

National Teachers' Standards and Teacher Education Curriculum Framework for Ghana

PROFESSIONAL DEVELOPMENT GUIDE FOR TUTORS





THEME 6: NATIONAL TEACHERS' STANDARDS AND TEACHER EDUCATION CURRICULUM FRAMEWORK FOR GHANA

PROFESSIONAL DEVELOPMENT GUIDE FOR TUTORS



The Government of Ghana

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INTRODUCTION TO THEME 6

INTRODUCTION TO THIS THEME

Welcome to Theme 6 of the Colleges of Educations' Tutor Professional Development Programme. We hope you find it valuable for your professional development, interesting, motivating and inspiring.

The approach taken to this Theme differs from earlier themes in several important ways:

- Theme 6 presents two policy reform initiatives currently taking place in teacher education; the development of the National Teachers' Standards, and the draft National Teacher Education Curriculum Framework.
- The purpose of Theme 6 is to provide information on these important reform initiatives, and to consider the implications for tutors and the curriculum that you teach to your students. This handbook provides an Annex with more information on the Curriculum Framework, and is accompanied by a booklet produced by the National Teaching Council (NTC) on the National Teachers' Standards.
- Where relevant, Theme 6 draws on teaching and learning strategies introduced in earlier Themes of this programme. So, this theme introduces information about policy reform, through activity-based learning strategies.
- Instead of 'Plan and Practice' exercises at the end of each Unit, to encourage tutors to try out the teaching strategies with student teachers, Theme 6 has 'Implications for Practice' exercises. These exercises will require you to think about certain aspects of the policy reform, and consider how they relate to your current practice as tutors, the current DBE curriculum, and to think about the implications reform could have for teacher education and student teachers in the future.
- In Units 5 to 8 we invite tutors to contribute to the discussions about the proposals for a National Teacher Education Curriculum Framework. We want to hear your voices in this process.

At T-TEL, we continue to reflect on our practice, and to keep learning from all that we do. As usual, these materials reflect feedback from tutors and PD Coordinators, that has been shared with the T-TEL Teaching and Learning Advisers (TLA). Theme 6 also incorporates lessons from the Evaluation of T-TEL's Teaching and Learning Materials, carried out by Professor Jonathan Fletcher and Sarah Shepherd between June – August 2016. The complete Report is available on the T-TEL Website (<http://www.t-tel.org/hub/communications-and-learning/ii-reports>).

Lessons that we have taken to heart in developing these materials include making the materials shorter, and the written text less dense. The groups who conceptualised the Units were led by Ghanaian educationists, and all the writers are effective practitioners and Ghanaian. T-TEL is committed to building more capacity for materials development within Ghana.

We express our sincere gratitude to all those who guided, advised, and wrote these materials:

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UNIT 1. INTRODUCTION TO NATIONAL TEACHERS' STANDARDS FOR GHANA

Session Objectives

By the end of this session, you will have:

1. Discussed the introductory section of the National Teachers' Standards, highlighting,
 - a) the philosophy and legal underpinnings of the Standards
 - b) who the Standards are for
 - c) how the Standards are to be used
2. Examined the relationships between the 3 domains of the National Teachers' Standards.

INTRODUCTION

This section introduces the National Teachers' Standards for Ghana. The booklet, National Teachers' Standards for Ghana Guidelines explains the purpose of the standards.

"Teachers play such a critical role in inspiring and challenging students to achieve their potential that their preparation and subsequent development require the highest possible standards in knowledge, conduct and practice in their workplace. These standards are concise, written statements of what teachers are expected to know, and be able to do" (National Teachers' Standards for Ghana: Guidelines, p.4).

Activity 1: How will the National Teachers' Standards be used in Ghana?

Scenario

Mr. and Mrs. Barry are seasoned teachers who value and appreciate their profession. They had a discussion with their teenage children Kojo and Akua on their future careers. The children were not sure what they wanted to do. With the deep regard and recognition for the teaching profession, Mr. Barry suggested teaching as an option.

Laughing over their father's proposal Akua said: "Papa, I know elites like you and many others have convincing and persuasive reasons why one should be a teacher but ..."

Kojo interrupts, "Anybody at all can be a teacher and that is what I personally dislike about the profession. Just name them". Mama you always say "There are good teachers. 'What makes a good teacher?'"

Akua sighs, "Hmmm!!! Kojo, Mama and Papa are always at one workshop or the other."

Papa cuts in, "You don't understand. Now listen carefully. Over the years, Ghana has reformed and restructured its teacher education system in response to demands of a new vision and mission for education to meet the demands of a knowledge society. What has been missing in this entire process is a set of professional standards for teachers that provide a strong definition of and a key reference point for the work of teachers towards achieving the learning and social outcomes. However, don't worry. Ghana is making headway. Recognising the urgent need to improve the quality of the school experience and learning outcomes for all learners and to raise the status of teachers in the communities and country, a set of National Teachers' Standards has been developed".

Akua and Kojo exclaim "Wow! Total liberation! What are the Standards for? Who wrote them? Who are they for? How were they developed? What is the mandate? What philosophy underpins them? How are they organised? How are they to be used? How will teachers be held accountable to the standards?"

Mama interrupts, "Please, wait. Don't rush! All your questions will be answered".

TUTOR DISCUSSION (10 MINUTES):



- What were the views of the children of Mr. and Mrs. Barry about the teaching profession?
- How did Mr. and Mrs. Barry explain their position on the status of the teaching profession to their children?
- In your view, do we really need National Teachers' Standards? Why do you think this?

Activity 2: What do we need to know about the National Teachers' Standards for Ghana?

GROUP DISCUSSION AND DIRECTED READING (50 MINUTES)



- In your groups, discuss the question(s) that has been assigned to your group and discuss the question 'How are the standards organised?'
- Refer to the booklet called National Teachers' Standards for Ghana Guidelines.
- Be prepared to present your report to the whole group.

Reflection Activity: What have we learned? What difference will it make?

PERSONAL REFLECTION (5 MINUTES)



- Have we achieved the objectives for this session?
- What activity/ties have we used to achieve these objectives?
- Write two reflective questions for this session for your personal reflection.
- Write two implications of the National Teachers' Standards for your practice.

The next unit will discuss Professional Values and Attitudes which is the first domain of the National Teachers' Standards.

UNIT 2. INTRODUCTION TO PROFESSIONAL VALUES AND ATTITUDES

Session Objectives

By the end of this session, you will have:

- Identified the sub-divisions under the professional values and attitudes domain of the National Teachers' Standards.
- Described what professional values entail (giving specific examples).
- Described ways of engaging with stakeholders as part of a community of practice.
- Discussed the teachers' role as potential agents of change in their school, community and country.

Introduction

This section presents the professional values and attitudes of a professional teacher. In the National Teachers' Standards these are broken down into two: Professional Development and Community of Practice.

Activity 1: What do professional values and attitudes look like in practice?

TUTOR DISCUSSION (20 MINUTES):



- What do you think 'Professional Values and Attitudes' means for a new teacher starting their first teaching job?
- Write 5 indicators of what Professional Values and Attitudes look like in practice, each one on a separate post it card.
- Go to the board and stick your points under the appropriate sub-division/category of 'Professional Development' and 'Community of Practice'.
- Compare your indicators with the ones provided in the National Teachers' Standards. What is different? What is the same?
- How does the indicator chosen enhance a teacher's classroom performance?
- How did the group discussion help you to understand the standards for professional values and attitudes?
- Did you learn anything new during the discussions? If so share it with your colleagues.

Scenario: Mrs. Salley's Class

It's Monday morning and time for the first-hour class. Mrs. Salley is standing at the doorway, greeting students as they come in. "Hey, Mike, how're you doing?" "Martha, I heard you got a couple of goals in the football match last night." When students are seated, Mrs. Salley usually asks them to move into cooperative groups. Today, however, she spends some time going over a few rules and procedures that students seem to be confused about. Although she explained them a week ago, students are ignoring them. When she questions a few students, she finds that their lack of adherence is more of a product of misunderstanding than of disobedience or disregard. She reviews the two rules and asks students what they think about them — if they want to change them in any way.

Not many of them respond. Only a few students ask for some changes. Most of the other students agree that the changes would make the rules better. Mrs. Salley responds, "OK, that sounds reasonable. She writes the new version of the rules on the board and explains that she'll keep them there for a few days just to remind everyone of them. She then asks students to break into cooperative groups. Before they start their assignment, she goes over it in detail, providing students with a model of what things should look like when the task is successfully completed. She says, "This might look a little difficult at first, but you can do it. We've gone over everything you need, so don't get discouraged. I'll help you if you have any problems. Give it your best shot; that's all I'm looking for."

By Robert J. Marzano

GROUP DISCUSSION (10 MINUTES) Read the scenario and then discuss the following questions:



1. From your own view point, how do you describe Mrs. Salley's action towards her students?
2. How did the students react to Mrs. Salley's original rules?
3. Look at the Professional Values and Attitudes discussed in the previous activity. How far does Mrs. Salley demonstrate them?
4. What lessons about attitudes and values could be drawn from this scenario?

