

# REPORT ON THE EFFECTIVENESS OF CLUSTER TRAINING FOR MENTORS



# Contents

Glossary	9
Acknowledgements	11
Executive Summary	14
Findings	15
Recommendations	17
1 Introduction	20
2 Methodology	22
2.1 Definition and measurement of effectiveness	22
2.2 Contribution analysis	22
2.3 Theory of Change	23
2.4 Data Sources	25
3 Description of the Intervention	27
3.1 Strengths and challenges of teaching practice before T-TEL	27
3.2 Key features of the T-TEL intervention	28
3.3 Significant changes during implementation	29
3.4 Implementation activities	32
4 Evidence and Discussion	33
4.1 Phase 1: Materials Development	33
4.2 Phase 2: Orientation of key actors to prepare for materials rollout	36
4.3 Phase 3: Training for Teaching Practice Coordinators	37
4.4 Phase 4: Training for college tutors	38
4.5 Phase 5: Cluster training for mentors	38
4.6 Phase 6: Monitoring and follow-up support to mentors and student teachers	46
5 How effective was T-TEL's support to Teaching Practice?	49
5.1 Implementation of Year 3 (Off-Campus) teaching practice in 2016/17	49
5.2 Implementation of Year 2 (On-Campus) teaching practice	55
5.3 Implementation of Year 1 (School Observation) teaching practice	56
6 Value for Money	59
7 Conclusion and Recommendations	63

7.1	Conclusion	63
7.2	Sustainability	66
7.3	Recommendations for Colleges	66
7.4	Recommendations for T-TEL	67
<b>Annex 1 List of Activities</b>		<b>70</b>
<b>Annex 2 Scoring Rubric for Indicator: Use of Gender-sensitive strategies</b>		<b>71</b>

## Tables

Table 1: Mentors demonstrating gender-responsive mentoring strategies	17
Table 2: Use of handbooks by student teachers, mentors and tutors, by teaching practice year.	17
Table 3: Outputs of the School Partnerships Component in Numbers	21
Table 4: Data Sources	25
Table 5: Current Strengths and Challenges with School Partnerships	27
Table 6: Summary of materials printed	40
Table 7: Summary of SPA Monitoring Visits	47
Table 8: Increased use of gender-responsive mentoring strategies from baseline (2015) to midline (2017)	50
Table 9: Female mentees indicate greater use of gender-sensitive strategies by mentors trained by T-TEL, 2017	51
Table 10: Frequency with which mentor uses their yellow Mentor Handbook with mentees	52
Table 11: Comparison of use of mentoring strategies between early and late trained mentors	52
Table 12: Students report tutors using their handbooks for On-campus TP, 2017	56
Table 13: Printing costs per book printed	59
Table 14: Input Costs for materials production	59
Table 15: Mentors demonstrating gender-responsive mentoring strategies	61
Table 16: Use of handbooks by student teachers, mentors and tutors, by teaching practice year	61
Table 17: Mentors demonstrating gender-responsive mentoring strategies	63
Table 18: Use of handbooks by student teachers, mentors and tutors, by teaching practice year	63

## Figures

Figure 1: The School Partnerships Intervention	15
Figure 2: School Partnerships Component Results Chain	24
Figure 3: Colleges of Education deliver cluster training for mentors through contracts with T-TEL	31
Figure 4: The School Partnerships Intervention	32
Figure 5: Quality criteria set by the T-TEL Service Contract for Cluster Training for Mentors	39
Figure 6: Gender-sensitive mentoring strategies measured by the midline survey	50
Figure 7: SPA Monitoring (Open Ended/challenges)	54
Figure 8: Tutors use of the Teaching Practice Handbook	58

# Glossary

## The T-TEL Programme team

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School Partnerships M+E officer	Geoffrey Fummey
SPA School Partnerships Advisers	5: Ash/BA, Western, Greater Accra and Central, Northern, Volta)

## College

Teaching Practice Co-ordinator (TPC)	Nominated tutor at each college responsible for managing the practical components of the DBE
Tutor/Link Tutor	College Tutors who make visits to teaching practice schools to assess or mentor Student Teachers

## School

Partner school	School which receives Student Teachers
Lead Mentor	The School Principal
Mentor	Class teacher responsible for Student Teachers
Student Teacher	College of education student undertaking off - campus teaching practice
Mentee	Student Teacher

## GES

Circuit Supervisor (CS)	District education official responsible for monitoring school performance
Girl-child Education Officer	
Gender Education Officer (GEO)	District education official responsible for providing support to schools on gender equity

District Director Education (DDE)

Senior manager responsible to the District Assembly for provision of basic education in a district

**Other**

Component 3

School Partnerships Component

TPJ

Teaching Practice Journal

## Acknowledgements

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T-TEL's School Partnership Component has been spearheaded by T-TEL's dedicated school partnerships team: Ms. Emma Murumbe-Fynn (Co-ordinator), Mr. Issahaku Abudulai, Dr. Samuel Agyemang, Mr. Daniel Amofa, Mr. Augustus Asah-Awuku, and Ms. Doris Boateng (School Partnerships Advisers), and Mr. Geoffrey Fummey (School Partnerships Monitoring Officer) with support over the two years from Dr. Marion Young, Mr. Robert Smith, Ms. Helen Drinan, Dr. Rosie Lugg and Professor Jonathan Fletcher.

Partnerships between Colleges of Education and the partner schools where their student teachers first learn to teach are essential to the development of effective teachers. We acknowledge with thanks the support and encouragement provided by the Principals of the Colleges of Education, and the District Directors of Education in all districts we worked in, and the commitment to the many, many Circuit Supervisors and Girls' Education Officers who supported this innovation.

Improvements in how student teachers learn to teach in pre-tertiary schools would not be happening without the commitment, and sheer hard work of the Teaching Practice Coordinators in Colleges of Education, and their tutors who implemented the programme with them. A particular note of thanks to all the TPCs and tutors listed below. With them, we acknowledge the many teachers who take on the extra responsibility of mentoring a new professional.

As this report shows, mentors and student teachers are beginning to implement improvements to teaching practice in schools across Ghana. T-TEL's school partnership team looks forward continuing our support to Colleges of Education and the mentors in their partner schools in their shared efforts to keep driving up the quality of education in Ghana.

### Facilitators for CMT Workshop

Name of college	Facilitator 1	Facilitator 2	Facilitator 3
<b>EASTERN/GREATER ACCRA ZONE</b>			
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SDA COLLEGE OF EDUCATION, ASOKORE-KOFORIDUA	TABI SAMPSON		
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MOUNT MARY COLLEGE OF EDUCATION, SOMANYA	OWUSU ACHEAW EMANUEL	NATHAN ASAMOAH AGYEMANG	ERIC ABBAN
ACCRA COLLEGE OF EDUCATION, MADINA-ACCRA	COMFORT KYEI BAFFUOR	GERALD PENNIE	CECILIA DJABAITEY
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ST. FRANCIS COLLEGE OF EDUCATION, HOHOE	DEWODO CHIRSTOPHER	AYIKYE AMBROSE	MAWUDOKU MANFRED
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WESLEY COLLEGE OF EDUCATION, KUMASI	EDWARD BANDO	LYDIA B. BERKO	KWABENA ATTAKORA
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# Executive Summary

This report provides an analysis of the effectiveness of the cluster training for mentors and implementation of T-TEL's teaching practice intervention, with recommendations for T-TEL and Colleges.

Cluster training for mentors sits within the School Partnerships component of T-TEL, and the component covers those activities that T-TEL is undertaking to support colleges in delivering the practical teaching element of the Diploma in Basic Education.

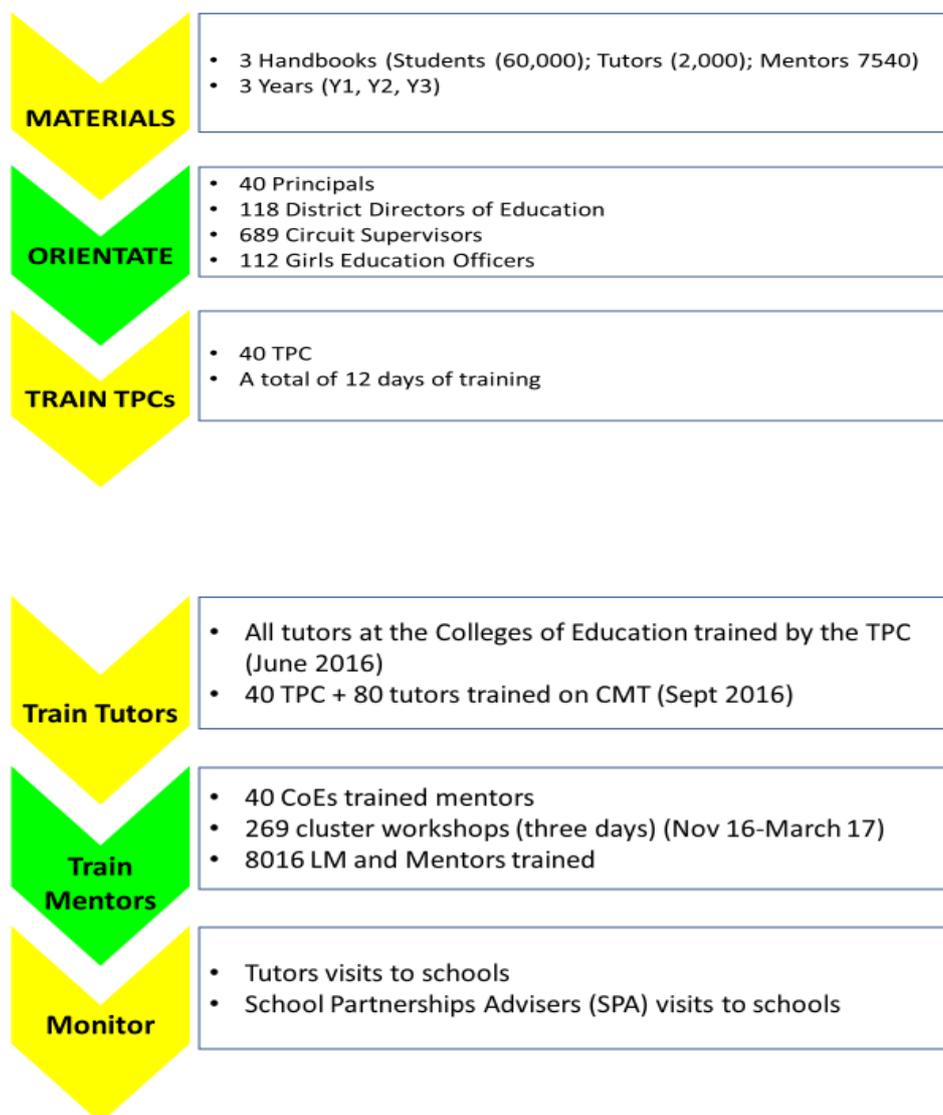
There are three parts to the practical teaching experience that Student Teachers at the Colleges of Education undertake. Year 1 students do a 10-day school observation between the first and second semester break. Year 2 students undertake a 2-4 week On-Campus Teaching Practice (OCTP), which consists of peer and micro-teaching, during the second semester of Year 2. Finally, Year 3 Students do a two-semester teaching practice in a primary school or junior high school in the region of their college of education.

The school partnership component of T-TEL was designed to achieve the following results, which would significantly improve the quality and effectiveness of the teaching practice experience:

- **Student teachers** who have gained the competencies of a good teacher through experience of teaching in real classrooms, under the guidance of an experienced professional
- A **structured programme of learning** and support in schools (teaching practice) that develops competencies required of a good teacher
- **Mentors** who can provide better support to student teachers during teaching practice
- **Tutors** that support mentors to prepare student teachers for teaching practice, guide mentors and student teachers during teaching practice, and consolidate learning through reflection after the completion of teaching practice.
- A **safe and inclusive teaching practice experience** for male and female student teachers
- **High quality resources** for mentors and student teachers that support the implementation of the learning programme in school classrooms, and use can be sustained in the longer-term

T-TEL's support to teaching practice was carried out at scale, with all public Colleges of Education, and reaching over 8000 mentors in partner schools throughout the country, through six phases of intervention.

**Figure 1: The School Partnerships Intervention**



## Findings

The report makes the following key findings:

- **The materials were a strong element of the programme of support. Basing** them upon UCCs assessment competencies made them immediately relevant and useful to Student Teachers. Developing them with a broad coalition of institutions means they have good visibility, and are relevant to schools and colleges in Ghana. The final products were attractive, efficiently produced, and easy to use.

- The intervention paid close attention to engagement and orientation of District Directors of Education, Circuit Supervisors and Girls Education Officers. The strong participation of CS and GEO at mentor training has been judged to reflect the success of colleges' engagement with the districts.
- **TPCs themselves felt well prepared after the training workshops with T-TEL**, and this is borne out by evidence from the cluster training for mentors that shows that TPC and tutors generally covered the required material well, with a few exceptions. From a college perspective, the management of the cluster training contracts was at times challenging because of the responsibility that principals were required to take on, in implementing the contracts. Some Principals failed to take up this lead responsibility and left TPCs struggling.
- From the data available, it seems that **tutors were well prepared, through training delivered by the TPC**, to deliver the Year 1 and Year 2 teaching practice programmes. However, they appear not to have been as ready to support mentors and student teachers in schools, with few follow up visits that included support to mentors, or reflection on the implementation of the programme. However, this is not simply a consequence of the training. Tutors' workload, support of Principals to carry out visits, resources for travel, and scheduling all play a part in constraining the effectiveness of tutor support.
- **Lead mentors and mentors themselves reported being very satisfied with the training provided by colleges**, and fully prepared to implement the learning programme in schools supported by the handbooks. It is worth emphasising the extremely positive response from in-service teachers, to the quality of the training they received from the colleges, and the expertise of the facilitators. Teachers across Ghana were extremely positive that colleges had gone to the districts to run three days of training.
- College tutors and T-TEL staff provided support to mentors and student teachers following mentor training. However, the **frequency and quality of support was insufficient**. Most colleges reported only two follow up visits per school, insufficient to support mentors that may be struggling, and to send strong messages to student teachers that the college places real value on their learning during school placements

A number of significant constraints have been identified, most of which require direct intervention within the broader environment to change incentives that currently shape behaviour of mentors, tutors and student teachers.

- *Assessment of in-school teaching practice.* Current assessment of teaching practice provides little incentive for change. The very limited number of credit hours awarded to third year teaching practice and the reliance on only three assessment events carried out by tutors discourages students, tutors, mentors and lead mentors.
- *Frequency and quality of link tutor support.* Although all tutors are required to provide in-school support to student tutors, this appears not to be enforced by all colleges. Visits by tutors are limited in number and often of poor quality, offering little in the way of pedagogic advice and development. Almost no support is provided to mentors, to support the development of their own professional skills (teaching) and the specialist coaching and assessment skills they require to work with student teachers.
- *Information management systems, and communication systems.* Management information systems in schools and colleges are extremely weak. These are required to plan placements, to monitor students' progress, to determine how many books to print, to track the movement of resources.
- *Low status of teaching in pre-tertiary schools.* The low status of teaching in pre-tertiary schools appears to be reinforced by the behaviour of both student teachers and tutors. Mentors complain of the poor attitude of student teachers, and tutors appear resigned

that students don't want to be teachers. In turn, tutors seem to pay scant attention to schools and mentors.

In spite of these constraints, T-TEL's intervention is associated with a statistically significant improvement in mentoring strategies, and good use of the Teaching Practice Handbooks in Years 1 and 2. The use of handbooks in Year 3 has been disappointing and a number of recommendations are made for improvements.

**Table 1: Mentors demonstrating gender-responsive mentoring strategies**

Indicator	Target	Year 3 Teaching Practice (Achieved)
% mentors using gender-sensitive mentoring strategies (overall)		11.5%
% mentors using gender-sensitive mentoring strategies (Female)	12%	10.7%
% mentors using gender-sensitive mentoring strategies (Male)	10%	12%

Source: JMK (2017) T-TEL Midline Survey

**Table 2: Use of handbooks by student teachers, mentors and tutors, by teaching practice year.**

Indicator	Target	Year 1	Year 2	Year 3
% student teachers using handbook	60%	Close to 100%	Close to 100%	28% <sup>a</sup> 60% <sup>b</sup>
% tutors using handbook	50%	86% (self reported and validated) <sup>a</sup>	61% (reported by students) <sup>a</sup>	58% (post) – 67% (pre) (self-reported) <sup>b</sup>
% mentors using handbook	20%	-	-	26.1% <sup>a</sup>

Source: <sup>a</sup> JMK (2017) T-TEL Midline Survey <sup>b</sup> SPA Monitoring Reports (HB and TPJ observed)

## Recommendations

The following recommendations are made for the Colleges of Education:

- Colleges have gained experience in being providers of teacher training services - something that they could use to their advantage for income generation in a future decentralised system
- Colleges now have experience with a very different model of setting up and managing teaching practice (in school clusters, with mentors acting as teacher trainers) and it is something they can build upon.
- Locating the cluster training off the college campus had many benefits. It brought colleges closer to schools, and contributed to stronger relationships with schools and districts. It allowed training in reasonable numbers, and the training was easier to attend, and more affordable for mentors and district officers because of the proximity to their places of work.
- Colleges must consolidate the work they have done this year by continuing to work with the same partner schools next year. This year, colleges chose schools that were closer to them to make it easier for students to attend weekly classes. The requirement to have partner schools that are accessible to the college, and vice versa, will only increase with curriculum reform.
- Colleges would benefit from support to their information management systems, particularly around teaching practice, given the large volume of students, schools, mentors, and locations that are involved each year.

- Finally we note that in the new National Teacher Education Curriculum Framework, Supported Teaching in Schools is one of the four pillars, and this will therefore lift the requirements of training of mentors and the effectiveness of teaching practice. A far greater emphasis on supported teaching in schools will require re-engineering of tutors' work schedules so that link tutors are able to provide the support to mentors required, particularly in the first few years of reform.
- In addition, the new PTPDM Policy emphasizes competencies in mentorship as a requirement for teacher career progression. This will therefore be an additional incentive for dedicated interest in the role of mentors in schools.

