally, and the Challenge Fund, where T-TEL provided funds to promote innovation and improved management in all colleges. There has also been the Payment by Results Fund and Gender and Inclusion Fund.

There was very little wonder therefore that for several years in a row, T-TEL achieved an 'A' rating in DFID's annual review in the 2017/2018 implementation year. T-TEL's innovative ways of working with PRINCOF and for that matter staff of all 46 public Colleges of Education, is considered responsible for the quantum

of change that is currently sweeping across the teacher education sector in Ghana.

It has never been easy for an organization to maintain and sustain a perseverance in the realization of a vision over a long period; yet, because of the endeavours made by the staff of T-TEL, this organization has been able to progressively and successfully actualise its dream.

As an association, PRINCOF is convinced that sustainable development can largely be achieved if there is equality for women and T-TEL's gender and inclusion programme, sits in very well with PRINCOF's conviction.

I believe that with God's guidance and the concerted effort of staff and students, all 46 public Colleges of Education will scale new heights. We shall continue to provide quality education to our students and produce generations of teachers, who will all aspire to pursue knowledge, academic excellence and lifelong development.

To all staff of T.TEL; Robin, Akwasi, Jophus, Jonathan, Sam, Noshie, Eric, Richard M, Bea, Isobel, Richard T., Roger, Matilda, Isaac, Quadry, Priscilla, Beryl, Emma, Geoffrey, Bernice, Daniel (MoMo), Abdul-Karim, Hannah, Diana, Marjorie, Daniel Z., Christiana, Gideon, Frank, Felix, John, Wilhemina, Miracule, Mary, Daniel A., Peter, Issahaku, Hawa, James, Emmanuel, Augustus, Wellington, Seth, Doris, Anthony and Alberta, PRINCOF wishes you well. Let me not forget also the drivers who have equally helped in driving the transformation process; Fred, Isaac, Godfrey, Samuel, Yussif, Enos, Abraham and Rocky. It is a God given blessing to have the chance to work with you all.

I pray that the Almighty God will watch over all of you, prosper you and make you all a source of pride to your families, communities, and teacher education in the country.

I wish you well in your transition process from T-TEL to T-TEL NGO and the proposed T-SHEL programme and to reaffirm PRINCOF's partnership with you, further into the many years ahead.

Message from the Colleges of Education Teachers Association of Ghana (CETAG)

Colleges of Education Teachers Association of Ghana (CETAG) looks back to her relationship with Transforming Teacher Education and Learning (T-TEL) with fond memories and appreciation. From the consultative stage of the new four-year Bachelor of Education curriculum for colleges of Education in 2015 to the implementation stage of the process hitherto, T-TEL has involved CETAG in every major decision-making. That has really worked for the benefit of the smooth implementation of the new curriculum.

Indeed, T-TEL has impacted significantly on CETAG in two folds. Firstly, CETAG will forever remember T-TEL for providing logistical and technical support to CETAG to run a workshop for our members in all our five zones across Ghana in August 2018 prior to the implementation of the new curriculum. The workshops sensitized CETAG members on key issues pertaining to the implementation of the new curriculum and position ourselves for effective implementation. T-TEL, believing in monitoring and evaluation as a key element in every process, supported CETAG again, a year after implementation of the curriculum to run another workshop for our members to identify successes and challenges. Secondly, CETAG will forever remember T-TEL for helping build the individual and institutional capacities of members within the period of its existence. This was done through workshops tailored to meet the needs of members and the colleges. Continuous Professional Development for tutors readily comes to mind. It is unimaginable the degree of confidence this has given tutors.

In sum, the corporate recognition accorded CETAG by T-TEL by ensuring that the Association was duly represented at all stakeholder meetings is worthy of mention. On a parting day like this, CETAG pledges to continue to water and nurture the precious seeds of good practices that T-TEL has sown in the colleges. CETAG also wishes the Robin Todd-led team the best of luck in future endeavours.

Thank you.

Message from the Teacher Trainees' Association of Ghana (TTAG)

The leadership of Teacher Trainees' Association of Ghana (TTAG) extends our congratulatory message to the management of T-TEL Ghana. We have been working closely with you and the Association wishes to appreciate you for your collaboration with TTAG.

Undoubtedly, T-TEL has had a huge impact on TTAG as a student union, a few of which must be highlighted. Over the years, T-TEL has provided capacity building for members at our workshops and annual congress, aiming at improving and finding lasting solutions to challenges facing the teacher education sector in Ghana.

With the onset of the COVID-19 pandemic, T-TEL supported the NCTE, and consulted with various stakeholders including TTAG, to ensure that teacher education continues through virtual learning which enabled trainees' start and complete the second semester of the 2019/2020 academic year. In addition to this, T-TEL having realised the challenges faced by some trainees' in accessing online education, consulted with TTAG and Colleges' management on the supply of smartphones and SD Cards loaded with curriculum materials to those students to facilitate their learning. This had a remarkable impact which trainees' are grateful for.

The leadership of TTAG on behalf of trainees' have enjoyed working with you and highly appreciated your immense contributions to teacher trainees' and Teacher Education.

We look forward to that cordiality in the days, months and years ahead.

Message from the National Teaching Council (NTC)

The Governing Board and Management of the National Teaching Council (NTC) wish to express their profound and heartfelt congratulations to the Management and Staff of Transforming Teacher Education and Learning (T-TEL) on the successful completion of its project. We agree with James Baldwin that 'Not everything that is faced can be changed, but nothing can be changed until it is faced'. You identified a national problem with teacher quality and professionalism, particularly with continuous professional development of teachers and you have contributed immensely to fixing it.