Activity 3: Demonstrating values and attitudes in the classroom

Scenario

One day in Kuruwa Senior High School, Mrs. Adelevator, the Chair of the PTA, arrived at school at 11 a.m. To her utmost surprise, there was only one teacher in the senior block teaching. She went to the other blocks to see if there was a meeting of teachers elsewhere. However, it was evident that the teachers were absent from school. During her tour, she realised that almost all the classrooms except the one occupied by Mr. Laar were empty. She became furious and reported both the absentee students and the absent teachers to the headmaster. The headmaster Mr. Osempa was also angry, particularly with the teachers who were absent from school that day. In his view, if teachers had been there to engage the students, the students would have stayed in class under the instruction of their teachers. He therefore meted out the necessary sanctions to the affected teachers to serve as a deterrent to other teachers.

GROUP DISCUSSION (10 MINUTES)



- In groups, discuss the behaviour of teachers in Kuruwa Senior High School.
- Is Mrs. Adelevator's attitude towards the absentee teachers and students justifiable? Give reasons for your answer.
- How would the teachers' attitude affect the students' performance?
- In your opinion, how effective is supervision in Kuruwa Senior High School?
- How can we use stakeholder engagement to address the issues in the scenario?

Implications for Practice

Select a topic from your subject area and plan a lesson using any appropriate teaching strategies to facilitate your student teachers' understanding of teacher professional values and attitudes. Think about how you could model or demonstrate professional values and attitudes in your teaching so that your student teachers carry them forward to their classrooms too.



Reflection Activity: What have we learned? What difference will it make?

PERSONAL REFLECTION (5 MINUTES)

- Have we achieved the learning objectives for this session?
- Write two reflective questions for this session for your personal reflection?
- How can student teachers benefit from this session?
- Write two implications of this session for practice.



The next unit will discuss Professional Knowledge which is the second domain of the National Teachers' Standards.

UNIT 3. PROFESSIONAL KNOWLEDGE

Session Objectives

By the end of the session, you will have:

1. Described the Standards in each sub-division of the Professional Knowledge domain.
2. Explained the terms content knowledge (CK), pedagogical knowledge (PK) and pedagogical content knowledge (PCK).

INTRODUCTION

This unit is on the **Professional Knowledge** domain of the National Teachers' Standards (NTS) for Ghanaian teachers in initial teacher education institutions. It focuses on two major sub-divisions, namely Knowledge of Educational Frameworks and Curriculum, and Knowledge of Learners.

A teacher who understands Knowledge of Educational Frameworks and Curriculum is expected to:

- a. demonstrate familiarity with the education system and the key policies guiding it;
- b. have an in-depth knowledge of the school curriculum and the learning outcomes;
- c. have a firm grasp of content knowledge (CK) – subject and curriculum knowledge, pedagogical knowledge (PK) and pedagogical content knowledge (PCK);
- d. demonstrate understanding of the appropriate curriculum for multigrade classes and have good knowledge of how to teach beginners the four language learning skills (listening, speaking, reading and writing) and numeracy in at least one Ghanaian Language (in the case of those teachers teaching early grades).

A teacher who has knowledge of learners:

- a. understands how children/learners develop and learn in various contexts and uses this in teaching
- b. takes into account and respects the varied backgrounds of his/her learners in planning and teaching his/her lessons.

Activity 1: Knowledge of the education system in Ghana

GROUP WORK (10 MINUTES)

Draw the structure of the current educational system in Ghana on the paper provided.



Activity 2: Professional knowledge is made up of different types of knowledge

FIND SOMEONE WHO (20 MINUTES)

Complete the Table below, writing the name of a tutor who can answer each question.



| Question | Find someone who ... | Name(s) |
|----------|---|---------|
| 1 | can mention two education policies in Ghana: one before independence and one after independence | |
| 2 | can explain what the fCUBE policy was meant to achieve | |
| 3 | knows and can state the three broad domains of the National Teachers' Standards | |
| 4 | knows what the PTPDM Policy seeks to achieve | |
| 5 | has a copy of the Ghana National Teachers' Standards document and has read portions of it | |
| 6 | can briefly state what the National Teachers' Standards seek to achieve | |
| 7 | can give one shortcoming of any of the education reform policies introduced in Ghana | |
| 8 | can explain the following term: content knowledge | |
| 9 | can explain the following term: pedagogical knowledge | |
| 10 | can explain the following term: pedagogical content knowledge | |
| 11 | does not agree with the policy of gender equality and inclusiveness, and can state why he/she disagrees with the policy | |

Activity 3: Knowledge of learners and students

INDIVIDUAL ACTIVITY (10 MINUTES)

Tick your preference for each statement in the box provided. Compare your responses with those of your neighbour.



| Statement | Agree | Disagree |
|---|-------|----------|
| The teacher should understand how children develop and learn in diverse contexts and apply this in his/her teaching. | | |
| The teacher should take account of and respect the varied backgrounds of each learner in planning and delivering his/her lessons. | | |
| The varied backgrounds of the learners do not necessarily include their language, culture or socio-economic status. | | |
| Investigating the background of learners is optional for the teacher. | | |
| The teacher should code-switch as appropriate to ensure all learners can understand lesson content. | | |
| The teacher should be sensitive to the feelings of only learners with special needs. | | |
| Being gender responsive is not necessary in lesson planning and delivery in single sex classes. | | |
| The teacher's lesson plans should indicate use of examples both familiar and unfamiliar to learners in his/her class. | | |
| The teacher should encourage his/her peers to sit in on his/her lesson and provide feedback. | | |
| Student teachers should encourage their mentors to sit in on his/her lessons and provide feedback. | | |
| Assessment should facilitate learning | | |

Activity 4: Implications for Practice (15 minutes)

Choose a lesson that you will deliver in the coming week. Compare your existing lesson plan to the standards listed below, and complete the table below. Remember - one lesson cannot cover all the standards in a domain! You might only be able to cover one standard in a single lesson. Over the course of a three-year diploma the curriculum will return over and over again to each and every standard, giving students multiple opportunities to build, and keep building their knowledge and skills.

If your lesson does not include any of the standards from this domain, review your lesson plan to see if you can incorporate at least one standard from this domain.



| Identifying which standards from the Professional Knowledge domain will be addressed by my lesson | | |
|---|---|---|
| | By the end of the lesson the student teacher will have..... | If Yes, state which part of your lesson will help a student teacher towards this standard |
| a | increased familiarity with the education system and the key policies guiding it | YES / NO |
| b | developed their knowledge of the school curriculum and the learning outcomes | YES / NO |
| c | strengthened their content knowledge (CK) | YES / NO |
| c ii | strengthened their subject and curriculum knowledge | YES / NO |
| c iii | strengthened their pedagogical knowledge (PK) | YES / NO |
| c iv | strengthened their pedagogical content knowledge (PCK) | YES / NO |
| d | demonstrated an understanding of the appropriate curriculum for multigrade classes and have good knowledge of how to teach beginners the four language learning skills (listening, speaking, reading and writing) and numeracy in at least one Ghanaian Language (in the case of those teachers teaching early grades). | YES / NO |
| e | deepened their understanding of how children/learners develop and learn in various contexts and be prepared to use this in teaching | YES / NO |
| f | taken into account and respected the varied backgrounds of his/her learners in planning and teaching his/her lessons. | YES / NO |
| | Any standard from another domain that is addressed by this lesson: | |

Reflection Activity: What have we learned? What difference will it make?

PERSONAL REFLECTION (5 MINUTES)

- Have we achieved the objectives for this session?
- Write two reflective questions for this session for your personal reflection?
- Write two implications of this session for practice.



The next unit will discuss Professional Practice which is the third domain of the National Teachers' Standards.

UNIT 4. PROFESSIONAL PRACTICE

Session Objectives

By the end of this session you will have:

1. Stated the three sub-divisions under the Professional Practice domain of the National Teachers' Standards.
2. Described teaching and learning strategies used by a teacher who demonstrates professional practice
3. Described how a competent teacher uses assessment to help pupils learn.

Activity 1: What Professional Practice means to me

INDIVIDUAL REFLECTION (5 MINUTES)

1. What do you understand by professional practice?
2. How will you describe your teaching philosophy?



Introduction

Teachers are required to perform many duties that might be considered ancillary. However, at the core of the roles and duties is the actual practice of teaching. The primary purpose of these duties is still to facilitate student learning. Learning may be defined as a change in behaviours, attitudes, or capabilities. Effective teachers promote student learning.

This unit looks at the third domain of the National Teachers' Standards; Professional Practice. The domain is made up of three sub-divisions that Ghanaian teachers must achieve:

- i. Managing the learning environment
- ii. Teaching and learning
- iii. Assessment

A teacher's ability to create an effective learning environment, including cultivating a sense of mutual respect with students, is an important indicator of success in the classroom.

Students have a better chance at succeeding when their learning environment consists of well-established standards of conduct as well as clear goals and expectations.

Activity 2: Creating a conducive learning environment in the classroom

GROUP DISCUSSION (20 MINUTES)

• What must a teacher do to create a conducive learning environment for his/her pupils?

List as many ways a teacher can do this, as you can.



TEACHING AND LEARNING

A teacher's primary responsibility is to facilitate learning.

Activity 3: Using teaching and learning strategies effectively

DIRECTED READING AND PAIR DISCUSSION (30 MINUTES)

Tick your preference for each statement in the box provided in the Table. When you have completed this, compare your responses with another person's. Where you neither agree nor strongly agree with a statement, give a reason for your decision.