We have the following recommendations for T-TEL:

- A key strategic lesson to take on board is that in terms of driving change in a college's taught curriculum, assessment is what counts. Colleges need further support in order to translate strategies and competencies in the teaching practice handbooks into formative and summative assessment of student teachers, based on the current Form A and Form B.
- Training for all link tutors needs to be substantively improved. Additional CPD for college tutors on how to support mentors, and improve their teaching and coaching skills is required.
- Within the context preparing for curriculum reform, develop a tutor professional development theme on equity and inclusion that also builds tutors' understanding of gender-responsive strategies for inclusive learning for a) pupils in schools b) student teachers in schools.
- A far greater focus on support to mentors and student teachers is required to improve the effectiveness of the teaching practice components. It is recommended that the role of SPAs and VSOs is focused on providing this support in schools to mentors and student teachers.
- The data received by T-TEL suggests some inconsistencies in the distribution of mentor handbooks to mentors. T-TEL will need to take an inventory at the beginning of the new year to identify where mentor books are and ensure all partner schools have sufficient mentor handbooks. This may require printing of additional mentor handbooks.
- Certification for training and career path progression is something that education professionals in Ghana care deeply about. Future training elements can use this as a clear incentive for participation, particularly if the correct administrative procedures can be completed so that training becomes accredited and nationally recognised.
- It is important to be aware of and manage any aspects of political economy that may have a bearing on the technical activities, even within a single component. Counter negative messages in the broader environment with sustained positive political engagement at all levels, including within CoEs. A National campaign that projects positive image of teachers and teacher education must accompany major reforms.
- We recommend a review, with CoE principals, of the contract model that was utilised, in conjunction with the main findings of this report, to better understand whether it met their aims of having college control of a quality training process.
- We recommend that T-TEL reviews the measurement of the logframe indicator for gender-responsive mentoring strategies, and ensure that the most effective strategies for changing mentor behaviour within the learning relationship are targeted. Monitor progress at the sub-indicator level, to avoid under-reporting within a complex, composite indicator.

- Without stating the obvious, a key lesson to learn is the that rolling out a national training programme is a huge exercise. It requires time, people, money; and change may not be immediate. This point has immediate implications for any future work done with the colleges under the ongoing curriculum reform. T-TEL must be conservative in its planning for the time allowed for implementing the logistics of production, printing, distribution, and conscious of the level of effort required to maintain close communication with colleges.

# 1 Introduction

This report provides an analysis of the **effectiveness of the cluster training for mentors and implementation of T-TEL's teaching practice intervention, with recommendations for T-TEL and Colleges.**

Cluster training for mentors sits within the School Partnerships component of T-TEL, and the component covers those activities that T-TEL is undertaking to support colleges in delivering the practical teaching element of the Diploma in Basic Education.

There are three parts to the practical teaching experience that Student Teachers at the Colleges of Education undertake. Year 1 students do a 10-day school observation between the first and second semester break. Year 2 students undertake a 2-4 week On-Campus Teaching Practice (OCTP), which consists of peer and micro-teaching, during the second semester of Year 2. Finally, Year 3 Students do a two-semester teaching practice in a primary school or junior high school in the region of their college of education.

T-TEL's programme of support to students' practical teaching experience consists of six phases:

- 1) The development of three handbooks for Tutors, Mentors, and Student Teachers to use during the three years. The materials introduced a structured course of learning, designed around the DBE assessment competencies, and a 'teaching practice journal' - a blank notebook to record learning activities and which can serve as the basis for formative assessment. In addition, T-TEL supported the printing and distribution of individual copies of the handbooks to Tutors, Mentors, and Student Teachers in all Colleges of Education.
- 2) Orientation on how to support student teachers on teaching practice through the T-TEL materials was provided for District Level Education personnel including Circuit Supervisors, District Directors of Education, Girls Education Officers, College of Education Principals.
- 3) Training of TPCs through a series of workshops implemented during 2016. These covered a) orientation on the handbooks and how they were to be used by tutors, mentors and students to improve the quality and effectiveness of teaching practice, b) preparing to train tutors in CoEs to support the implementation of the handbooks with students in Year 1, Year 2 and Year 3, and c) preparing to train mentors in schools to use the handbooks to structure learning during teaching practice.
- 4) Training all tutors in CoEs to use the handbooks to support students to implement the Year 1, Year 2 and Year 3 teaching practice programme.
- 5) The setting up, funding, and supporting of training, delivered by Colleges of Education via a service level agreement, to every lead mentor and mentor at every partner school across the country that hosted Year 3 Student Teachers. Schools were clustered by colleges in order to maintain reasonable training numbers per workshop.
- 6) Coaching and monitoring support provided by Teaching Practice Coordinators and T-TEL School Partnership Advisers to mentors and student teachers as they implement the learning programme set out in the handbooks.

**Table 3: Outputs of the School Partnerships Component in Numbers**

<b>Output</b>	<b>Number</b>
Tutor Handbooks printed	2,000
Mentor Handbooks printed	7,540
Student Teacher Handbooks printed	60,252
CMT Workshops held	269
Mentors/Lead Mentors Trained	8,016

This report looks at whether the process of materials development and rollout of the training were effective. By ‘effective’ we mean ‘the degree to which something is successful in achieving a desired result’, our result being the successful implementation of the mentoring programme in partner schools. We have measured how well the mentoring programme was implemented in partner schools through the use of gender-responsive mentoring strategies by mentors, and the use of the *Teaching Practice Handbooks* by tutors, mentors and student teachers.

At the end of the first year of implementation in partner schools, this report finds that the whilst the uptake of mentoring strategies was on target (compared to T-TEL’s logframe targets), the use of books by mentors and Year 3 student teachers has not been. In contrast, the take up of new strategies has been very successful with Year 1 and Year 2 students. The report therefore also examines in detail several factors that may have contributed positively to the effectiveness of the programme, or may have reduced it

The next section of the report explains the methodology through which the effectiveness of the cluster training intervention was judged. This is followed in Chapter 3 by a brief description of the school partnerships intervention, before the detailed findings are discussed in Chapter 4. Chapter 5 considers whether the cluster training provided good value for money, and Chapter 6 presents the conclusions and offers recommendations for CoEs and for T-TEL.

## 2 Methodology

### 2.1 Definition and measurement of effectiveness

Effectiveness describes the extent to which an intervention achieves its desired result. In the language of a results chain, it relates to how well outputs achieve outcomes. The school partnership component of T-TEL was designed to achieve the following results:

- **Student teachers** who have gained the competencies of a good teacher through experience of teaching in real classrooms, under the guidance of an experienced professional
- A **structured programme of learning** and support in schools (teaching practice) that develops competencies required of a good teacher
- **Mentors** who can provide better support to student teachers during teaching practice
- **Tutors** that support mentors to prepare student teachers for teaching practice, guide mentors and student teachers during teaching practice, and consolidate learning through reflection after the completion of teaching practice.
- A **safe and inclusive** teaching practice experience for male and female student teachers
- **High quality resources** for mentors and student teachers that support the implementation of the learning programme in school classrooms, and use can be sustained in the longer-term

In this report, the effectiveness of the intervention in achieving these results has been measured through the following indicators:

- % of male and female mentors using gender-responsive mentoring strategies
- % of tutors using the *Teaching Practice Handbook for Tutors*
- % of mentors using the *Teaching Practice Handbook for Mentors*
- % of student teachers using the *Teaching Practice Handbook for Student Teachers*
- The quality and sustainability of the teaching and learning resources developed

These first four indicators were measured through the T-TEL midline survey which provides a statistically representative quantitative assessment of T-TEL's progress to July 2017. The final indicator was judged through several sources of data, including an external evaluation of the Teaching Practice Handbooks carried out in 2016, and internal evaluation of the handbooks by the Teaching Practice Coordinators (TPC) from the CoEs.

The report does not evaluate the effectiveness of the intervention in terms of the competencies gained by student teachers, for two reasons. First, the competencies of the cohort of student teachers in their third year in 2016/17 will be assessed as beginning teachers in the T-TEL endline survey in 2018. Second, the current CoEs assessments of student teachers' competencies are not sufficiently reliable.

### 2.2 Contribution analysis

We have also used a form of *contribution analysis* to evaluate each of the intervention activities and consider to what extent they are likely to have resulted in more effective learning for student teachers during their practical experience.

As a technique, contribution analysis requires that we:

- a) set out the attribution problem to be addressed (i.e. Has the CMT training resulted in an improved teaching practice experience for Student Teachers?);
- b) elaborate the results chain of the intervention;
- c) gather available evidence from various stages of the implementation of the results chain;
- d) assemble and assess the evidence, seeking out and revising an 'effectiveness story' from the data to arrive at a conclusion.

The technique is particularly suited for use here because of the wide range of data that we have collected during implementation. This includes feedback from workshop participants, reports of school visits by School Partnerships Advisers, a materials review, and workshop observation reports.

The next section begins the process of analysis by describing the theory of change and the sources of evidence that we have from each stage of the component work programme.

## 2.3 Theory of Change

The School Partnerships component results chain can be seen in Figure 2 below. The results chain posits that stronger colleges will result in better trained mentors, which, when combined with the use of appropriate learning materials, will result in better trained student teachers. Onto the results chain we have mapped where sources of evidence exist, and in a table below we have listed the different sources that we draw from.

The main assumptions underpinning this results chain are:

- mentors do not know how to support student teachers to learn how to teach, and this is the main constraint to student teachers' learning on teaching practice
- mentors do not have access to high quality resources that can support them to provide a good quality learning experience for a student teacher
- providing resources that make a structured programme of learning available to both student teachers and mentors will lead to significantly improved mentoring and learning
- circuit supervisors must approve the use of new learning programmes so that mentors can be confident they are allowed to use them

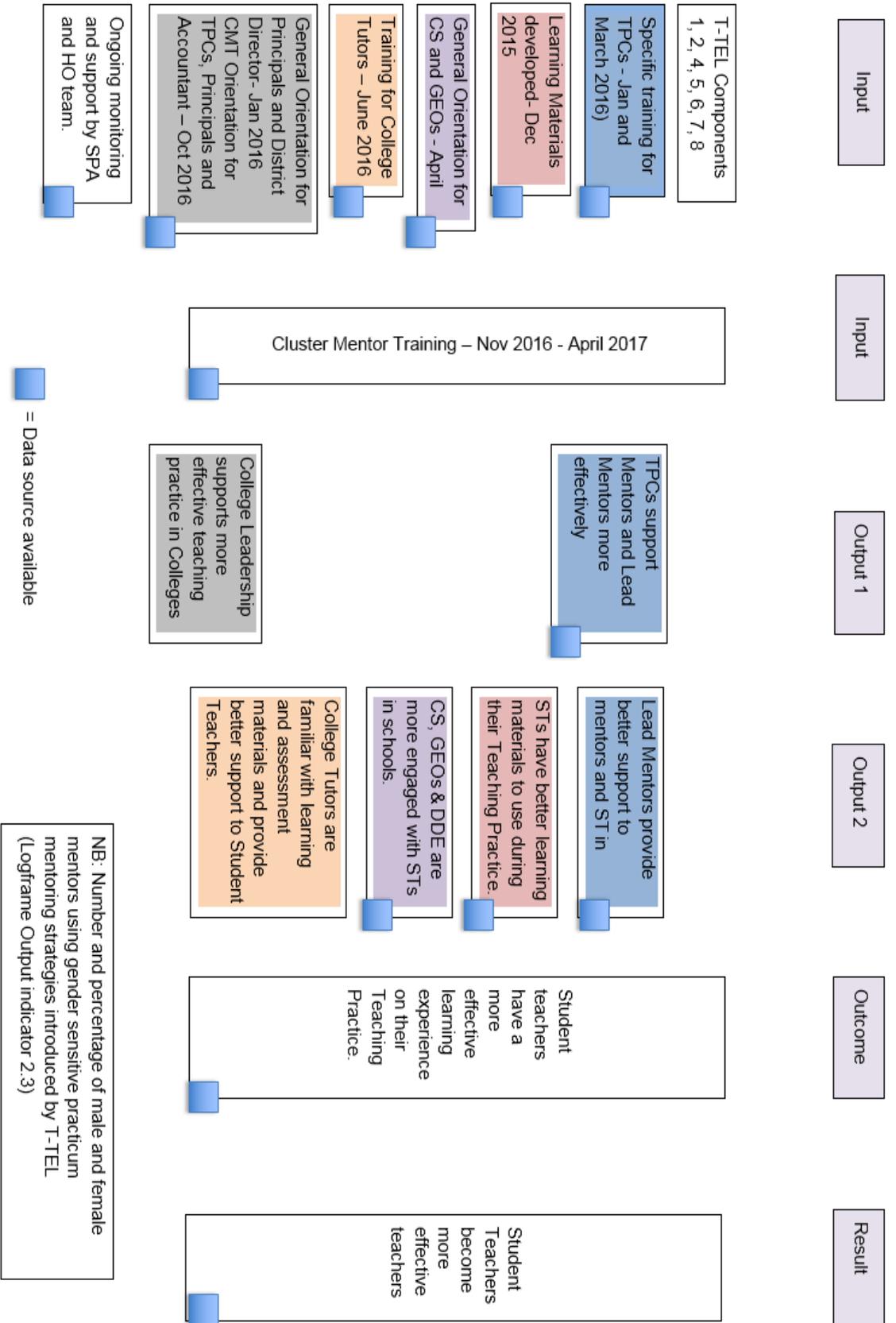


Figure 2: School Partnerships Component Results Chain

## 2.4 Data Sources

The following table lists the data sources that we have drawn upon for this report. Specific data sources are listed in the introduction to each section for clarity. Any document or dataset, if not included, is available upon request.

**Table 4: Data Sources**

<b>Data (Author/info)</b>	<b>Date</b>
<b>Strategy Documents</b>	
T-TEL Proposal (Component 3)	July 2014
Component 3 Outline Strategy (RS/MY)	March 2015
School Partnerships Strategy (MY/HD)	November 2015
Concept note for Cluster Mentor Training (RL)	February 2016
T-TEL Materials Review (JF and SS)	September 2016
Strategy and Materials Design Workshop Reports	Various
<b>CMT Monitoring Reports</b>	
T-TEL Component 3 - School Partnerships: Quality Assessment of Cluster Mentor Training, DRAFT Report (RS)	February 2017
SPA weekly reports (SPA)	Nov 2016 - May 2017
SPA M+E Officer daily CMT reports (GF)	Dec 2016 - May 2017
<b>CMT Feedback surveys</b>	
CMT Participant feedback (LM/M/CS/GEO)	Nov 2016 - May 2017
CMT Facilitator feedback (TPC)	Nov 2016 - May 2017
CMT SPA feedback (SPA)	Nov 2016 - May 2017
<b>Workshop reports</b>	
TPC Workshop reports	Feb 2016 - May 2017
Principals and District Directors Orientation workshop report	Feb 2016
CS and GEO Orientation workshop report	March/April 2016
<b>School Monitoring Data</b>	
SPA school visit reports	Jan 2017- July 2017
College monitoring reports	July 2017
<b>Other Data and Summary Data Analysis</b>	
Materials and Printing - Master Distribution List	March 2016
Analysis of CMT feedback surveys (AKK)	April 2017
Analysis of CMT open-ended data (VSOs)	April 2017
Analysis of TPC workshop data (AKK)	May 2017
CoE Planned vs. Actual CMT Implementation Analysis (EF)	May 2017

<b>Data (Author/info)</b>	<b>Date</b>
CoE teaching practice time-on-task analysis (IA)	May 2017
T-TEL Financial Accounts	Various
CoE Monitoring and Implementation Reports - Final Deliverable	August 2017
T-TEL Midline Survey	August 2017

Key: RS – Rob Smith; MY – Marion Young; HD – Helen Drinan; RL – Rosemary Lugg; EF – Emma Fynn; JF&SS – Jonathan Fletcher & Sarah Shepherd; SPA – School Partnership Advisers; GF – Geoffrey Fummey; TPC- Teaching Practice Coordinator; LM/M – Lead Mentor/Mentor; CS/GEO – Circuit Supervisor/Girls Education Officer; AKK – Abdul Kadiri-Karim; VSO – Voluntary Services Oversees volunteer; IA – Issahaku Abdullai

### 3 Description of the Intervention

#### 3.1 Strengths and challenges of teaching practice before T-TEL

Strengths and challenges associated with the teaching practice part of the Diploma in Basic Education (DBE) were identified during T-TEL’s inception phase. The analysis informed the intervention design and is summarised in Table 5 below.