As a council, we feel honoured to have accomplished some feats with you. You aided the council in the organization of capacity building programmes for the governing board and staff. It gave them an opportunity to be abreast of developments in teacher education and training.

NTC recognises your support in the development and printing of the National Teachers' Standards (NTS) for Ghana which indicates what teachers are expected to know, value and do. The development of the NTS arose from the need to consolidate the different standards being used in institutions offering initial teacher training and those who provide continuing professional development into a national standard to ensure that the development of pre-service and in-service teachers is guided by the same set of standards.

The sensitization programme you collaborated with NTC to organize on the NTS for Teacher Trainees in the 46 Colleges of Education confirmed their critical role as teachers-to-be inspiring and challenging students to achieve their potential. The programme enlightened them on meeting the standards which set out the minimum levels of practice that all trained teachers must reach by the end of their pre-service teacher education course.

NTC holds in high esteem your support in portfolio development and training of portfolio assessors. Teachers, students and administrators will benefit from portfolio building because it encourages them to develop and present better evidence of the quality of their work through keeping a record of their accomplishments.

It is with utmost appreciation of your great contribution to teacher development and quality that NTC solidarises with you in your new endeavours.

Message from the National Accreditation Board (NAB)

The National Accreditation Board (NAB) wishes to express its profound and heartfelt congratulations to the Transforming Teacher Education and Learning (T-TEL) Team on the successful conclusion of its Teacher Education Reforms Project.

NAB sincerely believes that the suave conclusion of the project culminating in the National Teacher's Standards, National Teacher Education Curriculum Framework (NTECF) and the new B. Ed programmes for Colleges of Education to run bachelor programmes is a validation of the hard work, commitment and expertise of the T-TEL Team. We therefore commend the hardworking team and the role they played in ensuring Ghana has a national policy on training of teachers for basic education.

We feel honoured to have partnered you in the accomplishment of this great feat. We therefore register our appreciation for your support in co-organizing workshops, capacity building of our staff, development of quality assurance tool kits and the assessment of the new curriculum on teacher education.

Thank you very much for this.

Message from the National Schools Inspectorate Authority (NaSIA)

On behalf of the National Schools Inspectorate Authority (NaSIA), I (Executive Director) express our profound gratitude for the assistance received from the T-TEL programme that assisted the Authority to successfully implement its Reform Agenda.

Between 2018 – 2019, T-TEL funded training programmes for over 500 NaSIA inspectors on our revised school inspection approach. Additionally, T-TEL also supported the printing of copies of NaSIA's Revised Handbook for the Inspection of Public and Private Pre-Tertiary Schools in Ghana (2019). This assistance ensured NaSIA's inspectors developed their technical capacity to carry out school inspections effectively and efficiently across the country. Thus, for the first time in our history, school inspections were conducted in 794 schools (until the onset of COVID-19) as against an average of 50 schools per academic year in the past. This has ultimately helped improve our relevance in enforcing standards and ensuring quality of teaching and learning outcomes in Ghanaian Pre-Tertiary Educational Institutions.

We are once again grateful for the programme's support to NaSIA and we wish the team the very best in its future endeavours.

Message from the National Council for Curriculum and Assessment (NaCCA)

Over the past three years, T-TEL has played a crucial role in supporting the National Council for Curriculum and Assessment (NaCCA) to embark on major reforms to the pre-tertiary education curriculum and associated assessment arrangements.

In undertaking the key mandate of review and development of the pre-tertiary curriculum, NaCCA received logistical support from T-TEL in terms of key personnel and consultants in developing and review of the subject curricula.

A key component of the curriculum review has been the engagement of key stakeholders to solicit their views, concerns and inputs in developing a responsive curriculum. In this regard, T-TEL supported NaCCA to conduct stakeholder engagements in the southern,

middle and northern zones of the country. T-TEL also supported the conduct of a study to identify the level of awareness of the general public on the pre-tertiary curriculum reforms.

Another area that T-TEL supported NaCCA was in capacity building in communication as well as branding of the agency. This culminated in the successful development of Twitter and Facebook accounts of the agency. Additionally, T-TEL supported NaCCA in the development of communication resources including flyers, banners, brochures, posters and pull-ups. This has contributed greatly to increasing the visibility of NaCCA across the educational scene.

To help in the effective implementation of the standards-based curriculum, T-TEL selected and fully funded 92 subject experts from each of the 46 Colleges of Education across the country. These personnel served as master trainers who helped in the nationwide training of teachers across the country before the curriculum was rolled out.

The interventions of T-TEL towards the successful delivery of NaCCA's mandate is evident in a myriad of ways. It has contributed to helping NaCCA to compile a database of curriculum, assessment and subject experts for present and future engagements. It has also contributed to the development of a responsive curriculum through the conduct of extensive stakeholder engagements. Ultimately this resulted in the successful roll-out of the KG – Primary curriculum with guidelines on how to undertake the implementation of the outstanding phases of the curriculum review.

NaCCA is grateful for the financial and logistical support received in undertaking our mandate to develop a new generation of globally competitive Ghanaians. On behalf of the entire staff of NaCCA and indeed all of Ghana's children, we say thank you and Ayekooo!



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