Table: Statements on Teaching Strategies

| | Statement | Agree | Strongly agree |
|----|--|-------|----------------|
| 1 | Appropriate instructional strategies enhance student participation and critical thinking. | | |
| 2 | A variety of instructional strategies caters for the varying learning styles of learners and groups in the class. | | |
| 3 | Pre-tests or diagnostic tests enable the teacher to group learners into appropriate multigrade, multilingual and multi-age categories. | | |
| 4 | Setting meaningful tasks encourages learner collaboration and leads to purposeful learning. | | |
| 5 | Strategies for teaching need to be wide-ranging and differentiated to cater for learning needs, styles, subject areas, and unforeseeable circumstances that can occur in any teaching environment. | | |
| 6 | Production and use of varied resources in teaching and learning enhance learning. | | |
| 7 | Appropriate equipment/resources could be used to further develop skills and knowledge. | | |
| 8 | Selection and use of a range of resources make lessons exciting and engaging. | | |
| 9 | Modern technology improves teaching and learning. | | |
| 10 | Use of relevant previous knowledge at the beginning of a lesson increases students' capacity to interact and participate more effectively in class. | | |
| 11 | Independent learning is important for establishment of learning habits. | | |
| 12 | The use of a wide range of communication, verbal and non-verbal, enhances student engagement in lessons. | | |
| 13 | Encouraging learners to reflect on their own practice facilitates learning. | | |

ASSESSMENT

Feedback is one of the processes for measuring the effectiveness of teaching/learning activities; it is a good primary practice. The purpose of an assessment exercise is to find out if the objectives set for the lesson have been achieved or not. Thus, integrating varied assessment modes into daily practice is useful in assessing the performance of pupils as well as the teaching/learning process.

Activity 4: Using assessment to support learning

DIRECTED READING AND PAIR WORK (15 MINUTES)

Tick your preference for each statement in the box provided in the Table below and compare with another person's.



Table Evaluating Statements of Assessment

| Statement | Always | Sometimes | Never |
|---|--------|-----------|-------|
| Assessment should be fundamental in teaching and learning. | | | |
| Assessment should be comprehensive. | | | |
| Both formal and informal tools should be used for assessment. | | | |
| Comprehensive assessment should cover cognitive, affective and psychomotor domains. | | | |
| Assessment needs to be planned; hence should not be left to the end of lesson. | | | |
| Assessment often benefits learners far more when it is formative and occurs alongside learning. | | | |
| Assessment should be viewed as a form of learning. | | | |

While comparing with another person, discuss the following with them:

- What informs you as a tutor when you design assessment exercises?
- Do these statements above remind you of your own assessment beliefs?



Activity 5: Implications for practice

Option A

Look at the Tables on teaching and learning strategies (Activity 3), and assessment (Activity 4) again. Note in your journals how these statements have reminded you of your own practices. Do the statements remind you of any teaching strategies that you have learned from previous PD Themes?

Option B

Select a topic from your subject area and prepare a lesson in which you can address different learning needs such as Adwoa's below using the Activity Plan format:



Adwoa is a 10-year-old in the second grade. She had to repeat the same class once; however, she did not begin attending school until she was 7 when she arrived in the city from Esiama village. She is very bright and seems to catch on to new information quickly. However, Adwoa does not like being in school; she seems uncomfortable because she is the oldest in her class and lacks motivation. Mr. Peters, Adwoa's teacher, arranged a parent-teacher meeting to discuss Adwoa's progress in his classroom. He explained to Adwoa's parents that he had noticed at the beginning of the year that Adwoa was focused during class instruction and her grades reflected her on-task behaviour. However, during the past several weeks, Adwoa has often attempted to sleep during class instruction and has failed to complete numerous homework assignments. Mr. Peters also told her parents that, when he confronted Adwoa after class on one of the occasions she attempted sleeping, she told him, "I just don't want to be here."

Reflection Activity: What have we learned? What difference will it make?

PERSONAL REFLECTION (5 MINUTES)

- Have we achieved the objectives for this session?
- Write two reflective questions for this session for your personal reflection?
- Write two implications of this session for practice.



The next unit will introduce the Curriculum Framework for teacher education. The Framework contains the essential elements required to ensure that student teachers are equipped with the knowledge and skills they need to be inspiring teachers, and to meet the National Teachers' Standards.

UNIT 5. INTRODUCTION TO CURRICULUM FRAMEWORK FOR TEACHER EDUCATION

Objectives for the Curriculum Framework Units

By the end of Units 5 to 8, you will have:

- Obtained key information about the National Curriculum Framework
- Considered its implications for teacher education for tutors and for student teachers
- Had an opportunity to contribute to this ongoing process of development
- Gained an understanding of the professional development you will need in order to use the resulting curriculum to train new student teachers.

By the end of this unit, you will have:

1. Expressed your College's vision for an inspiring teacher education curriculum for the future.
2. Explained why a Curriculum Framework for teacher education is being developed.
3. Demonstrated your understanding of the proposed structure for the curriculum framework.

What are the essential knowledge, skills and understanding necessary to be an effective teacher?

INTRODUCTION

Welcome to the first Unit on the Curriculum Framework for Teacher Education. The first four PD sessions in this theme looked at the National Standards that all teachers in Ghana are now required to meet. The next four PD sessions will introduce the draft curriculum framework.

This framework sets out the essential knowledge and skills that a student teacher must acquire if they are going to be able to meet the standards by the end of their pre-service training. It is important to stress that this is just an introduction. The Framework will be used by curriculum writers as they write the detail of the new DBE Curriculum.

Background

In the past 20 years, there have been numerous minor reforms in teacher education in Ghana, which have had very little impact on children's learning outcomes. The DBE Curriculum has not adequately responded to the lack of improvement in learning outcomes at the basic school level, and this strengthens the need for reforms in the teacher education sector in Ghana.

Important policy initiatives so far have been:

- **Development of National Teachers' Standards for Pre-service Teacher Education** led by the National Teaching Council (NTC), discussed in the last units.
- **Development of Draft National Teacher Education Curriculum Framework (NTECF)**, led by the National Council for Teacher Education (NCTE).
- **The development and delivery of comprehensive programmes of training and materials** development for both for College Principals and tutors. These programmes are still on-going and being adapted to take account of the above developments. This unit today is an example of this.
- **The draft National Teacher Education Curriculum Framework (NTECF)** has been presented in three stakeholder forums and to Teacher Unions for input and buy in.
- There is an overwhelming endorsement of and support for the Curriculum Framework from the full range of stakeholders who attended all these forums. An all-inclusive stakeholder Technical Committee was set up to oversee the design of the NTECF and the eventual roll out of the envisaged Diploma in Basic Education (DBE) Curriculum.

The next four PD units, including this one will follow a different pattern from previous units. This is because these sessions are not only going to share information about the curriculum framework but they are also going to ask you, the college tutor, to be part of the ongoing consultation that started with the forums.

Your input will inform the ongoing development of the Framework and later the curriculum.

Activity 1: Our college vision for teacher education in Ghana

GROUP ACTIVITY (25 MINUTES)

Discuss the following question in your group, and write your group's vision on a sheet of flip chart paper. What do you think the vision for teacher education in Ghana should be?



Activity 2: What would the essential elements of a teacher education curriculum be to achieve your vision?

GROUP ACTIVITY (15 MINUTES)

Brainstorm the following question in your group.

In order to achieve your vision what would the essential elements of a teacher education curriculum be?

Write each suggestion from your group on a separate post-it note. Stick the post-it notes up on a wall. Cluster your post-it notes so that similar ideas are close to each other.



Activity 3: Introducing the Curriculum Framework

GROUP ACTIVITY (25 MINUTES)

- Look at the Curriculum Framework model in the Annex, Section 6 and read Section 7 of the annex – Framework at a Glance. This section describes what the elements of the Framework are and why each Pillar and each Cross-Cutting Issue is a key to success in teacher education
- Now look at your post-it notes from Activity 2
- Discuss which Cross-Cutting Issue or Pillar each post-it relates to
- Then stick the Post-its to the Framework poster.



Activity 4: Reflection on the objectives

PERSONAL REFLECTION (5 MINUTES)

Look back at the objectives for this Session. Have you achieved the objectives? What else would you like to know about the curriculum framework?



Implications for Practice Exercise

In preparation for the next Unit, over the next week note down (for example in your Learning Journal) the main strategies you and your department:

- Currently use to assess student teachers
- Ensure equity and inclusivity for all pupils is part of your training



UNIT 6. CROSS-CUTTING ISSUES: ASSESSMENT OF STUDENT TEACHERS, EQUITY AND INCLUSIVITY

Session Objectives

By the end of this unit you will have:

- Demonstrated a deeper understanding of two Cross-Cutting Issues from the Curriculum Framework.
- Provided feedback on strategies for assessing student teachers proposed in the Framework to prepare them for basic school teaching.
- Provided feedback on strategies, proposed in the Framework, for ensuring student teachers are prepared to achieve equity and inclusivity in their teaching.
- Prepared questions you need to have answered regarding Assessing Student Teachers and teaching for Equity and Inclusivity.

Student teachers should apply assessment strategies that take into consideration the cultural, social, physical and linguistic diversity of the learners and also show evidence of their understanding of issues of equity and inclusivity during teaching.