**Table 5: Current Strengths and Challenges with School Partnerships**

	<b>Strengths</b>	<b>Weaknesses</b>
<p><b>School Observation</b></p> <p><b>(One week during break following Semester 1 of DBE, but varies significantly from college to college)</b></p>	<ul style="list-style-type: none"> <li>• Trainees experience a variety of teaching skills from different skilled teachers</li> <li>• It provides trainees with exposure to co-curricular activities</li> <li>• It provides a foundation on which tutors build on in later years</li> <li>• It is an opportunity to reflect on their career goals</li> <li>• It provides a baseline for future comparison.</li> <li>• It is a case of experimental learning</li> </ul>	<ul style="list-style-type: none"> <li>• Some students do not receive introductory letters, some schools do not expect to receive students but do</li> <li>• Students may observe poor model teachers</li> <li>• Some colleges have no way of verifying whether trainees attended the observation or not, since students choose schools close to their home towns</li> <li>• The observation exercise is not assessed</li> <li>• There is no link between CoEs and District Education Offices in relation to these observations</li> <li>• Observational time is limited</li> <li>• In some cases students are not adequately prepared by tutors for this observation – no learning materials are provided and some students are not set any observation tasks</li> </ul>
<p><b>On Campus teaching practice</b></p> <p><b>(2-3 weeks, after classes, during one semester)</b></p>	<ul style="list-style-type: none"> <li>• It is an introduction to hands on teaching experience.</li> <li>• It introduces peer feedback as a learning tool</li> <li>• It provides feedback on initial teaching</li> <li>• Students practice the art of teaching in a non-threatening environment</li> <li>• Trainees are given the chance to apply what they have learnt in lectures</li> <li>• It builds the confidence level of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>• Students are not skilled so their peers may not learn much from them</li> <li>• The artificial nature of peer-teaching makes lessons unrealistic</li> <li>• Large numbers of trainees make this exercise difficult to organise</li> <li>• Trainees are not given equal chances to practice due to volume of trainees</li> <li>• No credit value is assigned</li> <li>• Tutors are unmotivated</li> <li>• In many colleges it takes place during a limited period, after school, so it is considered less important</li> <li>• Tutors supervise the teaching of all subjects and are unable to give subject specific advice outside of their area of training</li> </ul>

	<b>Strengths</b>	<b>Weaknesses</b>
<p><b>Off-Campus Teaching Practice</b></p> <p><b>(in 2015/16 Semester 5 and 6, but expected to be Semester 5 ONLY from 2016)</b></p>	<ul style="list-style-type: none"> <li>• Trainees learn methods of teaching from experienced and skilled teachers</li> <li>• It exposes them to real life situations in teaching and handling large class size</li> <li>• It facilitates their project work in action research</li> <li>• It allows new trainees to work under the leadership of a school head</li> <li>• Mentees support community services such as taking part in clean-up exercises</li> <li>• Mentors contribute to the professional development of mentees</li> </ul>	<ul style="list-style-type: none"> <li>• Trainees do not have any learning materials or opportunities to learn and reflect on the practice of teaching</li> <li>• Many trainees receive limited or no learning support from colleges during teaching practice</li> <li>• In some cases trainees learn poor methods and techniques from inexperienced or unprofessional teachers</li> <li>• Head teachers manage trainees in different ways, with varying effectiveness</li> <li>• Trainees only have regular, meaningful interaction with students in the final year of their teacher</li> </ul>
<p><b>Model School Partnerships</b></p>	<ul style="list-style-type: none"> <li>• It provides a 'learning laboratory environment' for colleges of education</li> <li>• It brings the theory and practice of pedagogy together</li> <li>• Ready access to basic school materials and organisational structure</li> <li>• It provides opportunities for demonstration lessons in colleges</li> </ul>	<ul style="list-style-type: none"> <li>• There is distance between some demonstration schools and colleges.</li> <li>• It is difficult to have access to pupils in model school sometimes</li> <li>• There is a lack of cooperation from teachers in the model schools</li> <li>• Arranging visits and undertaking them can be time consuming</li> </ul>

### 3.2 Key features of the T-TEL intervention

In response to T-TEL's analysis of the strengths and challenges of teaching practice for student teachers in Ghana, the programme intervention was based on several important principles. The intervention was designed to:

- Support the current teaching practice structure within the Diploma Basic Education (DBE)
- Build on existing University of Cape Coast (UCC) guidelines to CoEs for teaching practice
- Support CoEs to do what they are already mandated to do in the DBE, but to do it better
- Augment existing resources<sup>1</sup> with new resources that provide pedagogic support students, mentors and tutors
- Provide a programme of activities that emphasise the role, and build capacity, of mentors to provide structured learning opportunities within the teaching practice experience
- Provide a programme of learning that would enable student teachers to meet the UCC assessment competencies
- Strengthen partnerships between CoEs and their partner schools

<sup>1</sup> Notably, the so-called 'green book' and 'yellow book' produced by the Teacher Education Directorate (TED) of the Ministry of Education. These provided 'rules' for CoEs and student teachers (mentees), but did not address mentors. They were largely about the social conditions of teaching practice, and mentees behaviour, rather than pedagogic practice.

- Encourage stronger partnerships between CoEs and the district education offices responsible for the schools where students were placed for teaching practice

The intervention design was comprised of:

- 1) The development of **three handbooks** for tutors, mentors, and student teachers to use during the three years of the DBE. The materials introduced a structured course of learning, designed around the DBE assessment competencies, and a 'teaching practice journal' - a blank notebook to record learning activities and which can serve as the basis for formative assessment.
- 2) The development of **guidelines for key actors** that provide support to teaching practice, including circuit supervisors, and lead mentors
- 3) Orientation and training for CoE staff – **Principals, TPCs and link tutors** on how to use the handbooks and provide support to students in all three Year Groups and mentors in schools, to improve the quality and effectiveness of teaching practice
- 4) Orientation for **district level education officials** on how to support student teachers on teaching practice through the T-TEL materials including Circuit Supervisors, Girls Education Officers, District Directors of Education.
- 5) Orientation for **lead mentors** on how mentors should use the handbooks with their students
- 6) **Coaching** support provided by T-TEL School Partnership Advisers (SPAs) to mentors and student teachers as they implement the learning programme set out in the handbooks.

### 3.3 Significant changes during implementation

A number of significant changes occurred during implementation – either to the design of the intervention itself, or in the context in which the intervention was designed to fit. These are worth noting at this point but will be returned to in the discussion of the intervention's effectiveness.

- **UCC changed back to the original structure for the Year 3 Teaching Practice**

As Table 5 notes, in 2015 UCC announced that from 2016 the structure of Teaching Practice would change. Year 2 'On campus teaching practice' would increase from 3 weeks to 6 weeks, but Year 3 Teaching Practice would reduce from two semesters in school to one semester in school. T-TEL's Year 2 and Year 3 Handbooks were designed to fit the new structure. However, in May 2016, the Ministry of Education declared that it had not approved the change in teaching practice structure, and required UCC and the CoEs to revert to the old structure.

- **TPCs delivered training to the link tutors at their CoE**

As all tutors are required to carry out supervision visits to student teachers on placements, T-TEL's approach to training for link tutors was modified for greater reach. TPCs were asked to train all tutors in their CoE on how to use the TP Handbooks to support student teachers during teaching practice. T-TEL held a three-day workshop in March 2016 to prepare TPCs to train their tutors. The TPCs then ran two-hours of training for all tutors, each afternoon for one week. Most CoEs completed this training in early June 2016.

- **T-TEL revised the training model for lead mentors to include all mentors**

The original design for the lead mentor (LM)/mentor training was to use a cascade model. In this model, the School Partnership Advisers would train TPC to deliver mentor training, and only the lead mentors (LM) would be trained by the TPC. Lead mentors would be expected to train their mentors in their own schools.

Two drivers led to a change in approach. The first was the demand from College Principals that T-TEL should support a more college-led, and college-based approach to tutor development. This led to T-TEL's proposal that mentor training be delivered by Colleges themselves, implemented through service contracts between T-TEL and the CoE.

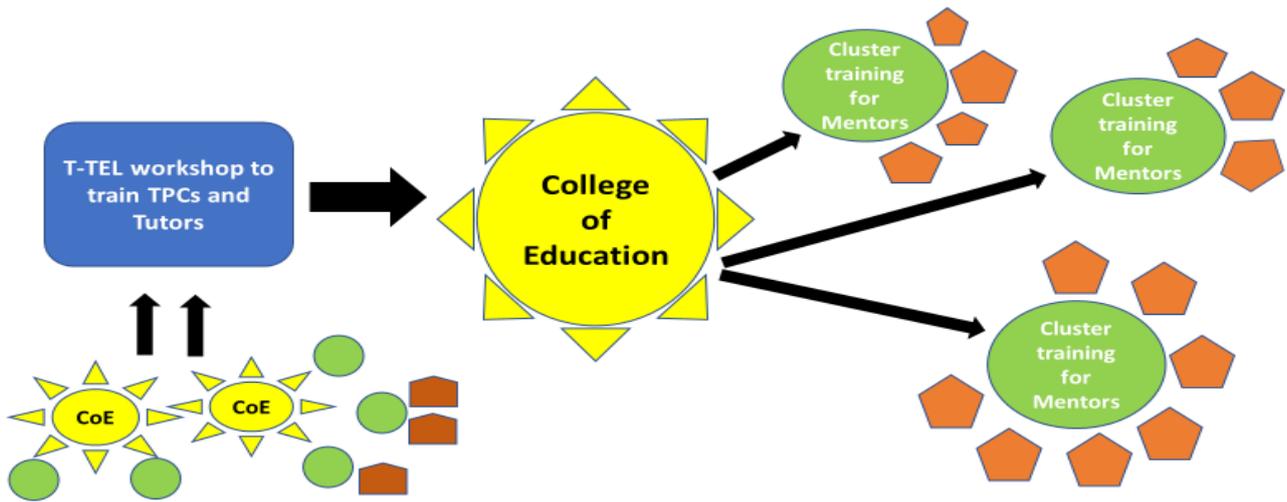
The second driver for adopting a different approach was a recognition of the weaknesses inherent in a cascade approach. The cascade approach risks the quality of the training and inputs being diluted and, in the worst-case scenario, the training not happening at all. The SPAs expressed strong concerns that training lead mentors only would be ineffective as they could not be relied upon to offer the same level of training to the mentors in their school. Mixed training groups of lead mentors and mentors were required, which would at least double the number of teachers to be trained by T-TEL.

The training approach was re-modelled so that all current mentors would be trained with the lead mentor in clusters, with training delivered at venues close to the schools that the mentors came from; the intervention became known as Cluster Training for Mentors (CTM). As a larger number of people were to be trained, more facilitators would be needed to run the cluster training for Mentors. For this purpose CoEs were asked to send their TPC and two tutors closely involved supporting students on teaching practice to attend the TPC/ Tutor Training for lead mentor/mentor training.

The change in the training model was intended to ensure:

- stronger and closer partnerships would be built between the CoEs, District Directors of Education (DDEs) and their partner schools (as the training will be school - based);
- more mentors would be assured of receiving quality training and guidance which is carefully monitored and reported (approximately 9.500 mentors and lead mentors over a 3 month period, taking an average of 6 clusters per college);
- more mentors be trained at less cost than training only lead mentors at regional level;
- more capacity be built whilst also providing value for money.

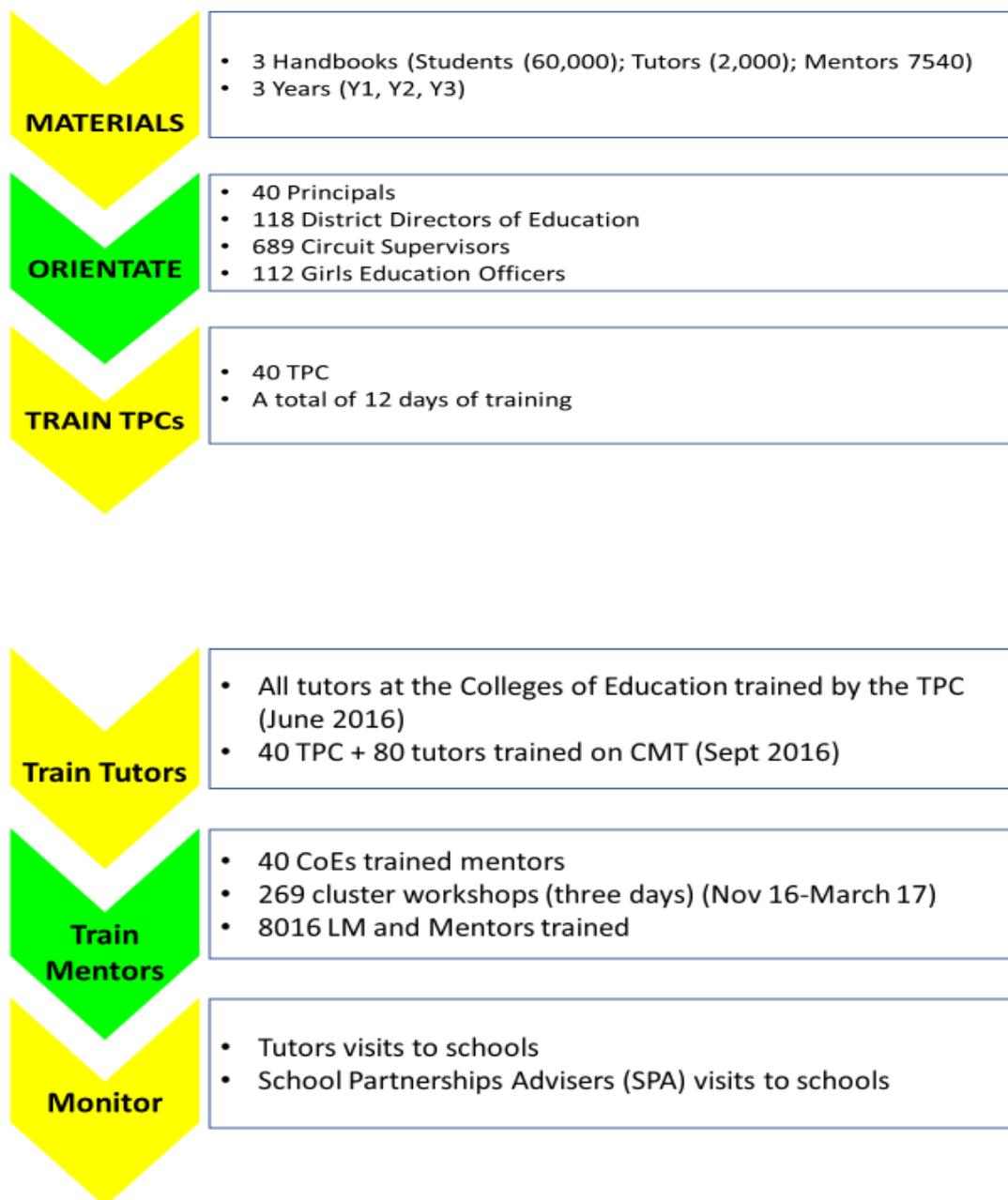
**Figure 3: Colleges of Education deliver cluster training for mentors through contracts with T-TEL**



### 3.4 Implementation activities

Figure 4 summarises the school partnerships intervention, as implemented from September 2015 to August 2017. More details on the activity schedule are provided in Annex 1.

**Figure 4: The School Partnerships Intervention**



## 4 Evidence and Discussion

This chapter reviews the evidence available to judge the effectiveness of the school partnerships intervention, particularly the cluster training for mentors. It considers each of the intervention phases in turn, and begins to examine the contributions each phase made to effectiveness of the intervention and the challenges which are acknowledged to have contributed to more limited effectiveness. The section ends with evidence available of the effectiveness of the intervention to date.

### 4.1 Phase 1: Materials Development

This section addresses the question: *‘Did the component strategy and design process result in an appropriate set of relevant, high quality materials being developed, that were suitable for use by male and female tutors, mentors and student teachers?’*

The materials consist of 3 handbooks and 4 guidance notes, all available at the following address:

<http://www.t-tel.org/hub/school-partnerships-teaching-practice.html>

They are freely available on the web, and because of their open creative commons licensing, can be built upon, adapted, copied, and used, by anyone, anywhere.

The first thing to note is the materials developed *were relevant to student teachers and mentors*. The Evaluation Report (2016) by Fletcher and Shepherd ‘...examine(d) the extent to which tutors and student teachers are able to use and apply the materials...’. With almost no exceptions, the *Teaching Practice Handbooks* were positively reviewed by students:

“The *Teaching Practice Handbook* is appropriate and relevant for Student Teachers that are training in the current teaching practice model in CoEs.”

“The *TP handbooks* are well-liked by students, who are very happy with their layout, structure, and ease of use. They also appreciated the greater transparency in the roles tutors and mentors are required to play during teaching practice, and activities student teachers should engage in. “

The data is drawn from:

- 1) The T-TEL proposal;
- 2) The Component 3 Strategy (March 2015);
- 3) The Component 3 materials framework (August 2015);
- 4) Teaching Practice Handbooks (December 2015);
- 5) Feedback from the development workshops.
- 6) Fletcher, J & Shepherd, S. (2016) Evaluation of T-TEL Teaching and Learning Materials Final Report Sept 2016
- 7) T-TEL’s Reports of Monitoring visits to CMT
- 8) TPC workshop Report (May 2017)

The value of the materials to mentors is also evident from T-TEL reports of monitoring visits to cluster training workshops, where mentors repeatedly commented on the handbook’s usefulness for their role, and were frustrated if there were insufficient books available. A few typical comments are repeated below:

“The mentors hand book is a very useful reference book and must be owned by every teacher.”

“Roles and responsibilities of every stakeholder of educations have been identified.”

A number of factors contributed to the production of materials that are highly relevant to current students, and their mentors in schools. One of the reasons for this is that the design was grounded in reality right from the beginning of the DFID procurement process. A team had visited Ghana and several Colleges of Education during the tender preparation so had an initial idea of the issues. During inception an initial data gathering exercise included visits to an additional 5 colleges. Consequently, a strong, consistent thread runs all through the design process. The Proposal, Component 3 strategy and the materials framework envisioned a series of linked handbooks that contained professional advice and learning tasks, to be used complementarily by Tutors, Mentors, and Student Teachers. It also included a set of guidance notes for other key players - Circuit Supervisors, Girls Education Officers, and Principals. As the comments above indicate, the transparency about the mentors' role in the learning process is one of the features most appreciated by students and mentors.

The leadership and involvement of a coalition of Ghanaian education professionals in the materials design and development is another aspect that ensured the relevance of the outputs. The materials were designed by personnel from University of Cape Coast, University of Education Winneba, the Teacher Education Department of GES, the National Teaching Council, and a few tutors from the Colleges of Educations. Early in the process the team met Christine Adu-Yeboah, a lecturer at UCC who had only just completed research on the structure, content, and issues with teaching practice in the DBE. Eventually Christine joined our writing team, and was responsible for coordinating the final quality assurance of the materials by stakeholders. Additionally, the main writers included the T-TEL School Partnerships Advisers, which meant they knew the materials intimately from start to finish, and understood how they should be implemented.

Significantly, one of the most positively remarked upon features of the materials by the users was that the design was based on the UCC assessment criteria, which eventually were included verbatim in the final version. This made the materials immediately relevant to student teachers and tutors assessing their performance. Indeed their usefulness has in this regard was reinforced by Christine Adu-Yeboah who mentioned to TPCs at a UCC assessment training event that they could find the competencies in the handbooks and they could be used by student teachers and mentors.

The relevance of the materials appears to have been constrained by two issues. The first was the change in the teaching practice structure mentioned in section 3.2, which happened after the books were printed. This reduced the time available to complete the activities designed for Year 2 On-Campus Teaching Practice (OCTP), but extended the time available to complete the learning programme for Year 3 teaching practice in schools. Monitoring visits to partner schools during 2016 reported frequent comments about the Year 3 materials was that student teachers didn't understand why handbooks contained a 12-week learning programme. This feature led to some confusion in schools when implementation happened, and SPAs regularly had to explain to mentors and student teachers how they could continue to use the books over an extended period.

A second issue identified during monitoring visits was that the instructions on how to use the books may not have been sufficiently explicit. Monitoring visits in schools picked up that mentors and student teachers were not using the books exactly as designed. That is: the books include a weekly paired task - the mentor's book provides instructions for what the mentor should do, and the student teacher's book provides instructions for what the student teacher should do - and together, they discuss the task. Many mentors and mentees reported planning, teaching and

reflecting together in an unstructured way, but only very few mentors and mentees were working through the books, week by week, task by task, in tandem. Whilst there are a number of reasons this was not working, one possible reason is that the materials were not clear enough that this was what was required. It is worth noting that even though the materials review pointed to well designed, clear easy to use, the handbook contained a significant amount of text, and the T-TEL team's observation during implementation was that the amount of text that the majority of mentors can cope with is limited.

Feedback from TPCs received during the workshop following the completion of all CMT training speaks to the detailed content of the materials. By this stage some student teacher handbooks had been in schools since April 2016, and mentors had had training in their use as early as November 2016. This feedback was very fine-grained - looking at specific activities, wordings, and tasks within each of the books. But the summary includes the following points, which were also frequently commented upon during T-TEL monitoring visits to cluster training:

- The TPJ needs to have a stronger template or format;
- Instructions regarding the TPJ need to be clearer;
- The lesson plan template included in the materials is not exactly the same as the colleges use;
- The books should be in colour;
- Positive feedback on the inclusion of the teaching competencies.

### **How the *Teaching Practice Handbooks* support gender responsive mentoring strategies, and inclusive education**

The Teaching Practice Handbooks address the issues of inclusive, and gender-responsive teaching and learning in two, complementary ways.

The learning programme set out in in the Handbooks integrates strategies for inclusive education. These were prioritised within the materials framework, and reflected in the activities at each level. The materials clearly state which of the UCC competencies each activity is designed to address, and specifies how UCC competencies are extended towards inclusion. For example, the UCC Competency 7 on teaching and learning activities, is extended in specific activities to include how these ensure girls and boys participate equally. A consideration of group work is extended to include setting up and working with pupils in mixed ability groups. Throughout their Year 3 activities, student teachers are prompted to consider boys, girls, different abilities, and students with disabilities. In their evaluation, Fletcher and Shepherd noted that the materials had been designed to achieve competence in gender-responsive and inclusive teaching. They drew attention to the competencies in the Descriptor Framework for Year 1 TP Assessment and Evaluation that highlight the role of teaching practice in developing a student teachers' competence in gender-responsive and inclusive teaching. These include the requirement that student teachers should be able to:

- Explain clearly how a teacher they are observing effectively uses questions and answers, discussion, dialogue and demonstration to assess the learning needs of both boys and girls in class;
- Observe a teacher and comment clearly about the strategies the teacher uses in their lesson to make the lesson more inclusive and equitable;
- Observe and comment on how a teacher involves boys and girls in co-curricular activities;
- Discuss with female pupils how safe it is for female pupils to travel to school

In addition to mainstreaming an inclusive approach within the learning programme, the materials also contain an Annex that introduces 'Guidelines for Protection Strategies for Student Teachers on Teaching Practice'. Although these are mainly about strategies to ensure female mentees security and well-being throughout teaching practice, and their access to a learning experience equal to that enjoyed by male mentees, the Annex includes two types of strategy that concern opportunities to learn about gender responsive teaching from their mentor.

Much of the feedback on the Handbooks from students, tutors and mentors has been generated through open questions during monitoring visits, or in workshops. It is salutary to observe how rarely the specific issues such as teaching girls and boys, are noted. Indeed, in the workshop in which the materials were reviewed in detail by TPCs, they noted with concern that girls were over-represented in the photographs.

## 4.2 Phase 2: Orientation of key actors to prepare for materials rollout

This section considers the orientation of key actors and how this shaped achievement of the interventions' outcomes.

The question here is whether *key actors with influence to create an enabling environment for teaching practice were well prepared to provide support to mentors and students to implement the learning programme.*

Since moving away from Ghana Education Service (GES), Colleges of Education have not generally maintained strong relationships with District Directors of Education (DDE) into whose schools student teachers sometimes appear without prior notice. Circuit Supervisors (CS) are not involved in the selection, monitoring or support of teachers in their role as mentors, even though these officers are responsible to the district office for the school and quality of education provided. Thus, when introducing new practices into school classrooms, it was critically important that DDE and CS were aware of, and oriented towards, the new methods.

Data sources used in this section are workshop reports and participant feedback for the following activities:

- The Orientation of Principals and District Directors (February 2016)
- The Orientation of Circuit Supervisors and Girls Education officers (March/April 2016)

Orientation of the District Directors of Education (DDE) was carried out in zonal workshops with Principals of the CoEs. There was a general appreciation from the DDE of being included, and a willingness to strengthen communication between college and district leadership. The partnership was sustained by CoEs during implementation and invitations to mentors to attend mentor training were submitted via the district office, with approval from the DDE required for the workshop to go ahead. All District Directors gave permission for their teachers to attend the CMT, and several District Directors visited the CMT themselves, or sent a representative, something that made an evident impact on teacher motivation during workshops.

As for Circuit Supervisors (CS) and Girls Education Officers (GEO), the workshop reports suggest these were successful. The majority of participants responded post-workshop that they felt as though the facilitators knew what they were doing, the content of the workshop was valuable, and there was an appreciation of being included in a process that was to take place in their zones and districts. The strong participation by CSs and GEOs in the CMTs this year is clear evidence that involving them early on was effective.

It is worth mentioning an observation made by facilitators of the CS and GEO workshops, reported in the T-TEL Quarter 5 Report. This noted that orientation workshops for CS and GEO facilitated engagement on protection strategies for mentors, and gender-responsive practices in teaching practice, providing a good opportunity for GEOs and CSs to debate gender issues. Strongly entrenched attitudes and behaviours from the CSs were exposed, perhaps indicating that the CSs are a target group of stakeholders who will need more opportunities to discuss gender issues further, before we can expect that gender strategies are implemented in their work.

### 4.3 Phase 3: Training for Teaching Practice Coordinators

Significant investments were made in training the TPCs from all 40 CoEs. This section considers the evidence of *how well TPCs were prepared to manage the school partnerships intervention in their college*.

TPCs had an initial orientation to the handbooks in a two-day workshop in January 2016 (or, for 11 TPCs who did not attend the workshop, in a one day workshop the following week).

Additional workshops to build TPCs understanding of the materials, and to train tutors in how to use them, were held in February and March.

The TPC and two additional tutors from every college were trained to deliver the cluster training for mentors (CMT) in a four-day workshop in September 2016. Two workshops for TPC/tutors were held. The first took place at Royal Lamerta Hotel in Kumasi from the 19th to the 22nd of September 2016. Sixty-three (63) participants attended the workshop, nine of whom were female (14.3%). The second workshop was held at Freedom Hotel in Ho, from 26th to 29th September with 57 participants, 9 of whom were female (15.8%). The workshop included facilitation practice with detailed session notes for each of the sessions that they would be responsible for delivering in the 3-day CMT trainings to mentors around their colleges.

So, did TPCs learn what they needed to know to take forward mentor training at the college level?

The feedback from the TPC workshop participants was very positive. The workshop evaluation report states that:

“The participants’ overall evaluation of both workshops was ‘very useful’, the highest ranking. The participant surveys reveal that the TPC and tutors found the workshops useful, and they felt well prepared to train mentors in their teaching practice schools.

In addition the objectives of the workshop were clear to the participants. At the end of the workshops, participants had a clear understanding of what was expected of them as they had experienced the activities the mentors would experience, enough information was given to them on what was expected of them and the participants were clear on what to do during the Cluster Mentor Training.

During the workshops, participants were very well engaged and the majority felt they had enough time to discuss all issues adequately.

There was an overwhelming agreement that the workshop materials provided to participants to carry out the various tasks were good.”

Data sources used in this section are workshop reports and participant feedback for the following activities:

- Orientation for TPCs to materials (January 2016)
- Training TPCs to train tutors in CoE (March 2016)
- Training of TPCs and facilitators to deliver CMTs (September 2016)
- T-TEL Component 3 - School Partnerships: Quality Assessment of Cluster Mentor Training, DRAFT Report’ from January 2017.

However, whilst TPCs were confident at the end of their training, monitoring visits by T-TEL to cluster training did not always completely agree with this view. T-TEL monitoring reports suggest that whilst most TPCs and tutor-facilitators could adequately facilitate a majority of the CMT workshops, this was not with the certainty and efficacy that the feedback above suggests. The next section will discuss this in more detail, but it is important to note a few critical issues with the TPC training that may have had a bearing on the interventions effectiveness.

Firstly, the workshop's experiential methodology that TPCs were being trained to deliver was relatively sophisticated. It required full appreciation of the pedagogic purpose of the activity, and good facilitation skills to ensure the intended learning outcomes were being met. It seems that not all facilitators trained reached this level of understanding of the activities. During monitoring visits, T-TEL staff identified gaps in some tutors' understanding of some activities, for example, a role play of peer teaching that may not have been presented as a role play to participating mentors, simply left them doing peer teaching and missing out on the intended outcome of modelling mentor-mentee behaviour. Secondly, a number of key messages were not sufficiently explicit and important concepts were diluted. This also points to the lesson that the workshop that TPCs were trained to deliver would have benefited from piloting prior to the TPC training. Finally, something that is not made explicit in the session plans and in hindsight may have been useful are some of the attitudes and skills, and techniques required for good mentoring. For example, how to give feedback, how to negotiate during shared planning, how to elicit from your mentee. The traditional model of interaction between mentor and mentee is very hierarchical which makes it difficult to ask questions, challenge assumptions etc. This mentoring 'behaviour' may be something to consider in later revisions.

#### 4.4 Phase 4: Training for college tutors

This section considers the *how well college tutors were prepared to perform their role in the teaching and learning programme and presented in the Teaching Practice Handbook for Tutors.*

In the Handbooks, teaching practice is structured into three types of activity – Before (Teaching Practice), During (Teaching Practice), After (Teaching Practice). At each level of the curriculum (Year 1, 2, and 3) tutors are required to facilitate the 'Before' and 'After' activities in which students prepare for teaching practice, and reflect on what they have learned, respectively. In Year 2, tutors also facilitate the On Campus Teaching Practice sessions.

- No data sources are available for this phase

Tutors were prepared for this role through a training course implemented by the TPC for all tutors in a CoE. The CoEs completed the training over a four-day period, for two hours per afternoon (after hours) in June 2016. SPA monitoring reported that tutor training was implemented, and implemented well, and the findings of the effectiveness of Year 1 and 2 teaching practice handbooks would seem to bear this out. However, the findings on Year 3 seem to suggest that the tutor training may not have prepared tutors as well for their role as link tutors for students and mentors in schools. However, as will be discussed below, additional contextual factors also made implementation of new strategies difficult.

#### 4.5 Phase 5: Cluster training for mentors

This section considers how well colleges implemented cluster training for mentors, and whether this prepared mentors sufficiently to support student teachers during Year 3 teaching practice.

As Section 3.3 explained, T-TEL changed the delivery approach to mentor training. The original work plan proposed that T-TEL would train lead mentors only, but not mentors; lead mentors would be relied upon to train the mentors in their own school. However, for the reasons outlined above, in early 2016 T-TEL and DFID agreed that T-TEL would enter into service contracts with CoEs for the delivery of mentor training by the CoEs. The contracts specified that training must be delivered in clusters of up to 40 mentors, at a venue close to the teachers' schools. The contract required the CoE to meet specific quality requirements, presented in Figure 5 below. Significantly, the new approach aimed to:

Data sources for this section are:

- Printing and Delivery records for TP Handbooks
- T-TEL & CoE contracts for delivery of CMT
- A dataset compiling the responses to a standard post-workshop Datawinners survey from over 7000 CMT participants; and TPC
- The 'T-TEL Component 3 - School Partnerships: Quality Assessment of Cluster Mentor Training DRAFT Report' based on Key Adviser visits to CMT and schools in Jan/Feb
- SPA survey data which compiles the responses from a standard survey that each SPA completed after each CMT that they visited;
- Minutes from the 2-day workshop held in May 2017 following the completion of all CMT training with TPCs, to discuss the effectiveness of the training.

- ensure that mentors were exposed to training of the same quality as lead mentors' training
- improve the economy, efficiency and sustainability of the intervention by delegating training to CoEs and building their capacity to maintain mentor training in future
- encourage ownership of mentor training through accountability to Principals through the T-TEL contract

#### **Figure 5: Quality criteria set by the T-TEL Service Contract for Cluster Training for Mentors**

**All workshops delivered by the Service Provider under this agreement must meet the following quality requirements:**

- The workshop is held for 3 consecutive and full working days (9am to 4pm).
- A maximum of 40 participants from partner schools (Lead Mentors and Mentors) are invited to attend the workshop.
- A maximum of 40 participants from partner schools (Lead Mentors and Mentors) attend the workshop.
- A maximum of two participants from District Education Offices (one Girls Education Officer (GEO), one Circuit Supervisor (CS) attend the workshop.
- The venue selected to host the workshop must have sufficient space and seating for the number of participants invited, and must provide a conducive environment for the teaching and learning activities designed for delivery in the workshop.
- 2 facilitators must attend every day of the workshop and co-facilitate throughout all three days.
- At least one facilitator at the workshop must have been trained by T-TEL to run this workshop.
- One facilitator at every workshop must be responsible for ensuring that the T-TEL/Datawinners survey is completed by all participants. Any problems in submitting the survey must be reported immediately to the Zonal SPA.

**All workshops delivered by the Service Provider under this agreement must meet the following quality requirements:**

- The workshop programme and session plans designed by T-TEL must be implemented.
- The T-TEL teaching practice handbooks for mentors must be distributed to Lead Mentors and Mentors. Lead Mentors must sign for receipt of the number of handbooks provided to their school
- The T-TEL Teaching Practice Handbooks for Mentors must be used as part of the workshop programme.
- All participants at the workshop must receive a minimum of one snack, and one meal per day.
- The Workshop Report (Annex 3.1) must be completed by the tutors that facilitated the workshop. It is recommended that the report is completed during the workshop and finalised on the last day to aid payment claims.
- All documents submitted to T-TEL in support of an invoice must be approved by the College Principal and reviewed by the T-TEL SPA.

T-TEL will validate quality criteria are met through a variety of sources including participant surveys, tutor surveys, workshop report, SPA support visits, and spot-checks.

**Materials distribution**

The *Teaching Practice Handbooks for Mentors* were essential for the implementation of the teaching practice programme by mentors with their Year 3 mentees. T-TEL therefore printed the Handbooks required by each CoE, and distributed them to the CoE prior to mentor training. Below is a table which shows the type, volume, and printing date of the various handbooks.

**Table 6: Summary of materials printed**

Printing Date	Type	Number of copies	Recipients
Jan 2016	Tutor Handbooks	2,000	All TPCs and tutors in CoE
Feb 2016	Student Teacher Handbook Year 1-3	15,850	Year 1 (2015/16) students
Feb 2016	Student Teacher Handbook Year 2-3	13,000	Year 2 (2015/16) students
Feb 2016	Student Teacher Handbook Year 3	14,900	Year 3 (2015/16) students
Jan, Feb, Sep, Nov 2016	Mentor Handbooks	7,540	All mentors in partner schools
Jan 2017	Student Teacher Handbook Year 1	16,502	Year 1 (2016/17) students

To clarify: the tutor, mentor, and student teacher handbooks were developed as three side-by-side handbooks, each containing a complete set of tasks for years 1, 2, and 3. For reasons of budget, student books were printed for all students in the 2015/2016 cohort, adapted to their actual potential for use. That is:

- The 2015/16 Year 3 cohort of students would not use Year 1 and 2 activities and so received a book with only the Year 3 section.
- The 2015/16 Year 2 cohort, received a book with sections for Year 2 and 3.
- The 2015/16 Year 1 cohort received books with all three sections.

These are not different books, simply sections of the same book. For reasons of capacity of the printing houses for this number of books, the student teacher books were printed in four different runs. Several prints of mentor handbooks were required due to inaccurate data from CoEs on the number of mentors in partner schools.

All books were distributed direct to each of the colleges, with written instructions about when each book should be handed to the appropriate recipients. *The Student Teacher Handbook Year 1-3* was handed out to all first years in February, during their 'Before Observation' session prior to their ten-day observation session during the Semester break in February/March 2016. *The Student Teacher Handbook Year 2-3* was handed out to second years in their On-Campus Teaching Practice although the timing of this was disrupted by the tutor strikes (in June 2016) and in many CoEs OCTP only happened in September 2016. Even so, this meant that these students did have their handbook in time for their third-year teaching practice in schools. *The Student Teacher Handbook Year 3* was distributed to third years who were already on teaching practice, and without training for mentors.

Colleges were asked to hold on to the *Teaching Practice Handbook for Mentors*, and to only distribute them at the mentor training.

But, there were some challenges with the distribution of books during 2016:

- Weak information management systems in the colleges made collection of accurate information on student teacher numbers, mentor numbers and mentor per school ratios very difficult to predict when printing, and planning distribution.
- *Mentor handbooks* were distributed to colleges during Semester 2, 2016, before the mentor training was implemented, and colleges were asked to store the books until distribution to Mentors during training. However, a small number of colleges sent the mentor books to their existing partner schools, and it seems likely some may have been lost at this stage.
- For those colleges that handed out books early, distribution was then significantly affected by UCC subsequently reversing its decision to change from a 6 to a 5 semester programme. Materials were distributed to colleges when the decision was to have a 5 semester programme, and some colleges distributed mentor handbooks to schools they planned to work with. When the decision to revert back to 6 semesters was made, some colleges were required to change the schools they were working with in order to locate student teachers closer to the college campus so that student teachers could attend Friday catch-up lectures for two courses which colleges had not taught the previous year because they thought they would have the student teachers on campus for a full semester in their final year. The colleges that had already distributed mentor handbooks to schools they intended to work with (but were no longer going to because they were located too far away from the college) then had to recover those handbooks to redistribute to the mentors in the new schools where they had chosen to place student teachers. And in some cases, the books were not recovered. To address this change in numbers, SPAs made individual contact with TPCs after the UCC decision, and requested the revised numbers of copies from each TPC. An additional print run and distribution was made.