INTRODUCTION (5 MINUTES)

As discussed in Unit 5, the Curriculum Framework sets out the essential elements that any future teacher education curriculum in Ghana, including the Diploma in Basic Education (DBE) curriculum, must focus on to ensure the highest quality teachers for children and young people. There are five Cross-Cutting Issues, which influence training in each of the four Pillars of the curriculum framework. This unit takes a closer look at two of the Cross-Cutting Issues: Assessment of Student Teachers and Equity and Inclusivity.

Activity 1: Review of the departmental questions from Unit 5

YOU ARE TO REVIEW THE QUESTIONS FROM UNIT 5 (10 MINUTES)

1. What are the main strategies you currently use to assess student teachers?
2. How do you ensure that equity and inclusivity for all pupils is part of your training?



Activity 2: Assessment of Student/Trainee Teachers and Equity and Inclusivity in the DBE (10 minutes for discussion)

In your groups, discuss one of the following questions as directed by the PDC.

- How do you assess student teachers using the current DBE? What would make it even better?
- What do you do to support student teachers in achieving equity and inclusivity in their teaching through the current DBE curriculum? What would make it better?



Activity 3: Focus on Assessment of Student/Trainee Teachers and Equity and Inclusivity (50 minutes)

After reading the materials for either Assessment of Trainee Teachers or Equity and Inclusivity discuss these 3 questions below.

1. What are the major changes suggested in the Framework?
2. What would these changes mean for your training and for student teachers?



Activity 4: Preparation for Unit 7 (5 minutes)

- What do you currently do to prepare student teachers to teach Literacy (Ghanaian languages and English) effectively? What would make it even better?
- How does teaching practice currently prepare student teachers to teach the Basic School Curriculum effectively? What would make it better?
- What would these changes mean for your training and for student teachers?



Reflection Activity:

PERSONAL REFLECTION (5 MINUTES)

- Have we achieved the objectives for this session?
- Write two reflective questions for this session for your personal reflection.



UNIT 7. PILLARS OF THE CURRICULUM FRAMEWORK: LITERACY STUDIES (GHANAIAN LANGUAGES AND ENGLISH), AND SUPPORTED TEACHING IN SCHOOL

Session Objectives

By the end of this unit you will have:

- Described two of the Pillars of the Curriculum Framework Literacy Studies, (Ghanaian Languages and English), and Supported Teaching in School.
- Provided feedback on strategies for preparing student teachers to teach Languages and Literacy as proposed in the Framework to enable them to teach effectively.
- Provided feedback on the approach to Supported Teaching in School proposed in the Framework for ensuring student teachers are prepared to teach the basic school curriculum.
- Prepared questions you need to have answered and things you need to know about Literacy Studies (Ghanaian Languages and English), and Supported Teaching in School in the Framework.

Literacy Studies- Language is the key to success in education and life. Getting this right is the most critical issue for our children's future and for education in Ghana

INTRODUCTION (10 MINUTES)

As discussed in Unit 6 the Curriculum Framework sets out the essential elements that any future teacher education curriculum in Ghana, including the Diploma in Basic Education (DBE) curriculum, must focus on to ensure the highest quality teachers for children and young people. There are five Cross-Cutting Issues that influence the four Pillars.

This Unit takes a closer look at two of the Pillars: Literacy Studies(Ghanaian languages and English), and Supported Teaching in School (school placements). Future PD for tutors will enable you to look closely at the other Pillars and Cross Cutting Issues.

Activity 1. Response to the activity set in Unit 6**GROUP WORK (15 MINUTES)**

1. What can tutors do to prepare student teachers to teach language and literacy effectively and achieve the best outcomes for their pupils?
2. How does teaching practice currently prepare student teachers to teach the Basic School Curriculum effectively?

Activity 2. Focus on the two pillars: Literacy Studies (Ghanaian Languages and English) and Supported Teaching in School (55 minutes)**GROUP ACTIVITY (55 MINUTES)**

In your groups

- Read the materials provided on Literacy Studies, (Ghanaian Languages and English) or Supported Teaching in School. The materials are in the Annex, Resources Pack.
 - Discuss the 4 questions below
 - Be prepared to present your responses to another group
1. What are the major changes being suggested in the Curriculum Framework?
 2. What might these changes mean for your training and for student teachers?
 3. What questions or comments do you have on the Pillar?
 4. What more do you need to know about the Pillar?

Activity 3: Preparation for Unit 8

In preparation for Unit 8 you will need to make notes on the following questions:



- What are the key questions you need to have answered about the Framework?
- What support or CPD would be useful to you in the future as the Framework develops into the Revised DBE Curriculum?

We would also like you to reread the materials we have used in Units 5,6,7, in the Annex, to help you in responding to these questions and to support you in the activities for Unit 8.

UNIT 8. SPECIALISM AND REVIEWING YOUR UNDERSTANDING OF THE CURRICULUM FRAMEWORK AND MOVING FORWARD**Session Objectives**

By the end of the unit, you will have:

- Commented on the rationale and potential impact of Specialism on student teachers.
- Identified what educational advantages and practical challenges such a change might have and how these could be dealt with.
- Commented on the strengths and challenges of the Curriculum Framework and implications for teacher education.
- Suggested the role CoEs could play in the revision of the DBE curriculum and support that will be needed by them.

Connecting with the development level of children through Specialism is key to successful learning and progress.

INTRODUCTION AND OBJECTIVES (5 MINUTES)

In Units 5, 6 and 7, we discussed the structure and rationale of the Curriculum Framework. We also looked more closely at two of the Cross-Cutting Issues – Assessing Trainee Teachers and Equity and Inclusivity – and two of the Pillars – Literacy Studies and Supported Teaching in School. In this Unit we will:

- Consider the educational advantages and practical challenges of introducing Specialism, meaning part of each student teacher's education would focus on Early Years/Early Grade or Primary or JHS, in the review of the DBE.
- Review understanding so far regarding the Curriculum Framework and identify key issues.
- Ask you to complete a proforma capturing your thoughts and ideas on the Framework.
- Discuss the possible next steps for CPD for you.

As was discussed in previous units your feedback is very important, because you will be the people working with the revised DBE curriculum as you educate the teachers of the future. It is important to build understanding of the potential of the Curriculum Framework drawing on your knowledge.

During the course of the Unit you will be working in groups and we will be asking for your comments. We have provided a proforma for that purpose.

SPECIALISM IN THE CURRICULUM FRAMEWORK



ACTIVITY 1 (10 MINUTES)

In your groups discuss the educational advantages and possible practical challenges of Specialism training. Write your points on flipchart sheets for reporting to the whole group.

ACTIVITY 2 (10 MINUTES)

In your groups

1. Comment on the rationale and potential impact on student teachers of moving to some Specialism training.
2. Identify what educational advantages and practical challenges such a change might have and how these could be dealt with.
3. Complete the relevant section in the proforma.

REVIEW UNDERSTANDING OF THE CURRICULUM FRAMEWORK



ACTIVITY 3 (10 MINUTES)

In your groups, discuss the key questions you need to have answered about the Framework. Use the space on the proforma to note down your top two questions.

MOVING FORWARDS WITH THE CURRICULUM FRAMEWORK



ACTIVITY 4 (50 MINUTES)

Having begun to consider the key questions you need answering about the framework, we are now going to focus on more specific issues regarding the Framework and the Review of the DBE and what the next steps might be for tutors and colleges. Remember the goal of the Framework is to support change in teacher education to ensure every child's right to teachers who are able to support learning and progress is met.

In your groups discuss

- the strengths and challenges of the Curriculum Framework.
- what the implications are for practice in colleges and with schools and potential barriers.
- what support and resources would be needed to enable colleagues in colleges to understand and engage with a revised DBE based on the Framework going.
- what role CoEs could play in the revision of the DBE curriculum.
- whether you endorse the Framework as the way forward for reforming teacher education in Ghana. Why or why not?

Complete the relevant sections of the proforma as you go through. Use the proforma for your presentation.

THE CURRICULUM FRAMEWORK: CONSULTATION WITH COLLEGE TUTORS.

Your views are important in getting the Framework right for you and for your trainee teachers and also for making sure future CPD meets your needs. Please complete this in your groups as we go through Unit 8.

Part 1. Specialism

Comment on the rationale for specialism and the potential impact on trainees of moving to specialisms.

What educational advantages and practical challenges might a move to specialisms have and how would these be dealt with?

Part 2. What are the key questions you need to have answered about the Framework?

Part 3. Please comment on the following

strengths and challenges of the curriculum overall, and of the pillars and cross-cutting issues

- implications for practice in colleges and with schools, and potential barriers
- what support and resources would be needed to enable colleagues in colleges to understand and engage with a revised DBE based on the Framework
- what role colleges could play in the revision of the DBE

Do you endorse the Framework overall as the appropriate direction to achieve the vision for education:

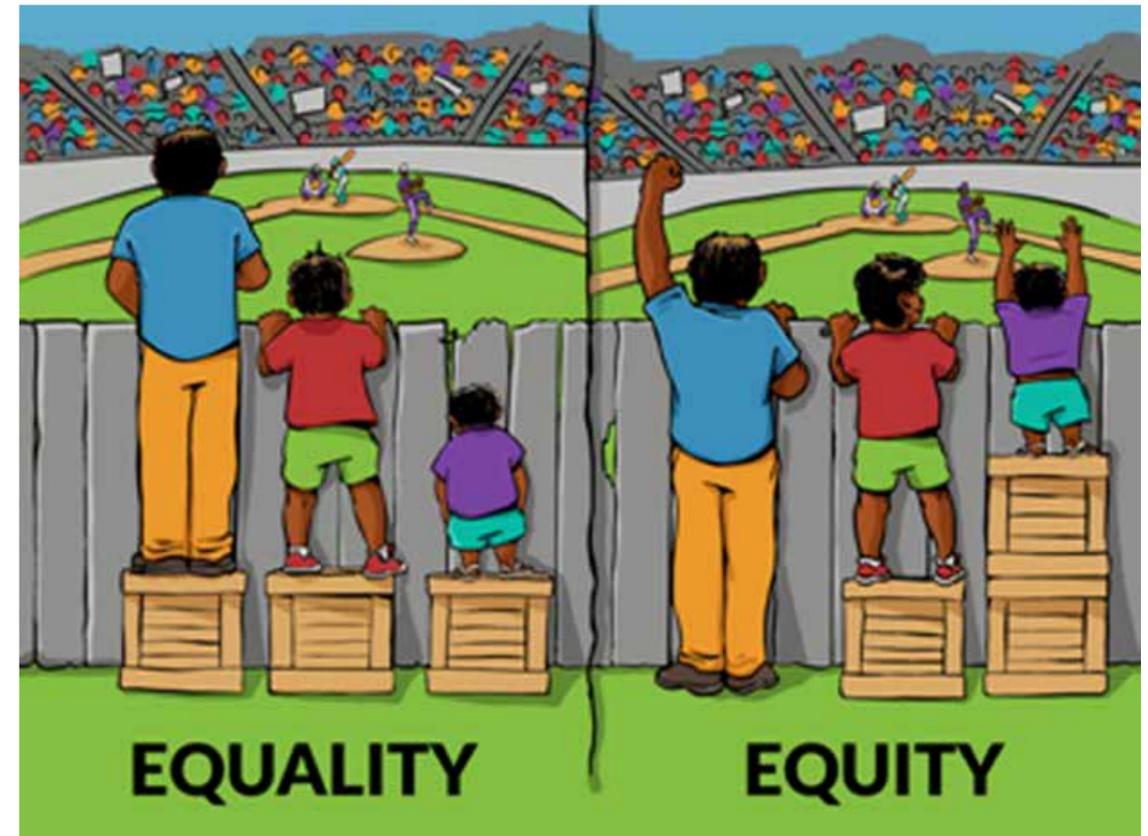
Inclusive, equitable, high quality education, lifelong learning opportunities and increased numbers of effective, engaging, inspirational teachers for all?

YES NO

If not why not

Signatures

ANNEX: RESOURCE BANK ON THE CURRICULUM FRAMEWORK FOR TEACHER EDUCATION



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1. INTRODUCTION TO, RATIONALISATION AND OVERVIEW OF, THE CURRICULUM FRAMEWORK FOR TEACHER EDUCATION

Background

- In the past 20 years, there have been numerous minor reforms in teacher education in Ghana, which have had very little impact on children's learning outcomes
- The DBE Curriculum has not adequately responded to the lack of improvement in learning outcomes at the basic school level, strengthening the need for reforms in the teacher education sector in Ghana.
- The Ministry of Education launched the Pre-Tertiary Teacher Professional Development and Management (PTPDM) Policy, which is aimed at streamlining the professional and career progression of teachers in the pre-tertiary sector.
- Additional policy reform initiatives include the development of National Teaching Standards for Pre-service Teacher Education led by the National Teaching Council (NTC).
- The development and delivery of comprehensive programmes of training and materials for College Principals, tutors, mentors and students. These programmes are still ongoing and being adapted to take account of the new policy initiatives.
- The development of the Draft National Teacher Education Curriculum Framework (NTECF) was led by the National Council for Teacher Education (NCTE).
- The Curriculum Framework will support system change in teacher education and ultimately education in Ghana to ensure every child's entitlement to effective, engaging and inspirational teachers.

2. RATIONALE FOR THE CURRICULUM FRAMEWORK

- T-TEL was commissioned by the Ministry of Education to lead the process of review of Teacher Education in Ghana.
- The core rationale for the Curriculum Framework is that it concentrates on the essential elements a pre-service teacher education curriculum needs to focus on to produce the best teachers, and against which all Teacher Education Curricula, including the DBE, can be reviewed. Feedback from key stakeholders from the writing of the Teachers' Standards onwards pointed to a number of issues with the DBE. Specifically, that it needed revision in order to:
 - ♦ fully prepare trainees to teach the Basic School Curriculum, in particular, English, mathematics and science, concentrating on relevant subject and pedagogic knowledge;
 - ♦ equip trainees to develop pupils' languages (Ghanaian and English) and literacy so all can access the curriculum;
 - ♦ give higher status to practical teaching experience through supported and assessed teaching in school;
 - ♦ widen the focus of assessment to include: in school learning and assignments as well as examinations; with trainees being assessed against the Teachers' Standards;
 - ♦ deepen trainees' curriculum knowledge through introducing level specialisms – K-P3, primary, JHS;
 - ♦ emphasise a more interactive, learner-focused approach to training, modelling good teaching;
 - ♦ be explicit in addressing vital cross-cutting issues: equity and inclusivity, assessment, core skills, professional values, action research and reflection.

- ◆ These essential issues have shaped the Framework, which is underpinned by the Teachers' Standards as the determiner of what a 'good' teacher is.
- ◆ The goal is to ensure that every child's right to teachers who are able to support learning and progress is fulfilled.

3. CREATING THE FRAMEWORK

- The Framework has been written by experts in the Teacher Education Community and through National Consultation with all stakeholder groups. The process has been driven by the idea that fundamental change is most likely when there is a shared imperative for change coupled with sustained engagement of stakeholders. There have been three cycles of National Forum coupled with other national events underlying the refining of the Framework by the expert group. This process is on-going to include tutors, district officers and others.
- The Third National Forum achieved overwhelming endorsement for the Framework to drive the revision of the Teacher Education Curriculum. Participants were asked - Do you endorse the Framework overall as the appropriate direction to achieve the vision for education. In a written response 98.8% gave their endorsement.
- Who contributed to and endorsed the Framework?
 - ◆ The Technical and Expert committees, Chair Prof. Mohamed Salifu, incl. experts from: MoE, GES, UCC, UEW, UG, UDS, NTC, NCTE, NAB, NCCA, Colleges of Education, USAID Learning Project, and co-opted Civil Society representatives.
 - ◆ Through the National Forum: teachers, trainee teachers, pupils, DEO, Regional Directors of Education, DPs, teacher unions, academics, NGOs.
 - ◆ 39 out of 40 CoE leaders fully endorsed the Framework.

4. STAKEHOLDERS' SHARED VISION FOR THE TEACHER EDUCATION CURRICULUM

The vision for the teacher education curriculum is as follows:

- Increased numbers of effective, engaging, inspirational teachers who are fully prepared to teach the Basic School Curriculum, including
 - ◆ English
 - ◆ Mathematics
 - ◆ Science;
- To develop all pupils' languages (Ghanaian and English) and literacy so that they can access the curriculum;
- Life-long learning opportunities;
- Inclusive, equitable, high quality education.