- In a limited number of cases, mentors did not receive handbooks at a ratio of 1 handbook per mentor, but had to rely on a school set.
- Another contributing factor to a limited number of mentors not having individual copies of the handbooks is that numbers for mentors handbooks were printed based on student teacher numbers, and the UCC requirement that school have a maximum of two student teachers per mentor; i.e. one mentor book was printed for every two students enrolled in the Year 3. But, on the ground we learned that some students undertaking teaching practice in JSSs often had different mentors for different subjects, resulting in a number of cases where the ratio would better have been estimated at 1 mentor handbook: 1 student teacher, for the purposes of estimating printing numbers.

In summary, the 2016 distribution process was broadly successful, given the large numbers of institutions (schools and colleges) and books involved, but local realities created issues in a number of cases. SPAs and Colleges were usually resourceful in addressing any issues, either by photocopying, or by encouraging the use of class sets. However, the logistical challenges of providing teaching and learning resources to schools and colleges should not be under-estimated.

In 2017, T-TEL made different choices when planning for printing and distribution of T-TEL's *Teaching Practice handbooks* because of the anticipated revision of the DBE curriculum. In March 2016, the DBE curriculum review process gained more traction than could have been hoped, and offered possibilities of more profound revision than originally anticipated. The new curriculum framework placed teaching practice in schools at the heart of a new DBE curriculum and significantly increased the proportion of credits awarded to teaching practice. Activities in the handbooks remain relevant to the new curriculum but the School Partnerships team planned to revise the handbooks to align with a new structure for teaching practice. Given the uncertainty around the DBE, combined with uncertainty about the restructuring of T-TEL's budget, T-TEL printed the Year 1 section of the *Teaching Practice Handbooks for Student Teachers* for the new cohort in 2016/2017.

### **Cluster Training for Mentors**

The majority of cluster training workshops for mentors were implemented well. This was a significant undertaking by CoEs; between late November 2017 and early April 2017, 40 Colleges trained 8016 Lead mentors and mentors, through 269 three-day workshops.

CoE's compliance with quality criteria in the T-TEL contracts was extremely high<sup>2</sup>. Survey feedback from participants, and monitoring visits by SPAs and T-TEL head office staff confirmed that:

- Workshop locations and food were generally speaking very good and appropriate
- Participants' travel costs were paid as agreed
- All workshops were facilitated by two tutors from the CoE, and often the TPC was present as well
- Only 5% of facilitators were untrained by T-TEL and always part of a team of two or three where the others were trained
- A good range of learning resources were available at all workshops (flip chart stand and paper, card, marker pens) demonstrating funds spent as intended

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<sup>2</sup> Payment to CoE was based on invoices accompanied by supporting documentation for every workshop. Compliance was monitored closely through participant survey data as well as the documents submitted by CoE, with validation through random visits by the T-TEL monitoring officer and routine visits by SPAs.

One area of concern which came up from TPCs survey feedback, the review workshop and SPAs monitoring was an insufficient number of mentor handbooks at several workshops, this in spite of the efforts made to print one handbook per mentor and for CoEs to distribute books to mentors directly at the mentoring workshops.

- The lateness of other participants;
- Frustration that handbooks were not distributed prior to the session.

The feedback from lead mentors and mentors on the relevance and quality of workshops was *very positive*.

- Participants felt that the facilitators were knowledgeable and facilitated well (at 93.7% of workshops, over 80% of participants strongly agreed that the facilitators demonstrated in-depth knowledge and skill);
- Participants overwhelmingly felt they had a clear idea of how to support Student Teachers;
- The vast majority of participants felt that the workshops were useful for them in their role as mentors (at only 2% of workshops did more than 10% of participants (4 or more) consider the workshop to be not relevant/waste of time).

The participants' views of the facilitators' skill are supported by observations from the T-TEL monitoring teams. As the Key Adviser noted:

"In 11 CMT visits, (so, at least 22 facilitators) I observed only 1 facilitator that I was concerned about. Generally they managed the group well, started and ended on time, were prepared, and worked well in a team with their fellow facilitators. Two excellent teams I saw were at Enchi College of Education, and Akatsi College of Education."

Comments from mentors on the relevance of the training must be emphasised. Many of the mentors interviewed by T-TEL's monitoring officers commented on how much they were learning at the workshop, particularly understanding their role as a mentor, but also professional skills as teachers. The quotes below is just two examples from many similar entries in the M&E database.

"Participants are now aware of the what goes into the three (3) Teaching Practice stages in the three years of the students training period. i.e. Observation, on campus and off campus. Hitherto the Lead mentor thought the student teachers only came to relieve them of their work for a while, but with the training the school rather must support them to make their training complete." (Mentor at partner school in "D" cluster, St. Francis College of Education)

"In the past most of the mentors did not support student teachers. With the knowledge from the training, we are now poised to support student teachers especially orientation, co-planning, co-teaching, and the TP Journal." (Mentor at partner school in Zongo cluster, Dambai College of Education)

The TPCs also reported at their evaluation workshop in May that the vast majority of participants were ready, willing, able, positive and supportive during the training. It is possible that a number of the participants were first-time mentors<sup>3</sup> because of the need to locate student teachers closer to the colleges this year, which resulted in colleges identifying new partner schools. So the training provided a good introduction to a (potentially large) number of new mentors.

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<sup>3</sup> Unfortunately, we do not know the proportion of first time mentors, as our survey of participants did not collect sufficient biographical data on mentors, including whether they had been mentors before. This is a missed opportunity. Basic demographic data about mentors such as the number of years of teaching, the age, the qualifications, whether they had been a mentor before, are known in other contexts to be relevant to the quality of mentoring provided.

Participant survey data and monitoring reports also indicate that the workshops were relevant for circuit supervisors. Circuit supervisors and Girls Education Officers attended many workshops: 89% of workshops had CSs and 66% of workshops had GEOs. This is highly commendable, reflects the efforts districts and colleges made in strengthening partnerships, and the effectiveness of the prior orientation of CS and GEO. Participant survey data and monitoring visits confirm that circuit supervisors considered the workshops to be relevant to their own role. Many CSs stated that the workshops strengthened their appreciation of how they could support student teachers, and as one circuit supervisor stated:

“the workshop is one of its kind because it has improved upon her professional skills and knowledge.” (Circuit Supervisor, Tewa cluster, St. Josephs CoE)

During the TPC evaluation workshop in May 2017, all 40 TPCs were asked to work in groups to answer the following question: ‘Was the CMT training effective?’. The TPCs considered that the workshops were well structured and organised, with relevant content which matched the handbooks. (A very small number considered the schedule to be too rigid). There was particular appreciation for the interactive methodology and the experiential approach, and a general agreement that participants appreciated the input and learned new things (a small number of mentors were not willing to engage with the workshop methods, they were not entirely familiar with group work, running dictations, and the very dynamic atmosphere in which the workshops were presented).

Whilst recognising the very positive feedback from participants, T-TEL’s advisers and SPAs consider that from a pedagogic perspective the workshops partially achieve their objectives. The key adviser report notes:

The [workshops observed] provided an overview of the structure and content of the three year teaching practice.... The basic ideas of: the use of a teaching practice journal; the use of a model of shared planning, teaching and reflecting over a series of 12 teaching competencies; and the roles and responsibilities of mentors, mentees and lead mentors was broadly understood by a majority of participants.

A reasonable majority of participants [observed] achieved the major learning outcomes. Nevertheless, at times the amount and complexity of information has been challenging for some participants....Some activities are skipped, and some are done with a different focus because instructions are given incorrectly. Participants generally don’t question the value of activities, and at times nor do the facilitators....Facilitators could make more direct links to the mentor handbook, more frequently, especially since many of the workshop activities are pulled from the handbook itself. They could also make more explicit links to the student teacher handbook, and to the links between the student teacher and mentor handbooks.

These observations demand a note of caution. Although the model of cluster training for mentors may have been more effective than training lead mentors only might have been, there were ultimately still issues with the ‘layers’ of training, and some dilution of the key messages still occurred. It is possible that the loss of some of these key messages contributed to the findings on effectiveness presented later in this report, in section 5.

During implementation of workshops, TPCs and SPAs communicated the mentors’ frustration that there was no certificate from the training. In view that CoEs delivered the training to mentors, and that T-TEL had not yet implemented certification for events, the programme proposed that the award of certificates be at the CoE discretion. Some CoEs did decide to award certificates to participating mentors.

### **Preparing mentors to deliver gender-responsive mentoring and to train inclusive teachers through the cluster training workshops**

As noted in section 4.1 above, the *Teaching Practice Handbooks* address gender and inclusion in two ways. On the one hand, the handbooks are designed to supporting the training of student teachers to become skilled and inclusive educators. A mainstreaming approach is used, with teaching strategies that strengthen inclusion being included in activities throughout the handbook. On the other hand, the handbooks encourage mentors to implement strategies that will protect and enable female mentees whilst on teaching practice. These strategies are presented as a list in an Annex to the handbooks. Unfortunately, neither of these concerns - inclusive education, or gender-responsive mentoring - were paid specific attention within the cluster training workshop programme. As a result, the cluster training failed to address mentors' awareness and meta-cognition of either of these vital issues. This omission in the programme could potentially play a role in limiting the intervention's effectiveness in building both inclusive and gender-responsive mentoring strategies.

Perhaps unsurprisingly therefore, gender issues were largely invisible in much of the feedback received from TPCs. The few comments we did receive were from male TPCs who complained about a lack of male representation in the handbooks (!), who spoke of pregnancy as an issue of concern on college campuses, and noted women's domestic and family responsibilities as a reason for the CMTs closing earlier. In spite of the acknowledgement of challenges of gender insensitivity, none of the TPCs identified making teaching practice more gender responsive as a priority for their next steps.

The cluster training participant survey data revealed that 42% of all Lead mentors and mentors trained were female<sup>4</sup>.

### **Delivering cluster training to mentors through service contracts**

Generally speaking, delivery of the training through the service-contract model went well. Colleges felt in control, they delivered the workshops to a reasonably high standard, they came into contact in a far more detailed way than they would have if they had only held one-day trainings with only Lead mentors, and they became intimately familiar with the structure of the teaching practice materials because they had to deliver the workshops. However, the model consumed a very large proportion of the TPCs time, either as facilitators themselves, or supervising cluster training workshops being facilitated by their team. The workload was intense, and TPCs complained that they were not recompensed for their efforts.

This section would not be complete without mentioning the volume of administration and support that was given to the colleges to implement their cluster training contracts, which in future years will not be the case. Certainly, the funding is one thing, but administratively speaking SPAs worked hard to ensure invoices were submitted correctly and often spent considerable amounts of time at colleges in administrative offices clarifying issues with accountants and bursars. Approximately 80% of the colleges managed the administrative processes well after the first invoice had been successfully submitted. It would be worth asking Principals, SPAs and TPCs if the administrative burden was justified by the outcomes, given that the model was developed in response to Principals' insistence that T-TEL would be more effective if it worked through the colleges. Certainly, mentors interviewed during monitoring visits by the School Partnerships head office team reported significantly positive responses to the colleges delivering high quality training to schools.

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<sup>4</sup> Attempts to compare this rate of participation with proportion of basic education teachers that are female have not yet been successful. The ESP 2016 report does not provide data on numbers of teachers disaggregated by sex.

## 4.6 Phase 6: Monitoring and follow-up support to mentors and student teachers

This section considers *the follow-up support provided by T-TEL and colleges to mentors and student teachers after the mentor training, to encourage and guide them in the use of the Handbooks.*

Link tutors are required to visit schools during teaching practice in order to supervise and assess student teachers. However, prior to T-TEL, colleges provided no in-school support to the mentors. Thus, as a strategy to encourage colleges to also support mentors during their school visits, the final payment in the T-TEL cluster training contract was based on the submission of a summary report of all visits to schools. The format for the report required colleges to collect information from mentors as well as student teachers on their shared use of the books, and on the student teachers' development of specific competencies.

The reports submitted by CoEs seem to suggest that colleges made very few visits to schools after cluster training. Indeed the data show that on average each college only visited each partner school approximately twice, although there were some notable exceptions: Holy Child, Komenda, Dambai, and Wiawso. There were also significant gaps in the reporting of competencies that student teachers were developing or finding challenging. This specific gap throws into question how well the colleges were engaging with mentors and students on the use of the book to support a programme of learning during the visits. Feedback from the SPAs reinforced the impression from college reports that tutors did not regularly visit students, nor engage with students and tutors in a way that would encourage the use of the handbook, or the effectiveness of the learning activities.

From January 2017, SPAs were required to visit cluster training workshops and schools to monitor implementation, to provide coaching support, and to provide feedback to T-TEL that could be used to strengthen implementation.

Therefore, during the period January to April 2017, support to mentors and students on using the handbooks, largely came from staff from T-TEL Head Office (the Lead Adviser, monitoring consultant, and SP coordinator). In his visits to all five zones in January and February, and interviews with approximately 40 mentors and 80 student teachers, the Lead Adviser found a wide range of usage of the T-TEL handbooks<sup>5</sup>:

In the majority of cases students could produce a TPJ, although the extent to which it was used varied. Some Student Teachers had included a 12-week teaching practice plan and school profile, and diary entries about specific competencies or lessons they had taught. In about just over half of the cases, student teachers could produce a pink student teacher handbook. Many student teachers we spoke to said it was useful. They use it as a reference guide, to refer to the assessment competencies in the annex, and to the example of the TPJ model entry inside the back cover. We frequently heard 'It helps us to structure our practice according to what we get assessed on'. However, we only saw a few examples where students were using it to sequentially record the week-by-week tasks that the handbook contains. We saw relatively fewer mentor handbooks in the schools we visited. In several cases books were kept in the principals' offices. Mentors are usually reluctant to ask the Principal for these. Student teachers often reported not having seen yellow mentor books.

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<sup>5</sup> Visits were made to 16 schools that were near to the CMT training venues or Colleges of Education. On each occasion the Adviser and SPA visited the school principal, asked to meet with the available student teachers, and asked to meet with the available mentors. Student teachers were requested they bring their TPJs and their student teacher handbook. Mentors were requested to bring their mentor handbooks.

This picture of partial implementation was supported by the SPA visits that intensified from May onwards. SPAs arrived at schools with only a call immediately prior to the visit to the principal, and met with all student teachers and mentors. Mentors were asked to present their handbooks, and student teachers were asked to present their teaching practice journals and handbooks. SPAs reviewed teaching practice journals and held a discussion separately with the groups to inquire about challenges and successes. SPAs then follow up a visit with a call to the relevant college TPC to share their findings. The problem of the books being locked in the principal's office was found to be not uncommon.

**Table 7: Summary of SPA Monitoring Visits**

Descriptive Analysis of SPA Follow up visits fo schools	Total No.
Number of follow up visits conducted	377
<b>Student Information</b>	
Total number of Student Teachers present during follow up visits	2583
Total number of student teacher handbooks seen during follow up visit	1670
% of students seen with student teacher handbooks during follow up visit	65%
Total number of TP journals seen during follow up visit	1556
% of students seen with TP journal during follow up visit	60%
<b>Mentor Information</b>	
Number of Mentors present during follow up visit	1886
Number of mentor handbooks seen during follow up visit	961
% of Mentors with mentor handbook during follow up visit	51%

The table above shows data collected by the five SPAs, plus the School Partnerships Monitoring Officer on daily school visits which started from May 2017 and which continued until the end of the academic term. The mentor figures are low given the volume of training conducted, (only 23% of mentors trained were visited). However, the data, while not statistically representative, provide a good sample of schools across the country, and show that in at least half of the observations, T-TEL materials were present and being used to some extent. Slightly less evidence of materials in schools was found by the midline survey. Student teachers were asked to produce their TPJ and pink handbook. Only 45% could show their TPJ, and only 28% could show their Teaching Practice Handbook.

The importance of monitoring visits to provide support to the use of the handbooks is evident from reports of the T-TEL Head Office team. In January, the Lead Adviser picked up that that mentors and student teachers were not using the books exactly as designed. That is: the books include a weekly paired task - the mentor's book provides instructions for what the mentor should do, and the student teacher's book provides instructions for what the student teacher should do - and together, they discuss the task. Many mentors and mentees reported planning, teaching and reflecting together in an unstructured way, but only very few mentors and mentees were working through the books, week by week, task by task, in tandem. However, it is also worth noting that by May 2017, the SPA reports show that there had been a stronger take-up of the side-by-side usage of the books by student teachers and mentors. The clearest evidence of this was in Teaching Practice Journals, where student teachers were referencing and listing specific tasks outlined in the handbooks in their journals. In-school support which provides the opportunity for individualised, targeted support to mentors to strengthen their understanding of the books and

how to use them with student teachers, remains a critically important component within the T-TEL intervention.

## 5 How effective was T-TEL's support to Teaching Practice?

This section considers the key question addressed by the report: how effective was T-TEL's intervention in delivering improvements in teaching practice?

In answering this question, it looks at the three different types of teaching practice in turn, beginning with Year 3 TP in schools and moving onto Year 2 on-campus TP and the Year 1 school observations.

In considering effectiveness, the following indicators are used:

- % of male and female mentors using gender-responsive mentoring strategies
- % of tutors using the *Teaching Practice Handbook for Tutors*
- % of mentors using the *Teaching Practice Handbook for Mentors*
- % of student using the *Teaching Practice Handbook for Student Teachers*

For each type of teaching practice, a discussion of enablers and constraints to effectiveness follows, based on the data available. The implications of the findings are explored later, in section 7 of the report.

Data sources for this section are:

- SPA Monitoring Reports November – May 2017
- SPA Monitoring Reports from their visits to 10 schools per week, per SPA, starting May 2nd, 2017 until the end of the semester (a total of 377 visits);
- CoE monitoring and summary reports detailing visits to schools in semester 3 2017, submitted as final deliverable to T-TEL
- T-TEL SP Monitoring Officer Reports
- School visits information from the Lead Adviser's monitoring visit in January and February (to 16 schools);
- Feedback from the TPCs at the TPC workshop in May where participants were asked 'What impact did T-TEL activities have on Student Teachers and Mentors?';
- The T-TEL Midline Survey data for Component 3 (School Partnerships).

### 5.1 Implementation of Year 3 (Off-Campus) teaching practice in 2016/17

The evidence suggests that there has been (a statistically significant) improvement in the quality of mentoring support provided to third years during their in-school teaching practice.

- **% of male and female mentors using gender-sensitive mentoring strategies**

This indicator, taken from the TEL logframe, measures improvements in the use of gender-sensitive mentoring strategies in partner schools. The strategies defined and measured are summarised in Figure 6, and itemised in Annex 2. It is worth noting at this point in the discussion that the strategies closely match the approach to gender found in the Annex on Protection Strategies for Student Teachers, but also include several strategies that are to be found in the learning programme in the body of the Handbook. These are shaded in grey in Annex 2, and in italics in Figure 6.

**Figure 6: Gender-sensitive mentoring strategies measured by the midline survey**

This is defined as the ability to plan and use a defined set of gender-sensitive mentoring strategies.

Gender responsive mentoring strategies are defined as:

- *Provide mentees an orientation to the school and mentoring programme*
- *Demonstrate effective learner-centered and gender-responsive teaching strategies and competencies to student teachers*
- Ensure decent and safe accommodation for female student teachers
- Monitor student teachers' day to day well-being (especially females)
- Take immediate action to address student teachers' problems or needs
- Ensure that there is a staff code of conduct and reporting system for sexual harassment
- Monitor student teachers' relationships with staff members to make sure they are free from sexual harassment, bullying or intimidation
- Ensure that student teacher behaviour does not reinforce traditional gender roles (for example, only female mentees/teachers make tea or clean up)

The midline survey carried out in May 2017 found a statistically significant increase in use of gender-sensitive mentoring strategies<sup>6</sup>, compared to the baseline in October 2017. As Table 8 states, the proportion of mentors using such strategies rose from 1.6% at baseline, to 11.5% at midline.

**Table 8: Increased use of gender-responsive mentoring strategies from baseline (2015) to midline (2017)**

	Male		Female		Overall	
	Baseline	Midline	Baseline	Midline	Baseline	Midline
	1.2%	12.2%*	2.0%	10.7%*	1.6%	11.5%*
Total	165	213	203	197	368	410

\*p<0.05

Nevertheless, given the investments made in training all mentors, the finding that only 11.5% of mentors are using the strategies is of concern.

In order to examine this, we turn first to a methodological discussion of the indicator. A mentor's use of gender-sensitive mentoring strategies is based on interviews with the mentors and mentees, about their performance on a specific set of actions and competencies. These are listed in Annex 2, and comprise of 24 different strategies and a demanding scoring rubric which rolls this large number of sub-indicators (over 40 items) into a single score. In short, a mentor needs

<sup>6</sup> Based on a nationally-representative, randomly-selected sample of mentors, the midline assessed the mentors' use of gender-sensitive mentoring strategies with respect to specific actions and competencies. It did so through interviews with mentors, and, to triangulate this data, through interviews with mentees with regard to the performance of mentors on the same actions/competencies.

to perform to a high standard to be included as ‘demonstrating gender-sensitive strategies’ in the logframe.

Analysis of the sub-indicators paints a more positive picture of progress. Table 9 unpacks the logframe indicator to consider the use of specific strategies. It compares accounts from mentees whose mentors attended cluster training for mentors<sup>7</sup>, with those who did not. The table presents those strategies for which a significant difference was found between trained and untrained mentors.

**Table 9: Female mentees indicate greater use of gender-sensitive strategies by mentors trained by T-TEL, 2017**

	Mentor not trained by CMT	Mentor trained by CMT	Difference
There is a staff code of conduct and reporting system for sexual harassment of female mentees	7.7%	39.4%	31.7%
Reflect on lessons together with you every week	25.6%	51.4%	25.8%
Assess your classroom practice every week	35.9%	59.2%	23.3%
Give you constructive feedback on your performance	46.2%	69.0%	22.8%
Monitor your relationships with staff members to make sure they are free from bullying or intimidation	10.3%	33.1%	22.8%
Make sure that female mentees have safe accommodation	23.1%	45.8%	22.7%
Team teach with you every week	33.3%	54.9%	21.6%
Take note of your difficulties that should be passed on to tutors in the college	10.4%	31.7%	21.3%

Source: JMK (2017) T-TEL Midline Survey Report

Table 9 provides evidence that CMT training has been effective in improving the quality of mentoring in these specific areas. To improve on performance next year, colleges will need to pay even more attention to those strategies that are not being taken up adequately including:

- Provide mentees a thorough orientation to the school and mentoring programme
- Work with mentees to prepare a practicum plan
- Clarify roles and responsibilities of mentor and mentee
- Assess lesson plans every week
- Plan lessons together
- Demonstrate inclusive and gender-sensitive teaching

**% of mentors using the Teaching Practice Handbook for Mentors and the % of student using the Teaching Practice Handbook for Student Teachers**

The midline survey indicates that the intervention has not been effective to date in encouraging mentors to use the Teaching Practice handbooks with students. 73.9% of student teachers report that they have never seen their mentor use their yellow *Teaching Practice Handbook*.

<sup>7</sup> This is based on mentors own reporting of their attendance at training, and is possible because mentor/mentee data are matched pairs.

**Table 10: Frequency with which mentor uses their yellow Mentor Handbook with mentees**

	Frequency	Percentage (%)
Everyday	9	2.20%
Once per week	23	5.60%
Once per month	75	18.30%
Never	303	73.90%

Source: JMK (2017) T-TEL Midline Report

A number of different reasons have been put forward for this very poor use of the handbooks by mentors in schools.

*Late timing of the cluster training for mentors*

Although T-TEL had planned to sign contracts with CoEs for cluster training in time for workshops to commence in October, delays by T-TEL during October meant that contracts were not signed until November, and colleges started to run workshops from November onwards. The late start in mentor training led to confusion about using the books for both mentors and students.

Students had received their orientation and the books in September but did not feel comfortable asking their mentors about the materials. Some began using them as self-study materials and a few of these were asked to 'start again' by mentors once they had their training.

Although undoubtedly a factor, late timing of the mentor training does not fully explain the poor use of books and strategies, as there were very few differences in schools where mentors were trained early in the semester. Table 11 below presents the analysis, based on data from the midline survey. Schools in clusters that had been trained in November and December 2016 were identified from T-TEL's training data. From this group, the schools that had been surveyed in midline study were selected as a sub-set, called 'early trained mentors' and compared with 'late trained mentors' (the rest). The resulting analysis is presented in Table 11. Early training is associated with significant improvement in use of protection strategies only. However, amongst inclusive teaching and learning strategies only 'lesson planning' is significantly improved. If timing of the workshop had been a key constraint, it would be reasonable to expect more improvement amongst mentors who were trained early.

**Table 11: Comparison of use of mentoring strategies between early and late trained mentors**

Mentoring Strategies	Early Trained Mentors	Late Trained Mentors	Significance test	
	Yes	Yes	p-value	Significance
1. Provide you with a thorough orientation to the school and mentoring programme	79 (39.7)	96 (45.5)	0.2359	Not Significant
2. Work with you to prepare a practicum plan	82 (41.2)	104 (49.3)	0.1001	Not Significant
3. Clarify roles and responsibilities of mentor and mentee	81 (40.7)	101 (47.9)	0.143	Not Significant
4. Make sure that female mentees have safe accommodation	48 (24.1)	66 (31.3)	0.1043	Not Significant
5. Plan lessons together with you every week	78 (39.2)	106 (50.2)	0.0254	Significant
6. Team teach with you every week	77 (38.7)	89 (42.2)	0.4711	Not Significant
7. Demonstrate effective teaching strategies to you	126 (63.3)	148 (70.2)	0.1385	Not Significant

	Early Trained Mentors	Late Trained Mentors	Significance test	
8. Reflect on lessons together with you every week	76 (38.2)	82 (38.9)	0.8844	Not Significant
9. Assess your lesson plans every week	105 (52.8)	112 (53.0)	0.9677	Not Significant
10. Assess your classroom practice every week	95 (47.7)	108 (51.2)	0.4792	Not Significant
11. Give you constructive feedback on your performance	114 (57.3)	137 (65.0)	0.1101	Not Significant
12. Keep you motivated and encouraged	142 (71.4)	160 (75.8)	0.3126	Not Significant
13. Supplement your learning experience with extra activities and practice	76 (38.2)	98 (46.5)	0.0897	Not Significant
14. Monitor your day to day well-being	115 (57.8)	129 (61.1)	0.4968	Not Significant
15. Take immediate action to address your problems or needs	55 (27.6)	84 (39.8)	0.0092	Significant
16. Take note of your difficulties that should be passed on to CoE tutors	30 (15.1)	52 (24.6)	0.0163	Significant
17. Let you know that there is a staff code of conduct and reporting system for sexual harassment of female mentees	41 (20.6)	68 (32.2)	0.0079	Significant
18. Monitor your relationships with staff members to make sure they are free from sexual harassment	35 (17.6)	56 (26.5)	0.0304	Not Significant
19. Monitor your relationships with staff members to make sure they are free from bullying or intimidation	37 (18.6)	53 (25.1)	0.1124	Not Significant
20. Make sure that his/her behaviour does not reinforce traditional gender roles (for example, only female mentees/teachers make tea or clean up)	29 (14.6)	93 (44.1)	< 0.0001	Significant

Source: JMK (2017) T-TEL Midline Survey Report

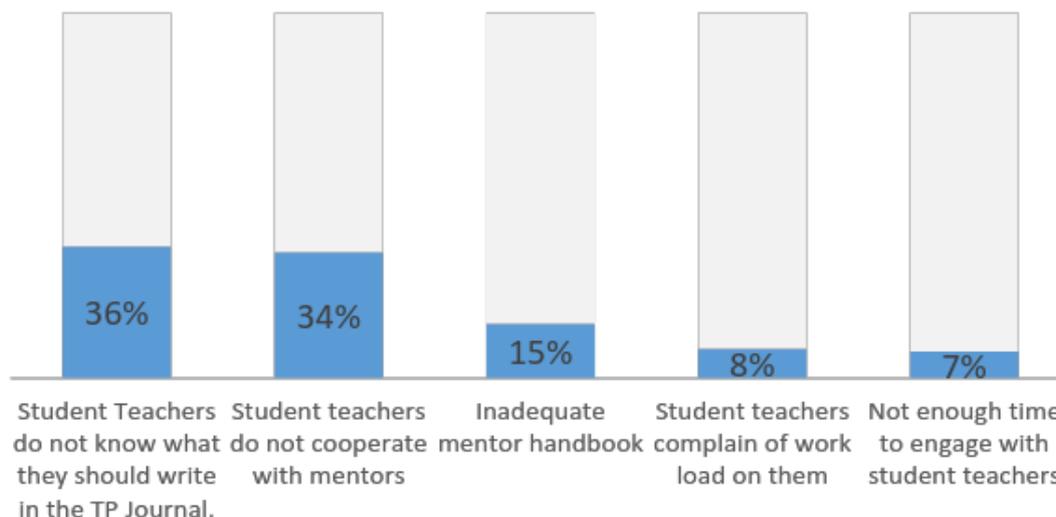
### *Differing messages about when to start using the books*

Towards the latter part of the first Semester, T-TEL monitors started to be told that schools were waiting to be told when to use the books, that they had been told to use the books after Easter, or that they had been told to use the books with next year's cohort of third years (2017/18). In response, SPAs, TPCs, and mentors converged upon a position that the second semester of teaching practice, starting May 2017, should be used for the 12 week-by-week exercises. By then all of the Mentors had been trained, and both TPCs and SPAs were free to make regular school visits for a unified 'push' to use the materials.

### *Poor cooperation by student teachers*

TPCs and mentors commented on a poor attitude amongst student teachers with respect to the handbooks. The SPA's monitoring form included open-ended questions about challenges of implementation in schools, and we have hand-coded a frequency analysis of responses, presented in Figure 7 below. Whilst not designed as a representative sample of mentors, the number of visits is substantial and can be considered indicative of the issues faced in schools. A third of mentors visited by SPAS (34%) stated that student teachers did not cooperate with them.

**Figure 7: SPA Monitoring (Open Ended/challenges)**



TPCs also identified poor attitude of student teachers as a challenge to the effectiveness of the handbooks. In the evaluation workshop in May 2017, TPCs cited the following challenges with student teachers on teaching practice:

- Unwillingness of some mentees to expose their TPJ to their Mentors and lead Mentors
- Some of the mentees do not take TPJs seriously
- Ineffective use of TPJ and handbooks by mentees

Student teachers' lack of interest in using the handbooks and implementing the learning programme, for example through their reflections in the TPJ, is concerning, and TPCs were asked at the evaluation workshop if they could explain why this would be the case. TPCs explained that they faced two significant challenges. Firstly, the off-campus teaching practice carries very few credits towards the DBE examination. As a result, student teachers do not take it seriously and for much of the teaching practice year their focus is on their assessed course work. This has been exacerbated this year by UCC confirming that it places little value on the teaching practice element of the DBE. Secondly, most student teachers do not want to be teachers in pre-tertiary schools. They enrolled in the college because they could not get into university, and were completing the DBE as a 'bridging programme' to a completing their degree. Their response resonates strongly with the findings of T-TEL's longitudinal study completed in June 2017, which found that 85% of Year 2 student teachers plan to continue their studies to get a degree.

#### *Insufficient motivation of mentors*

TPCs identified the lack of motivation of mentors to perform additional roles as one of the challenges faced in using the Handbooks with mentors. At the evaluation workshop in May, TPCs identified the following key challenges for mentors:

- Lead mentors and mentors do not read their hand books
- Lead mentors and mentors see their roles and responsibilities to students as additional duties
- A few mentors that were duly performing their roles lamented about lack of motivation

- Mentors experience time constraints: to plan together e.g. lesson, TLM preparation.

The TPCs and mentors did not mention the domestic responsibilities of female mentors as a factor in limiting their time available to support student teachers after lesson time. However, given that female mentors were under pressure to leave cluster training on time, it would seem reasonable to assume these pressures remain.

#### *Handbooks are kept in Lead mentors' offices*

SPAs and T-TEL head office staff reported quite frequently that mentor handbooks were locked in the headteacher's (lead mentor) office. T-TEL printing runs had accommodated one handbook per mentor, based on the figures provided by colleges, and the expected ratio of mentors to students in a school. As has been noted, these assumptions did not hold true at JHS level and colleges managed a high ratio of mentors to students by providing schools with "class sets". This strategy by itself should not have prevented access to handbooks, even if sharing and retrieving books from colleagues could be frustrating. If teaching practice is to improve in quality, colleges will need to ensure that the resources that they provide to partner schools reach the students and mentors for whom they are intended.

#### *Insufficient support in schools provided by link tutors and a lack of attention to mentors*

All tutors are required to visit students on teaching practice and provide support. The SPAs observed that tutors do not make visits, and when they do, they do not support students and mentors to use the handbooks. This perception is borne out by the CoE monitoring reports to TEL. The finding suggests that the TPCs training for tutors was not sufficiently effective in bringing about real changes in tutor behaviour.

#### *Perception that the T-TEL Handbooks are not mandatory and lie outside the assessed curriculum*

TPCs at the Evaluation workshop in May 2017 described the challenge they face in encouraging tutors and students to implement a programme that is perceived to be outside the UCC assessed DBE curriculum. In fact, as described in Section 3 of this report, the handbooks were expressly designed to support the part of the DBE curriculum in which colleges have control over assessment, namely teaching practice. The learning activities was designed to support the development of the competencies that UCC requires colleges to assess. The handbooks targeted resources where they were most needed for these competencies to be built i.e. the teaching and learning relationship between a student teacher and their mentor; and where the capacity for ongoing valid and reliable formative and summative assessment of student teachers is most urgently required - i.e. mentors and lead mentors. In teacher education, mentors play the central role in the assessment of a student teacher's progress in developing the competence to teach. Although the handbooks include the college assessment 'Form B' in the Annex, the link to assessment by colleges is extremely weak. T-TEL's training for tutors, delivered by the TPCs, did not address how tutors might use the handbook and the activities within it to generate evidence for use in the assessment of student teachers' competences.

## **5.2 Implementation of Year 2 (On-Campus) teaching practice**

We have limited data to judge the effectiveness of the CMT on 2015/16 Year 2 Cohort On-Campus teaching practice. This is due to the significant impact of the change in semester structure that took place suddenly during that academic year, combined with a tutors' strike of 2016.

In early 2016, T-TEL distributed books to the colleges, ready to support Year 2 students during their on-campus teaching practice due to be held for six weeks during the March-June Semester. However, the 'On Campus Teaching Practice' (OCTP) did not take place as planned. First, the tutors' strike delayed the start of the OCTP by several weeks. Second, the decision was made by UCC to return to the 6 Semester structure, and Year 2 was confirmed as carrying 3 credits. This meant that many colleges delivered 3 weeks of On-Campus teaching practice during the vacation in September so that student teachers could catch up the lost time and complete their credit requirements. In the same period, (September 2016) the SPAs were engaged in training TPCs and Tutors to deliver the CMT workshops. They were therefore not available to facilitate or support the use of the Year 2 books, and no reliable data on their effectiveness in the 2016 context is available.

- Data sources for this section are:
- Feedback from the TPCs at the TPC workshop in May where participants were asked about the implementation of On Campus Teaching Practice
  - The T-TEL Midline Survey data for Component 3 (School Partnerships).
  - SPA Observation Reports from On-Campus Teaching Practice

We do however have reliable, representative data for the 2016/17 Year 2 cohort, drawn from the Midline Survey. That data shows that fully 89% of year 2 students report that they used their handbooks for the OCTP. Results from the tutor interviews shows that 84% of tutors claim to use the books during OCTP, and 75% continue to do so for the after OCTP activities.