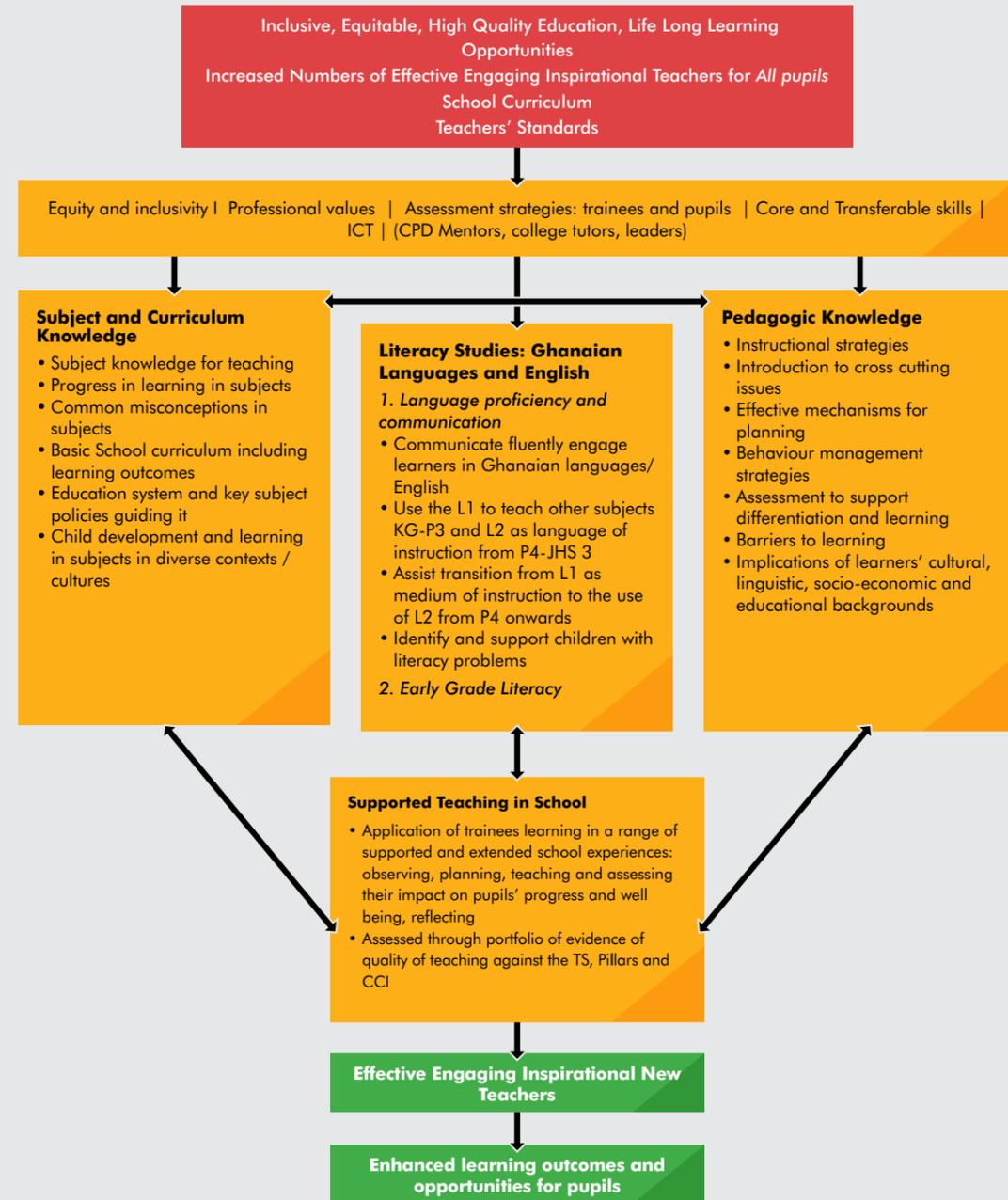
5. HOW WE CAN ACHIEVE THIS SHARED VISION

- Raise the profile of practical teaching experience through supported and assessed teaching in school.
- Focus on subject knowledge for teaching and pedagogy.
- Focus assessment of trainees on the Teachers' Standards through professional portfolios including evidence from: in-school learning; assignments and examination results.
- Move from generalist to level-specific specialism for teacher education.
- Emphasise a more interactive, learner-focused approach to training.
- Be explicit in addressing critical cross-cutting issues: equity and inclusivity, assessment, core skills, professional values, action research and reflection.
- Require high quality CPD for tutors, mentors, and school and college leaders.

6. MODEL OF THE CURRICULUM FRAMEWORK FOR TEACHER EDUCATION

The diagram on the next page presents the model of the curriculum framework for teacher education.

THE CURRICULUM FRAMEWORK MODEL



7. THE CURRICULUM FRAMEWORK AT A GLANCE

The teacher education framework is made up of all the elements that leading experts in education in Ghana consider to be the keys to successful teaching. Each key to success is presented below with a brief explanation.

Information on the Pillars of Teacher Education is provided below:

| 1. FOUR PILLARS OF TEACHER EDUCATION: | THE ESSENTIAL KNOWLEDGE, SKILLS AND UNDERSTANDING NECESSARY FOR EFFECTIVE TEACHING |
|---|--|
| Subject and curriculum knowledge | Secure content knowledge for ages to be taught and subject is the key to keep teaching the school curriculum. |
| Pedagogic knowledge | Knowledge of instructional and assessment strategies are key to supporting the learning and progress of all pupils |
| Literacy Studies, Ghanaian Languages and English | Language is the key to success in education and life. Getting this right is the most critical issue for our childrens future and for education in Ghana. |
| Supported teaching in school | Extended, guided and assessed teaching which enables student teachers to apply their knowledge and is the key to improve their teaching. |

More information on the cross-cutting issues in teacher education is provided below:

| 2. CROSS CUTTING ISSUES | THESE ARE ISSUES THAT CUT ACROSS ALL FOUR PILLARS AND ARE NECESSARY FOR TEACHERS TO ENSURE LEARNING FOR ALL |
|---|---|
| Equity and inclusivity | Cultural and social linguistic diversity in Ghana is manifest in all classrooms. Understanding this is key to addressing barriers to learning, and teaching for diversity |
| Core and transferable skills | The competencies and attribute key to being an effective teacher including: Critical thinking, problem solving skills, creative thinking, communication skills, information and communication technology, social skills and commitment to life long learning. |
| Assesing pupils' learning and progress | Assessment literacy, understanding the principles and practicies of assessment and testing, is key to effective planning for differentiation and making provision for all pupils in the ages, subject and context being taught. |
| Professional values | The key to professionalism, the development of professional identity, social norms, ethics and practices of the school and teaching profession including reflective practice and a commitment life long learning |

More information about the keys to success to implementing the framework to high standards is provided below:

Framework at a glance, keys to success:

| | |
|---|--|
| 3. SPECIALISM PATHWAYS | Depth and breadth of knowledge within the specialism. Connecting with the developmental level of children and consolidating content knowledge within the specialism |
| 4. ASSESSING TRAINEE TEACHERS | Assessment of trainees against the Teachers' Standard through professional portfolios including evidence from: in-school learning; assignment and examination results. Assessment designed to have a positive impact on students teachers' progress to being effective new teachers. |
| 5. CPD FOR MENTORS, COE LEADERS, etc | A rigorous CPD structure with an award system for the full range of stakeholders involved in teacher preparation |
| 6. QUALITY ASSURANCE STRATEGY | A robust system of internal and external QA to monitor, evaluate and review the quality and consistency of implementation at each level |

Weightings in the Framework in both time and credits:

Weighting of the Pillars in the Curriculum Framework

| PILLAR | TIME: PROPOSED | CREDITS: PROPOSED |
|----------------------------------|------------------------|-------------------|
| Subject and curriculum knowledge | 25% | 25% |
| Pedagogic knowledge | 25% | 25% |
| Literacy studies: Ghanaian | 20% | 20% |
| Supported Teaching in School | 30% 12 wks aprox./year | 30% |

This model is built on the idea that:

- Each pillar is of essentially the same importance
- It would need to be adjusted for specialism pathways
- The pillars are interrelated
- Literacy Studies was the content area of greatest concern for all stakeholders so is presented as a pillar in its own right

8. POLICY ISSUES RAISED THROUGH THE FRAMEWORK

During the development of the curriculum framework, a number of policy issues have been identified. These will be discussed with the Ministry of Education, as they will need to be resolved in policy.

- Teacher Preparation Schools with expertise in training for all colleges.
- Languages Review and strengthen policy for teaching and learning in Ghanaian Languages and English.
- Specialism pathways Early grades (KG to P3), Primary, JHS, SHS.
- Entry Requirements Review entry requirements and conditions for entry.
- CPD Rigorous CPD structure for mentors, tutors etc. with an award system.
- Assessment Strategy Consistency in assessing against Teachers' Standards.
- Quality Assurance System for Teacher Education in schools and colleges.
- Professionalising teaching Career structure to bring the right people into teaching and to make it fully adequate to the country's specific needs.

9. THE ASSESSMENT OF TRAINEE TEACHERS

Introduction, defining the issue

Trainee teachers must be assessed in a manner that has the greatest positive impact on their progress towards being effective, engaging and inspirational new teachers who: embrace equity and inclusivity; meet the Teachers' Standards, as appropriate to a trainee teacher prior to qualification, and can teach and assess the Basic School Curriculum. In keeping with this, assessment should: include the use of a range of appropriate measures; take place throughout the course, have clearly specified progression stages and include formative and summative methods.

Expectations. The following provides a summary of the expectations regarding the assessment of trainee teachers from the Guidelines for the National Teachers' Standards.

Universities and Colleges of Education must ensure that the design and content of their pre-service programmes and their delivery allow trainee teachers to be successfully assessed against the Standards by the end of their period of training. This will particularly be relevant for the school practicum components that must provide extended and guided periods of teaching in classrooms.

Trainee teachers must be realistically and fairly assessed against the Standards in accordance with what can be reasonably expected of teachers still learning to teach. Trainee teachers' creative and innovative skills will need to be assessed as appropriate to the specific context and circumstances they are in and for the level of learners they are to teach, for example, for very young children in pre-school, or for young people needing specialist knowledge at Senior Secondary School, Those assessing trainee teachers must use the Standards as an exemplification of what a 'good teacher' looks like for Ghana, recognising the urgent need to improve the quality of the school experience and learning outcomes for all learners and to raise the status of teachers in their communities and country.

Those assessing trainees, college Principals, tutors, head teachers and mentors in schools, as well as trainee teachers and teachers themselves, must use the Standards as the key reference point in their assessment.

Additional expectations, the Pillars and Cross-Cutting Issues of Curriculum Framework are designed to enable student teachers to meet the Teachers' Standards, ensuring that they have the subject-specific and pedagogic and assessment skills to teach the age, ability and aptitudes for the specialism they are training for. For example:

Literacy Studies: Ghanaian and English Languages, the trainee teachers must be assessed in terms of their ability to:

- communicate using language that engages and enthuses the learner.
- be fluent in Ghanaian language and English.
- use the L1 to teach other subjects (as Mol) at the lower primary level (KG-P3) and L2 as language of instruction from P4-JHS 3.
- as appropriate, support transition from L1 as the language of instruction to L2.
- identify children with literacy problems in both Ghanaian language and English and provide remediation.
- use L1 as springboard for improving L2 learning.
- have the competencies to teach children to acquire L1 and L2 oral, reading and writing skills and also to help children develop the culture of reading for pleasure and for information.
- use innovative approaches to develop and use appropriate literacy materials in the classroom.
- integrate technology into language teaching.
- use appropriate approaches to assess the literacy skills of learners (both L1 and L2).
- conduct (classroom)research in both L1 & L2 teaching and learning.

This Pillar of the Framework provides the student teacher with opportunities to meet the following aspects of the Teachers' Standards, other aspects will also be covered, but specifically it will ensure each trainee:

- Has comprehensive knowledge of the official school curriculum including learning outcomes (in literacy studies) (NTS 2.1.1)
- Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge (in literacy studies) (NTS 2.1.2).
- (At pre-primary and primary level), knows the curriculum for the years appropriate to multi-grade classes; has good knowledge of how to teach beginning reading and numeracy, and speaking, listening, reading, and writing of at least one Ghanaian language for instruction. (NTS 2.2)
- Carries out small-scale action research (in literacy studies) to improve practice. (NTS 3.2)

Assessment strategies. The approach to assessment requires evidence that a trainee teacher can meet all of the Standards in a form that contributes to their development as a teacher and reflects the strategies they will use when assessing pupils. Central to this is the production of a professional portfolio organised according to the three domains of the Teachers' Standards.

Evidence from College-based learning will be in the form of assignments, examination results and lecture notes.

Evidence from in-school learning will be from lesson plans, study notes, resources, assessment records, learner exercise books, photographs, lesson evaluations from tutors and mentors, testimonials, minutes of meetings and any notes from CPD courses, evidence collected by the trainee teacher or teacher over time.

As a critically reflective practitioner, the professional portfolio provides the starting point for the continued development of the teacher in their Induction year and for subsequent years.

Further Issues.

College tutors and mentors in school will require CPD to support them in undertaking the assessment of trainees using the range of measures proposed in a way which is accurate and rigorous.

Is there a need for a national assessment strategy to ensure consistency in assessing trainee teacher competence against the Teachers' Standards?

10. EQUITY AND INCLUSIVITY

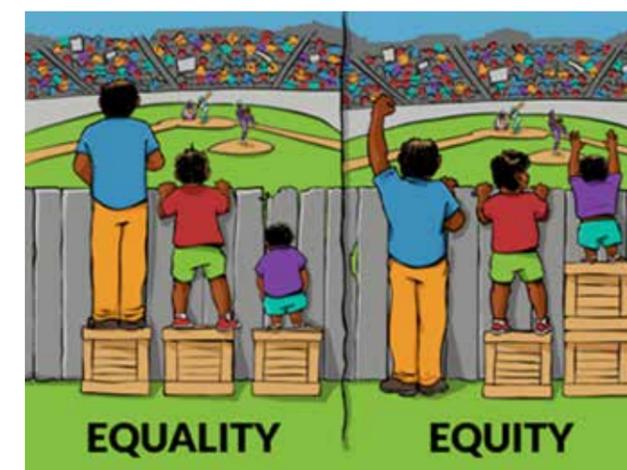
The vision of Inclusive Education Policy seeks to; create an education system that is responsive to learner diversity and to ensure that all learners have the best possible opportunities to learn.

Equity & Inclusivity should become a central part of the organisation, planning and teaching at each school. But this can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The aim of Ghana's Inclusive Education Policy is the heartbeat of the CoE Curriculum Framework. The cross-cutting issues of Equity and Inclusivity therefore run across all sections of the CoE Curriculum Framework. Student teachers need skills to handle the diversity in the classrooms where they will be teaching. As part of their preparation, student teachers have to learn how to identify the barriers to learning and how to address them.

Expectations of student **teachers:** They should demonstrate during teaching practice:

- planning, teaching and assessment which explicitly takes account of the social, linguistic, ability and cultural context and diversity of their learners;
- differentiation according to the needs of vulnerable groups including: girls and those with special educational needs (SEN);
- the use of Ghanaian and English languages to support children's learning across subjects and literacy;
- the use of culturally relevant approaches and strategies in teaching and learning.
- Student teachers should learn Equity and Inclusivity through



- Pedagogical Knowledge and Skills: General Pedagogical Knowledge (GPK), Pedagogical Content Knowledge (PCK), Technological Pedagogical Content Knowledge (TPACK), and Subject Curriculum Knowledge.
- Knowledge of Special Education Needs, Gender, etc.
- Literacy & Supported Placement in school.

Key Principles: Pedagogy. Trainees' PK & PCK should make them aware of issues of equity and inclusivity- social, cultural and linguistic diversity in Ghana. They should show evidence of their understanding of issues of equity and inclusivity during teaching practice and internship by;

- applying their pedagogical skill to address the social and cultural diversity of their learners,
- applying culturally-relevant approaches/strategies in teaching and learning,
- applying assessment strategies that take into consideration the cultural, social and linguistic diversity of the learners.

Key principles: Subject and curriculum knowledge. Student teachers should be equipped with strategies in social, cultural and linguistic diversity in Ghana through **Curriculum Courses**

- SEN: Learners' diversity and mixed ability,
- Gender, vulnerable and excluded,
- Assessment strategies drawing on equity and inclusivity.

Practical activity

- Social, cultural and linguistic diversity in the classroom,
- Use of TLM/resources/practices that are relevant to the social, cultural and linguistic diversity of their pupils,
- Use of Relevant and Appropriate Indigenous Knowledge (Cultures of knowing) e.g. students' everyday logic and representation and various perspectives must be embraced in the teaching-learning process.

Student teachers should be equipped with appropriate teaching-learning strategies that support inclusion and equity during the teaching-learning process. Students should demonstrate during internship and teaching practice the use of varied teaching strategies.

11. LITERACY AND LANGUAGE

- Language and education are two inseparable concepts because education is mediated through language.
- Teachers therefore need to be trained to be competent and confident in the languages of instruction and communication - L1 L2.
- The questions we need to address are
 - ◆ How do we train teachers to help children to develop literacy competencies that will make them lifelong learners - learning to read and reading to learn in both L1 and L2?
 - ◆ How can the literacy curriculum in teacher education be developed to ensure that new teachers fully meet the national Teachers' Standards and are able to support all pupils' literacy progress and learning across the curriculum?
 - ◆ How can the (literacy) curriculum be developed to assess the national standards for teacher education to make them competent?

- Expectations of student teachers
 - ◆ Communicate fluently and effectively to engage learners in Ghanaian language and English.
 - ◆ Use the L1 to teach other subjects KG-P3 and L2 as language of instruction from P4-JHS 3.
 - ◆ Assist transition from L1 as medium of instruction to the use of L2 from P4 onwards.
 - ◆ Identify children with literacy problems in both Ghanaian language and English and provide remediation.
 - ◆ Use L1 as a springboard for improving L2 learning and communication, especially at the lower primary level: oral, reading and writing skills.
- Literacy Studies: Ghanaian Languages and English. This Pillar has two parts:
 - ◆ Language (Ghanaian languages and English) proficiency and communication,
 - ◆ Early Grade Literacy (Tied to the G-RAP - Ghana Reading Action Plan). This is separated from Language Proficiency and Communication to make sure it is given sufficient attention in teacher training.

Both parts require college-based study integrated with application in a range of well supported and extended real-school experiences: observing, planning, teaching and assessing their impact on pupils' literacy and learning progress.

The Language Proficiency and Communication component (L1/L2) will enable new teachers to:

- use Ghanaian language as medium of instruction at the KG-P3 and as subject of study from P1-JHS 3 and English to teach and as subject of study from Primary 4 to JHS.
- use Ghanaian language to improve literacy skills in English.
- construct effective assessments to diagnose students' language learning problems and strengths and to inform planning for progress and learning.
- implement the language policy of education in their schools and Districts.
- Conduct small-scale action research to improve Ghanaian language and English learning and teaching in schools.
- develop appropriate Language (Ghanaian language and English) teaching/learning strategies and resources for their learners.

The Language Proficiency and Communication component (L1/L2) links to the Teachers' Standards. It underpins effectiveness across all Standards and specifically, a student teacher must:

- Have comprehensive knowledge of the official school curriculum including learning outcomes (in literacy studies). (NTS 2.1.1)
- Have secure content knowledge, pedagogical knowledge and pedagogical content knowledge (in literacy studies). (NTS 2.1.2).
- (At pre-primary and primary level), know the curriculum for the years appropriate to multi-grade classes; have good knowledge of how to teach beginning reading and (numeracy), and speaking, listening, reading, and writing of at least one Ghanaian language for instruction. (NTS 2.2)
- Carry out small scale action research (in literacy studies) to improve practice. (NTS 3.2)

The Early Grade Literacy Component will enable new teachers, esp. when specialising in early grades, to:

- assist early graders to understand printed information; read and write, decode and encode text in the L1 and L2.
- develop children's comprehension and the culture of reading a range of texts independently, for pleasure and instruction.
- teach early graders phonic knowledge and how to apply this in their reading and writing.
- understand the phonics of L1 and L2 and to know the differences, so as to assist learners overcome problems they may encounter during the dual language learning process.
- engage parents in improving and encouraging their children's literacy.