These findings are triangulated in the chart below, which presents data from Year 2 student teachers interviewed during the midline survey. Despite the differences between the two sets of responses, (only 61% of students claim that their tutor uses the green handbook) it is reasonable to assume that over half of student teachers and tutors are engaging with the T-TEL materials during OCTP.

**Table 12: Students report tutors using their handbooks for On-campus TP, 2017**

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
My tutor checks my teaching practice journal regularly	21.50%	35.00%	23.80%	19.70%
I used my teaching practice journal during my on campus TP	29.60%	35.20%	17.40%	17.90%
I completed all the tasks listed in the teaching practice handbook during my on campus TP	27.70%	35.40%	19.40%	17.50%
My tutor uses their green teaching practice handbook during on campus TP	27.10%	33.90%	19.60%	19.50%

Source: JMK (2017) T-TEL Midline Survey Report

These data are very encouraging and amongst other things is likely to have been supported by the decision by UCC to use the TPJ in the formative assessment of on-campus teaching practice during the 2016/2017 academic year.

### 5.3 Implementation of Year 1 (School Observation) teaching practice

Evidence on the use of the T-TEL handbooks to support Year 1 teaching practice has been consistently positive.

In 2016, SPAs visited schools during the vacation to meet students engaged in observation, and visited colleges to observe and support the 'before' and 'after' activities. Across the CoEs, the handbooks were distributed to students, and used by them.

Fletcher and Shepherd (2016) also found:

“First year students report a very positive impact of the materials in their participation, and learning during their first year induction to teaching.”

TPCs broadly followed the same strategy to prepare for the year one observation, which took place in February 2016 and February 2017, as they had done for Year 2. This included distributing *Handbooks for Student Teachers*, providing a 3-day orientation on the handbook and TPJs to student teachers in 2017 (an increase from 1-day in 2016), and providing introductory letters to student teachers and copies of the T-TEL class teacher guidelines.

Data sources for this section are:

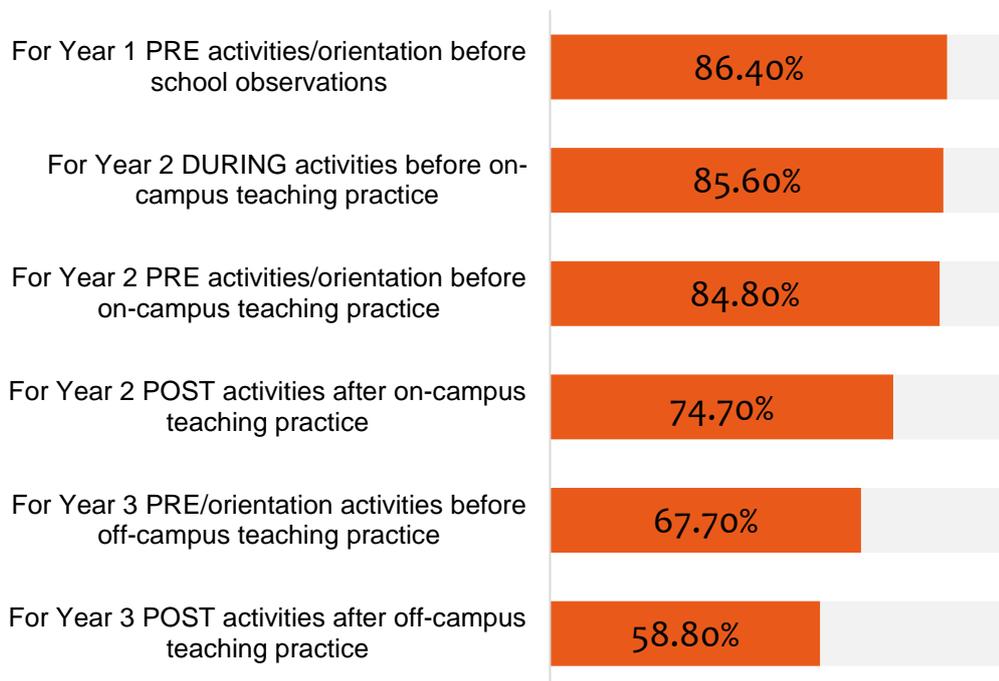
- Feedback from the TPCs at the TPC workshop in May where participants were asked how Year 1 Teaching Practice had been implemented.
- The T-TEL Midline Survey data for Component 3 (School Partnerships).
- SPA Observation Reports from School Observations
- Fletcher, J, and Shepherd, S. (2016) Evaluation of T-TEL Materials

With no exceptions, the TPCs reported that student teachers carried their handbooks, used them as references on the specific competences to be observed, and the majority of students completed entries in their TPJs.

TPCs reported following up in a variety of ways after the observation had finished. This included allocating a number of student teachers to CoE tutors for reviewing TPJs during post-observation activities, holding a post Year 1 observation seminar, collecting TPJs and reports to discuss and score, and receiving post-observation reports from the schools themselves.

SPAs have also confirmed anecdotally that the use of the handbooks and TPJs for the year 1 observation was overwhelmingly successful. This was in part due to the fact that Year 1 student teachers did not question the use of the materials, and in part due to UCC requiring teaching practice to be assessed this year. The TPJs and handbooks provided concrete evidence of student teachers performance, and TPCs were able to utilise this to their advantage. Although based on self-reported use of books by tutors, Figure 8 supports the SPA observation that tutors are using the Teaching Handbooks with first year students before school observations.

**Figure 8: Tutors use of the Teaching Practice Handbook**



Source: JMK (2017) T-TEL

We now move onto the next section which will look at whether the Teaching Practice intervention has offered good Value for Money to DFID, T-TEL and colleges.

## 6 Value for Money

To assess whether the CMT training provided value for money to DFID we will use the '4E Framework'. It allows us to comment on the Economy, Efficiency, Effectiveness, and Equity of the work undertaken.

*Economy - What were the costs of the inputs, and did they have the lowest price for the quality required?*

Economy is managed through the procurement process, which ensures that the goods and services are procured for the lowest price at the best quality available. T-TEL has secured reliable printing services from G-PAK at the best market price available, leading to an average unit cost for printing of **5.92 GHC per book**.

Data sources for this section are:

- T-TEL Annual Value for Money Report, August 2017
- T-TEL cost per participant data (Annual and Quarterly VfM Reports)

**Table 13: Printing costs per book printed**

<b>Input Costs</b>		
<i>Category</i>	<i>Notes</i>	<i>GHC (FX 1:5.6)</i>
Printing	Tutor handbooks	17,460
	Mentor handbooks	56,752
	Student Teacher Y1	73,598
	Student Teacher Y1-3	118,378
	Student Teacher Y2-3	69,810
	Student Teacher Y3	76,884
<b>Total</b>		412,882
	Number of books printed	69,792
	Printing cost per book	5.92

*Efficiency – Did the inputs produce outputs of the required quality for the lowest cost?*

The intervention has produced outputs with high efficiency in two key areas: materials production; and cluster training for mentors.

The efficiency of the materials development process is evident in the cost per student teacher reached so far. Figure 14 provides a summary of the costs incurred to develop, print and deliver materials into students' hands, and the total number of students reached so far (but excludes the third years in 2016 where the books were delivered too late). It finds that to develop and print the books has cost **21.43 GHC per student**.

**Table 14: Input Costs for materials production**

<b>Input Costs</b>		
<i>Category</i>	<i>Notes</i>	<i>GHC (FX 1:5.6)</i>
Lead advisors	August 2015-December 2015	267,960
SPAs	October 2014 – December 2015	201,600
Strategy and Materials Design Workshops		78,999
Materials Production Costs		10,315
Printing	Tutor handbooks	17,460

### Input Costs

Mentor handbooks	56,752
Student Teacher Y1	73,598
Student Teacher Y1-3	118,378
Student Teacher Y2-3	69,810
Student Teacher Y2-3	76,884
Student Teacher Y3	971,756
<b>TOTAL</b>	<b>45,352</b>
<b>Number of student teachers</b>	<b>2016 (Y1&amp;2) &amp; 2017 ( Y1-3)</b>

The efficiency of cluster mentor training is seen in the unit cost per participant, in particular when compared to costs incurred by alternative training formats. Through service contracts with T-TEL, colleges delivered training to mentors at a unit cost of **£8 per person per day** (44 GHS). As has been described earlier, the workshops met the quality indicators required by T-TEL. This compares very favourably with the costs of workshops implemented by T-TEL where unit costs are at least **£60 per person per day** (336 GHS).

However, these calculations do not take into account two sets of costs which are excluded from these calculations. The first is an increase in administration work load carried by T-TEL education advisers, and a potential loss of SPA capacity for technical monitoring in schools. The second is the administration and technical work load that the colleges took up.

Implementation of cluster training for mentors by colleges, instead of workshops managed by T-TEL removed the burden of implementing a large number of workshops from the T-TEL Operations team. However, within T-TEL, support to colleges to manage their contract and, in particular invoicing, fell to the SPAs. It seems likely that the demands from colleges for basic support such as in completing an invoice accurately displaced time that SPAs would have otherwise invested in support to cluster training, or schools. Invoice processing also created additional demands on the T-TEL head office team. It is relevant to note the comments from the Key Adviser's report in January 2017:

The SPA team are doing a generally good job at coping with the administrative requirements of the Cluster Mentor Training. The effort to coordinate up to 11 colleges, across large areas, with poor road and internet connectivity shouldn't be underestimated.

The school partnerships coordinator (Emma Fynn) is playing an essential role, in a very competent way. She deals with a large volume of information, in a generally timely manner, and is able to keep track of activities in 40 colleges, delivered to her by 5 SPAs and a programme management team with little fuss and good accuracy. She receives support from the deputy programme manager when required. A serious concern has been the timeliness with which payment of claims have been disbursed by the Finance team. Steps have been taken to address the process, but delays have created unnecessary ill will amongst principals.

In moving to supporting interventions at scale, some internal operations within T-TEL will need to be improved.

The service contract modality was piloted in response to the request from colleges that they had capacity to implement activities, but just needed the funds to do so. This evidence from this pilot suggests that many colleges still need to strengthen their capacity for financial and contract management if they are to engage in new forms of service provision or contracting. Most importantly, the internal demand created on college staff by the delivery of mentor training and building partnerships with districts and schools must be taken seriously by college management. It seems likely that these demands will only increase with the implementation of a new curriculum

which prioritises structured support in schools. Colleges will need to re-gear their staffing arrangements to meet new demands, and share the burden of school visits, mentor training and mentor support across a larger group of tutors.

*Effectiveness – The translation of outputs to outcomes, or How many people benefitted and to what extent did the training they receive lead to them actually improving their performance?*

Tables 15 and 16 summarise the achievement of the indicators used to measure the effectiveness of the school partnerships intervention.

**Table 15: Mentors demonstrating gender-responsive mentoring strategies**

Indicator	Target	Year 3 Teaching Practice (Achieved)
% mentors using gender-sensitive mentoring strategies (Overall)		11.5%
% mentors using gender-sensitive mentoring strategies (Female)	12%	10.7%
% mentors using gender-sensitive mentoring strategies (Male)	10%	12%

Source: JMK (2017) T-TEL Midline Survey

**Table 16: Use of handbooks by student teachers, mentors and tutors, by teaching practice year**

Indicator	Target	Year 1	Year 2	Year 3
% student teachers using handbook	60%	Close to 100%	Close to 100%	28% <sup>a</sup> 60% <sup>b</sup>
% tutors using handbook	50%	86% (self reported and validated) <sup>a</sup>	61% (reported by students) <sup>a</sup>	58% (post) – 67% (pre) (self-reported) <sup>a</sup>
% mentors using handbook	20%			26.1% <sup>a</sup>

Source: <sup>a</sup> JMK (2017) T-TEL Midline Survey <sup>b</sup> SPA Monitoring Reports (HB and TPJ observed)

Taking the use of gender-sensitive mentoring strategies to be the desired outcome of the intervention, the midline demonstrated significant improvements from baseline. As Figure 15 shows, the targets set in the logframe were achieved for male mentors (12.2%) but not for female mentors (10.7%).

These results have been achieved with a very high rate of expenditure with respect to the third year of teaching practice. T-TEL's School Partnership component had used almost 70% of its budgeted resources through mid-2017 to achieve these results. Support to the first and second years of teaching practice can be considered good Value for Money, as the high levels of uptake of learning resources has been achieved at relatively low cost as colleges implemented training for tutors on how to use the handbooks with first and second year students.

A plausible initial impression is that T-TEL has not provided VfM with its work with mentors in schools, but this would be a misleading impression. The problem with the construction of the indicator discussed earlier in section 5.1 of the report comes into play here. The single, aggregate score has the potential to disguise impressive achievements about particular facets of the mentors' support for student teachers, for example the statistically significant increase in the percentage of female mentees who indicated that their mentors had used selected strategies based on mentors who had and who had not participated in the three-day training workshops that the CoEs organised with T-TEL's support.

It is also useful to remember the scope of the training that has been undertaken, and the number of programme participants reached. In one year, the intervention has aimed to reach (and has delivered books) to **60,252 student teachers**.

Even so, T-TEL must improve the outcomes for student teachers and mentors if the significant investments made this year are to be considered to have rendered good value for money by the end of T-TEL.

*Equity - Were programme benefits shared equitably and did they address underlying inequalities?*

T-TEL takes pride in its attention to gender sensitivity and to the distinct needs of female tutors, female student teachers, and female beginning teachers. Many of the indicators that T-TEL uses for purposes of monitoring and evaluation are disaggregated by sex, so it is possible to determine the extent to which gender issues are mainstreamed into programme activities as well as the results of these activities.

In this regard, it is worthwhile to note that female mentees were typically more likely than male mentees to agree that their trained mentors had demonstrated gender-sensitive approaches.

To conclude, has the intervention, and in particular the cluster training provided DFID with value for money? The intervention had mixed results for VfM when comparing spend to results. But, when looking at the scope of the training and number of programme participants 'touched', this is understandable. Expenditure has been high, but this was by design in order to allow one cohort of student teachers to receive the full 'treatment' of undertaking Year 1, 2, and 3 with T-TEL materials. And it is premature to judge the results of that 2015/16 cohort, until they have received the full 'treatment'. From the proposal, through inception report and as per the component strategy, the decision was taken to print materials for mentors and student teachers. This inevitably raises sustainability issues, particularly where those materials are not being taken up. There is some evidence that they are being used, particularly in Years 1 and 2. In our final section we provide recommendations for the strengthening of the use of those materials in a changing technical and political environment.

## 7 Conclusion and Recommendations

### 7.1 Conclusion

This report has found mixed results to the effectiveness of the T-TEL's support to teaching practice, and mentoring of student teachers, as measured by the indicators below.

- % of male and female mentors using gender-responsive mentoring strategies
- % of tutors using the *Teaching Practice Handbook for Tutors*
- % of mentors using the *Teaching Practice Handbook for Mentors*
- % of student using the *Teaching Practice Handbook for Student Teachers*

As Tables 15 and 16 (repeated below) revealed, the intervention's effectiveness varies by year of teaching practice, with Years 1 and 2 being very effective. And whilst the proportion of mentors using gender-sensitive mentoring strategies is within the confidence limits of the target, the finding that only 26.1% of mentors and 28% of student teachers are using their handbooks is disappointing.

**Table 17: Mentors demonstrating gender-responsive mentoring strategies**

Indicator	Target	Year 3 Teaching Practice (Achieved)
% mentors using gender-sensitive mentoring strategies (Overall)		11.5%
% mentors using gender-sensitive mentoring strategies (Female)	12%	10.7%
% mentors using gender-sensitive mentoring strategies (Male)	10%	12%

Source: JMK (2017) T-TEL Midline Survey

**Table 18: Use of handbooks by student teachers, mentors and tutors, by teaching practice year**

Indicator	Target	Year 1	Year 2	Year 3
% student teachers using handbook	60%	Close to 100%	Close to 100%	28% <sup>a</sup> 60% <sup>b</sup>
% tutors using handbook	50%	86% (self reported and validated) <sup>a</sup>	61% (reported by students) <sup>a</sup>	58% (post) – 67% (pre) (self-reported) <sup>a</sup>
% mentors using handbook	20%			26.1% <sup>a</sup>

Source: <sup>a</sup> JMK (2017) T-TEL Midline Survey <sup>b</sup> SPA Monitoring Reports (HB and TPJ observed)

The SPA visit data is more positive than the Midline Survey data about the quality of implementation of new strategies, but both show at least some effective practice. Some mentors are now planning, teaching and reflecting jointly with their student teachers. Student teachers are maintaining teaching practice journals, to record their experience and notes from the learning tasks that the handbooks set. Following the training, mentors are more aware of their roles and responsibilities, including many who are doing it for the first time. Evidence of this is provided by the Midline Survey where female mentees report an increase in the use of gender-sensitive strategies by T-TEL trained mentors. The survey also points to good use of the T-TEL materials for the on-campus teaching practice for the 2016/17 Year 2 cohort. And some colleges have used the teaching practice journals as a basis for formative assessment this year.

Through contribution analysis, the report has tried to explain where the constraints to effectiveness lie within the intervention, and where the foundations for improved effectiveness

might lie. It did so by asking a number of question which directed our inquiry towards the stages in the component theory of change. In this conclusion we summarise the findings from our data to answer these questions directly.

*Did the component strategy and design process result in an appropriate set of relevant, high quality materials being developed, that were suitable for use by male and female tutors, mentors and student teachers?*

The materials were a strong element of the programme of support. Basing them upon UCCs assessment competencies made them immediately relevant and useful to Student Teachers. Developing them with a broad coalition of institutions means they have good visibility, and are relevant to schools and colleges in Ghana. The final products were attractive, efficiently produced, and easy to use, although they could be refined further still to include more white space, and clarity around the 'linked' nature of the three books must become self-evident. The handbooks explicitly provide strategies for supporting female student teachers. The teaching practice journal is now being used by colleges as evidence for assessment under the DBE.

*Were key actors with influence supported to create an enabling environment for teaching practice, and prepared to provide support to mentors and students to implement the learning programme?*

The intervention paid close attention to engagement and orientation of District Directors of Education, Circuit Supervisors and Girls Education Officers. The strong participation of CS and GEO at mentor training has been judged to reflect the success of colleges' engagement with the districts. Future developments of the intervention may wish to explore the extent to which involvement in cluster training has improved the quality of CS support to lead mentors and mentors in schools.