The Early Grade Literacy component is tied to the following National Teachers' Standards. A student teacher:

- employs a variety of instructional strategies that encourage learner participation and critical thinking (in Literacy studies). (NTS 3.5)
- produces and uses a variety of (language) teaching and learning resources that enhance learning, including ICT. (NTS 3.10)

12. SUPPORTED TEACHING IN SCHOOLS

- The Ghanaian Teachers' Standards states that school practicum components must provide extended and guided periods of teaching in classrooms and that the successful assessment of student teachers against the Standards will be relevant to this.
- The attainment of the Teachers' Standards through supported school placement depends among others, on:
 - ♦ the availability of well-equipped schools;
 - ♦ well prepared mentors; and
 - ♦ effective links between college or university and the schools.
- Supported placement in schools covers three broad areas, namely
 - School partnership and reflective practice;
 - Curricular format; and Action research.
- During supported placements, student teachers are expected to
 - ♦ Have an impact on progress and learning of pupils.
 - ♦ Exhibit sound content, pedagogical and curricula knowledge.
 - ♦ Teach the Basic School Curriculum to a high standard.
 - ♦ Develop students' language and literacy skills.
 - ♦ Draw on the social and cultural contexts of the learner to scaffold their learning to make teaching relevant.
 - ♦ Take decisions in classroom that are influenced by sound philosophies of teaching and learning.
 - ♦ Demonstrate appropriate professional values and attitudes.
 - ♦ Reflect on their practices and undertake small-scale action research into learning, assessment, class management etc. to improve their teaching.

- To ensure effective school placements, training institutions should:
 - ♦ ensure positive relationships with schools of practice.
 - ♦ select mentors carefully and ensure they are equipped with the knowledge and skills that will enable them to support the trainees to achieve the expectations required.
 - ♦ provide CPD for the mentors, lead mentors, link tutors and "significant" stakeholders regarding roles and responsibilities; new developments etc.
 - ♦ ensure that demonstration schools are equipped for practical lessons.
 - ♦ provide adequate TLMs in the practice schools and expose student teachers to their efficient use.
 - ♦ support effective assessment of student teachers against the TS.
- To ensure effective school placements, mentors should:
 - ♦ provide mentees with supportive supervision – model best teaching practices that promote the acquisition knowledge, skills, values and attitudes for the student teachers to observe and emulate,
 - ♦ be fair and accurate in their assessment of student teachers
 - ♦ hold pre- and post-observation discussion of lessons. The discussion should reflect the expectations and the progress and learning of pupils.
- use a variety of approaches – mentors should teach for students to observe, team teach with students (mentor and the student) and the student should teach for the mentor to also observe.
- Link tutors/project supervisors: there should be regular monitoring of mentors and mentees by the link tutors to provide them with the support they need.
- District Education Offices should:
 - ♦ monitor the activities of the mentors and the lead mentors in order to ensure that they are always at post to offer the needed support to the mentees.
 - ♦ collaborate with training institutions to train circuit supervisors so that they can support mentors and mentees in improved teaching practices.
- Community/Opinion leaders (SMCs, Assembly members, etc) should ensure the safety of the mentees to enable them to go through their school placement programme successfully. Mechanisms to evaluate school placements include;
 - ♦ Modern assessment practices that support assessment of practical skills such as portfolio assessment and the use of multimedia for assessing student teachers' development of skills and competencies and their impact on pupils' learning and progress should be adopted.
 - ♦ This should include the assessment of the quality of students' teaching and assessment practices to ensure that they have acquired the knowledge and skills required by the Teachers' Standards
 - ♦ The Universities should partner with the Colleges of Education to carry out rigorous quality assurance: monitoring and evaluation and review of the impact of the supported placement in schools programme. And through this identify and address areas for development.

COLLEGE OF EDUCATION CODE LIST

| NAME OF COLLEGE OF EDUCATION | What is the new CoE's Unique ID Number? |
|---|---|
| ABETIFI PRESBYTERIAN COLLEGE OF EDUCATION | coe4 |
| AGOGO PRESBYTERIAN WOMEN'S COLLEGE OF EDUCATION | coe38 |
| ACCRA COLLEGE OF EDUCATION | coe6 |
| ATEBUBU COLLEGE OF EDUCATION | coe35 |
| AKROKERRI COLLEGE OF EDUCATION | coe34 |
| BEREKUM COLLEGE OF EDUCATION | coe29 |
| E.P. COLLEGE OF EDUCATION, BIMBILLA | coe20 |
| BAGABAGA COLLEGE OF EDUCATION | coe21 |
| E.P. COLLEGE OF EDUCATION, AMEDZOFE | coe14 |
| ADA COLLEGE OF EDUCATION | coe8 |
| MAMPONG TECHNICAL COLLEGE OF EDUCATION | coe30 |
| HOLY CHILD COLLEGE OF EDUCATION | coe26 |
| KOMENDA COLLEGE OF EDUCATION | coe23 |
| KIBI COLLEGE OF EDUCATION | coe1 |
| ENCHI COLLEGE OF EDUCATION | coe24 |
| FOSO COLLEGE OF EDUCATION | coe28 |
| GBEWAA COLLEGE OF EDUCATION | coe22 |
| DAMBAI COLLEGE OF EDUCATION | coe15 |
| AKATSI COLLEGE OF EDUCATION | coe9 |
| PRESBYTERIAN WOMEN COLLEGE OF EDUCATION, ABURI | coe2 |
| PRESBYTERIAN COLLEGE OF EDUCATION, AKROPONG | coe7 |
| MOUNT MARY COLLEGE OF EDUCATION | coe5 |
| OLA COLLEGE OF EDUCATION | coe27 |
| SDA COLLEGE OF EDUCATION | coe3 |
| ST. AMBROSE COLLEGE OF EDUCATION | coe40 |
| NJAHMADIYYA COLLEGE OF EDUCATION | coe16 |
| GAMBAGA COLLEGE OF EDUCATION | coe39 |
| JASIKAN COLLEGE OF EDUCATION | coe10 |
| ST. MONICA COLLEGE OF EDUCATION | coe37 |
| ST. LOUIS COLLEGE OF EDUCATION | coe32 |
| ST. JOSEPH COLLEGE OF EDUCATION | coe31 |
| WESLEY COLLEGE OF EDUCATION | coe36 |
| ST. JOHN BOSCO COLLEGE OF EDUCATION | coe19 |
| TAMALE COLLEGE OF EDUCATION | coe17 |
| ST. TERESA COLLEGE OF EDUCATION | coe12 |
| OFFINSO COLLEGE OF EDUCATION | coe33 |
| PEKI COLLEGE OF EDUCATION | coe13 |
| WIAWSO COLLEGE OF EDUCATION | coe25 |
| TUMU COLLEGE OF EDUCATION | coe18 |
| ST. FRANCIS COLLEGE OF EDUCATION | coe11 |

PD Session - Tutor Survey

(Tutors should be encouraged to submit survey at the end of each PD session)

Questionnaire Code: 015

A. Answer the questions

1. Please enter your college ID number

Answer must be the Identification Number of the coe you are reporting on.

2. Please enter the date of the session

Answer must be a date in the following format: day.month.year.
Example: 23.02.2017

3. Did today's session take place?

- a. Yes
- b. No

Choose 1 answer from the list. Example: a

4. What subjects do you teach at your institution?

- a. Mathematics
- b. Science
- c. English
- d. Methodology
- e. Other

Choose 1 answer from the list. Example: a

5. Which topic was covered during the PD session?

- a. National Teachers' Standards
- b. Curriculum Framework
- c. N/A - The session did not happen

Choose 1 or more answers from the list. Example: a or ab

6. How would you rate the content of the topic?

- a. Not at all relevant or useful
- b. Indifferent about it
- c. Somewhat relevant and useful
- d. Very relevant and useful
- e. N/A - The session did not happen

Choose 1 answer from the list. Example: a

7. How far do you agree with this statement: the objectives of today's session were achieved?

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree
- N/A - The session did not happen

Choose 1 answer from the list. Example: a

8. How do you rate the performance of the PDC on how well he/she facilitated the session?

- He/she was not prepared
- He/she was somewhat prepared
- He/she was very prepared and knew the content well
- N/A - The session did not happen

Choose 1 answer from the list. Example: a

9. In your opinion, what was the level of participation in today's session?

- 75-100% of the tutors were engaged
- 50-75% of the tutors were engaged
- 25-50% of the tutors were engaged
- 0-25% of the tutors were engaged
- N/A - The session did not happen

Choose 1 answer from the list. Example: a

B. Prepare your SMS

Enter all your answers. Use a space to separate them.

015

Example: 015 answer 1 answer 2 answer 3 answer 4 answer 5 answer 6 answer 7 answer 8 answer 9

C. Send your answers using SMS

Send your SMS to the telephone number: 7000 for MTN users only and 1904 for Airtel, Vodafone & Expresso users (If you have done the training, these numbers should already be saved in your phone).

D. Wait for our reply SMS

You will receive an SMS confirmation or specific error message

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