*Were TPCs adequately prepared to manage the school partnerships intervention in their college.*

TPCs themselves felt well prepared after the training workshops with T-TEL, and this is borne out by evidence from the cluster training for mentors that shows that TPC and tutors generally covered the required material well, with a few exceptions. One is that the session delivery notes used some advanced pedagogical techniques that some of the participants may not have managed to process.

From a college perspective, the management of the cluster training contracts was at times challenging because of the responsibility that principals were required to take on, in implementing the contracts. Some Principals failed to take up this lead responsibility and left TPCs struggling. In some cases TPCs found it difficult to get the attention of principals in addressing some of the management issues that arose, and this affected the planning and delivery of the training.

*How well were college tutors were prepared to perform their role in the teaching practice and mentoring programme?*

From the data available, it seems that tutors were well prepared, through training delivered by the TPC, to deliver the Year 1 and Year 2 teaching practice programmes. However, they appear not to have been as ready to support mentors and student teachers in schools, with few follow up visits that included support to mentors, or reflection on the implementation of the programme. However, this is not simply a consequence of the training. Tutors' workload, support of Principals to carry out visits, resources for travel, and scheduling all play a part in constraining the effectiveness of tutor support.

*How well did colleges implement the cluster training for mentors, and did mentors leave well prepared to support student teachers during Year 3 teaching practice*

Lead mentors and mentors themselves reported being very satisfied with the training, and fully prepared to implement the learning programme, supported by the handbooks. It is worth emphasising the extremely positive response from in-service teachers, to the quality of the training they received from the colleges, and the expertise of the facilitators. Teachers across Ghana were extremely positive that colleges had gone to the districts to run three days of training.

Observations of some CMTs by the T-TEL team show that the pace, methodology, and content of the workshops were infrequently overwhelming for some mentors.

*Was support provided by T-TEL and colleges to mentors and student teachers after the mentor training, to encourage and guide them in the use of the Handbooks, and was this adequate?*

College tutors and T-TEL staff provided support to mentors and student teachers following mentor training. However, the frequency and quality of support was insufficient. Most colleges reported only two follow up visits per school, insufficient to support mentors that may be struggling, and to send strong messages to student teachers that the college places real value on their learning during school placements. T-TEL's Key Adviser was able to provide high quality support to some schools during missions in January and February, but SPA support to schools only really began in earnest in late April.

A number of significant constraints have been identified through the process of contribution analysis. Most of these will require direct intervention within the broader environment to change incentives that currently shape behaviour of mentors, tutors and student teachers.

#### *Assessment of in-school teaching practice*

Current assessment practices do not incentivise schools, students or tutors to prioritise the development of actual competence as a teacher, which is developed through learning to teach, and practicing in real classrooms. The very limited number of credit hours awarded to third year teaching practice and the reliance on only three assessment events carried out by tutors provides little incentive for change. Mentors and lead mentors need to make a genuine, recognised contribution to learning that is valued through assessment. The Handbooks provide excellent examples of how this might be done.

#### *Frequency and quality of link tutor support*

Although all tutors are required to provide in-school support to student tutors, this appears not to be enforced by all colleges. Visits by tutors are limited in number and often of poor quality, offering little in the way of pedagogic advice and development. Almost no support is provided to mentors, to support the development of their own professional skills (teaching) and the specialist coaching and assessment skills they require to work with student teachers.

#### *Information management systems, and communication systems*

Management information systems in schools and colleges are extremely weak. These are required to plan placements, to monitor students' progress, to determine how many books to print, to track the movement of resources.

#### *Low status of teaching in pre-tertiary schools*

The low status of teaching in pre-tertiary schools appears to be reinforced by the behaviour of both student teachers and tutors. Mentors complain of the poor attitude of student teachers, and tutors appear resigned that students don't want to be teachers. In turn, tutors seem to pay scant attention to schools and mentors.

## 7.2 Sustainability

Sustainability of this component of T-TEL has been a constant discussion since inception. Was there sufficient justification to spend programme funds on a training programme and materials production that would not necessarily be continued into the future without further external support? And if the curriculum changed, what would become of the materials?

While recognising that these are valid concerns, and that the programme could not be implemented in the same way without the same structure in place and the same volume of funding, we would make the following comments:

- The component provided a valuable training programme to 8016 Mentors who will carry that forward with them into their future;
- Colleges of Education now have experience working more closely with the actual mentors of their student teachers, and have built relationships in schools that will also carry forward;
- Inventive colleges can now implement the majority of the programme themselves if they wished: books are easily within the purchasing power of student teachers (6 GHC per book), and colleges could even turn this into a revenue stream. And any student teacher with a smartphone can download the materials for the cost of the data.
- Colleges do have budgets for mentor training, not at the scale they have done this year, but easily enough to run 1 day top-up training for all mentors in all partner schools; T-TELEs teacher professional development component is already working with TPCs, PDCs, SPAs and TLAs to design and provide further support in the coming years.
- In terms of the curriculum changing, the materials have been based on a universal set of active pedagogies that will, if not identically, then almost certainly very similarly be included in any future set of materials;
- Valuable lessons have been learned about the nature of effective materials for teaching practice in Ghana. These will be sustained if they are properly processed and taken up in the curriculum revision process.
- The lessons learned from the production of the materials can be carried forward, and the SPAs involved in the programme have become valuable resources for teacher education in Ghana.
- Colleges and district education offices have made significant strides in strengthening partnerships, with clear benefits for teachers and their in-service development.
- Cluster-based mentor training provides an alternative, and more affordable model for continuing professional development for mentors. It requires college tutors to move to the districts, but limits the expenses incurred by schools with few resources.

## 7.3 Recommendations for Colleges

We have the following recommendations for the Colleges of Education:

Colleges gained experience in being providers of teacher training services - something that they could use to their advantage for income generation in a future decentralised system, and they should build on this experience and learn lessons from it: around contracting, financial administration, and relationship management when it comes to working with clients.

Colleges now have experience with a very different model of setting up and managing teaching practice (in school clusters, with mentors acting as teacher trainers) and it is something they can build upon. Even if this exact model is not what they eventually choose, it is clear that a different model is possible.

Locating the cluster training off the college campus had many benefits. It brought colleges closer to schools, and contributed to stronger relationships with schools and districts. It allowed training in reasonable numbers, and the training was easier to attend, and more affordable for mentors and district officers because of the proximity to their places of work. In the longer term, this also makes in-service support to mentors by other teachers and districts more likely.

If colleges wish to continue to use the model as it was implemented this year, they will need to be inventive. Cluster training could still be done in off-site clusters, with similar sized groups of individuals, but perhaps for one day instead of three, using very little resources. Handbooks could be printed by colleges and purchased by Student Teachers (the final cost of a single handbook, printed at volume, is approximately 6 GHC per book). In addition, all of the materials are available on-line for free.

Colleges could consolidate the work they have done this year by continuing to work with the same partner schools next year. Changing schools would mean introducing 'untrained' mentors into the system again, whereas working with the same schools would allow them to build upon the experience and relationships that they spent efforts to develop this year. This will also make the transition to one-day top up training for mentors more feasible. This year, colleges chose schools that were closer to them to make it easier for students to attend weekly classes. The requirement to have partner schools that are accessible to the college, and vice versa, will only increase with curriculum reform.

Colleges have the capacity to experiment with getting student teachers out into real teaching environments much earlier than the third year of their training, and they should do this as much as they can. Challenge fund projects which trialled this approach found that it was manageable to organise, and that student teachers benefitted greatly from the experience.

Colleges would benefit from support to their information management systems, particularly around teaching practice, given the large volume of students, schools, mentors, and locations that are involved each year.

Finally we note that in the new National Teacher Education Curriculum Framework, Supported Teaching in Schools is one of the four pillars, and this will therefore lift the requirements of training of mentors and the effectiveness of teaching practice. A far greater emphasis on supported teaching in schools will require re-engineering of tutors' work schedules so that link tutors are able to provide the support to mentors required, particularly in the first few years of reform.

In addition, the new PTPDM Policy emphasizes competencies in mentorship as a requirement for teacher career progression. This will therefore be an additional incentive for dedicated interest in the role of mentors in schools.

#### **7.4 Recommendations for T-TEL**

We have the following recommendations for T-TEL:

A key strategic lesson to take on board is that in terms of driving change in a college's taught curriculum, assessment is what counts. Very positive feedback about the use of Year 1 and Year 2 teaching practice journals this year is most likely due to UCC requiring Year 1 TP /Year 2 to be assessed. Colleges need further support in order to translate strategies and competencies in the teaching practice handbooks into formative and summative assessment of student teachers, based on the current Form A and Form B.

Training for all link tutors needs to be substantively improved. Further professional development for tutors needs to include assessment of student teachers during teaching practice with clear

links to the handbooks. Additional CPD for college tutors on how to support mentors, and improve their teaching and coaching skills is required. Professional development for link tutors should be integrated within the institutionalised TPD practices that have been demonstrated to be so effective

Within the context preparing for curriculum reform, develop a tutor professional development theme on equity and inclusion that builds tutors' understanding of gender-responsive strategies for inclusive learning for a) pupils in schools b) student teachers in schools.

A far greater focus on support to mentors and student teachers is required to improve the effectiveness of the teaching practice components. It is recommended that the role of SPAs and VSOs is focused on providing this support in schools to mentors and student teachers. They will need to maintain close links to TPCs and link tutors so that T-TELL inputs within schools provides models for colleges of how to improve pedagogical support to teaching practice.

The data received by T-TEL suggests some inconsistencies in the distribution of mentor handbooks to mentors. T-TEL will need to take an inventory at the beginning of the new year to identify where mentor books are and ensure all partner schools have sufficient mentor handbooks. This may require printing of additional mentor handbooks.

When designing materials and training, utmost care must be taken to ensure clear, logical messages. Piloting is essential to remove any assumptions.

Certification for training and career path progression is something that education professionals in Ghana care deeply about. Future training elements can use this as a clear incentive for participation, particularly if the correct administrative procedures can be completed so that training becomes accredited and nationally recognised.

It is important to be aware of and manage any aspects of political economy that may have a bearing on the technical activities, even within a single component. Counter negative messages in the broader environment with sustained positive political engagement at all levels, including within CoEs. A National campaign that projects positive image of teachers and teacher education must accompany major reforms.

We recommend a review, with CoE principals, of the contract model that was utilised, in conjunction with the main findings of this report, to better understand whether it met their aims of having college control of a quality training process.

We recommend that T-TEL reviews the measurement of the logframe indicator for gender-responsive mentoring strategies, and ensure that the most effective strategies for changing mentor behaviour within the learning relationship are targeted. Monitor progress at the sub-indicator level, to avoid under-reporting within a complex, composite indicator.

From a programme perspective, the recommendation is to continue close coordination between programme components, and to share the lessons learned from the school partnerships component internally. TPCs do not act alone in colleges - they are enabled by Principals and they rely on their tutor colleagues to assess student teachers during teaching practice. The Gender Training for Mentors Handbook is directly relevant to the school partnerships component, and any way in which the different components can support and learn from each other will strengthen the final outcomes of T-TEL as a programme. Even so, investing large amounts of money into materials that may be rendered less useful because of a change in assessment procedures, for example, will be a consideration.

Without stating the obvious, a key lesson to learn is the that rolling out a national training programme is a huge exercise. It requires time, people, money; and change may not be

immediate. This point has immediate implications for any future work done with the colleges under the ongoing curriculum reform. T-TEL must be conservative in its planning for the time allowed for implementing the logistics of production, printing, distribution, and conscious of the level of effort required to maintain close communication with colleges.

## Annex 1 List of Activities

<b>Date</b>	<b>Activity</b>	<b>Number of persons trained</b>
August – December 2015	Teaching Practice (TP) materials developed	A team of Ghanaian experts worked on this activity
January 2016	3 days Training for TPC on TP materials (Y1-3)	38 TPCs
January 2016	2 days Orientation for Stakeholders on TP materials (Y1-3)	38 CoE Principals and 118 District Directors of Education (DDE)
March 2016	Preparation for TPCs towards the training of the CoE Tutors in the use of TP materials.	38 TPC
Apr- May 2016	Orientation for Stakeholders on TP materials (Y1-3)	689 Circuit Supervisors and 112 Girls' Education Officers.
May – June 2016	Organisation of OCTP in the CoE by TPC for Y2	All Y 2 Student Teachers
June -July 2016	5 days Training for CoE Tutors by TPCs in 38 CoE on TP activities	38 TPCs facilitated Tutor Training in their Colleges
August 2016	Orientation for two new TPCs (St Ambrose and Gambaga CoEs)	TPCs for the two new College were introduced to the SP component of T-TEL
September 2016	Training for TPC and 2 supporting Tutors for the Cluster Mentor	120 facilitators
October 2016	Orientation on Cluster Mentor Training	40 TPCs, 40 CoE Principals and 40 Coe Accountant
Nov- March 17	Cluster Mentor Training	269 workshops facilitated by 40 TPCs

## Annex 2 Scoring Rubric for Indicator: Use of Gender-sensitive strategies

<b>Output Indicator 2.3 - Scoring Rubric for Mentor Interview</b>	<b>Scoring rubric for Mentee triangulation</b>
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Interview questions	Good/ min score (adequate demon- stration for logframe)	Scoring Rationale (minimum demonstration criteria to satisfy competency for logframe)	Good/ min score (adequate demon- stration for logframe)	Scoring Rationale (minimum demonstration criteria to satisfy competency for logframe)
1. specific support for mentees at the <u>beginning</u> of field practicals	4	Should mention 4 strategies minimum	4	Should mention 4 strategies minimum
2. specific support do you provide mentees during the course of the field practicals	4	Should mention 4 strategies minimum	4	Should mention 4 strategies minimum
3. specific or extra support for female mentees	5	Should mention 5 strategies minimum	5	Should mention 5 strategies minimum
4. specific competencies you supported mentees to improve during their field practicals	10	Should mention 10 competencies minimum	10	Shoould mention 10 competencies minimum
5. Use of different mentoring strategies:				
1. Provide mentees a thorough orientation to the school and mentoring programme	3	Should be done 'always'	3	Should be 'yes'
2. Work with mentees to prepare a practicum plan	3	Should be done 'always'	3	Should be 'yes'
3. Clarify roles and responsibilities of mentor and mentee	3	Should be done 'always'	3	Should be 'yes'

<b>Interview questions</b>	<b>Good/ min score</b> (adequate demon- stration for logframe)	<b>Scoring Rationale</b> (minimum demonstration criteria to satisfy competency for logframe)	<b>Good/ min score</b> (adequate demon- stration for logframe)	<b>Scoring Rationale</b> (minimum demonstration criteria to satisfy competency for logframe)
4. Ensure decent accommodation for female mentees	3	Should be done 'always'	3	Should be 'yes'
5. Plan lessons together with mentees every week	3	Should be done 'always'	3	Should be 'yes'
6. Team teach with mentees every week	3	Should be done 'always'	3	Should be 'yes'
7. Demonstrate effective teaching strategies and competencies to mentees	3	Should be done 'always'	3	Should be 'yes'
8. Reflect on lessons together with mentees every week	3	Should be done 'always'	3	Should be 'yes'
9. Assess mentees' lesson plans every week	3	Should be done 'always'	3	Should be 'yes'
10. Assess mentees' classroom practice every week	3	Should be done 'always'	3	Should be 'yes'
11. Give mentees constructive feedback on their lesson plans and classroom practice	3	Should be done 'always'	3	Should be 'yes'
12. Keep mentees motivated and encouraged	3	Should be done 'always'	3	Should be 'yes'
13. Supplement mentees' learning experience with extra activities and practice	2	Could be done 'usually'	2	Could be 'partially'
14. Monitor mentees' day to day well-being	3	Should be done 'always'	3	Should be 'yes'
15. Take immediate action to address mentees' problems or needs	3	Should be done 'always'	3	Should be 'yes'

<b>Interview questions</b>	<b>Good/ min score</b> (adequate demonstration for logframe)	<b>Scoring Rationale</b> (minimum demonstration criteria to satisfy competency for logframe)	<b>Good/ min score</b> (adequate demonstration for logframe)	<b>Scoring Rationale</b> (minimum demonstration criteria to satisfy competency for logframe)
16. Take note of mentee's difficulties that should be passed on to CoE tutors	2	Could be done 'usually'	2	Could be 'partially'
17. Ensure that there is a staff code of conduct and reporting system for sexual harassment of female mentees/teachers	3	Should be done 'always'	3	Should be 'yes'
18. Monitor mentees relationships with staff members to make sure they are free from sexual harassment	3	Should be done 'always'	3	Should be 'yes'
19. Monitor mentees relationships with staff members to make sure they are free from bullying or intimidation	3	Should be done 'always'	3	Should be 'yes'
20. Ensure that my behaviour does not reinforce traditional gender roles (for example, only female mentees/teachers make tea or clean up)	3	Should be done 'always'	3	Should be 'yes'
<b>See Scoring Protocols below:</b>	<b>81</b>		<b>81</b>	

- 1. If the Mentor does not score the minimum of 81, do not proceed (they will not be counted on the logframe indicator).**
- 2. If the Mentor has a minimum score of 81, triangulate with the Mentee score.**
- 3. If the Mentee triangulation score is below 81, subtract the amount (below 80) from the Mentor's score (eg. Mentee gave 76, thus subtract 4 points from the Mentor's score for the total)**
- 4. If the Mentee triangulation score is above 81, add the amount (over 80) to the Mentor's score (eg., Mentee gave 86, thus add 6 points to the Mentor's score for the total)**

<b>Interview questions</b>	<b>Good/ min score</b> (adequate demonstration for logframe)	<b>Scoring Rationale</b> (minimum demonstration criteria to satisfy competency for logframe)	<b>Good/ min score</b> (adequate demonstration for logframe)	<b>Scoring Rationale</b> (minimum demonstration criteria to satisfy competency for logframe)
<p><b>5. If the Mentee triangulation score is exactly 81 leave the Mentor's score as it is (for the total).</b></p> <p><b>6. After addition/subtraction of Mentee's score, the total composite/triangulated score needed for a Mentor to be counted towards the logframe is 81</b></p>				

