Evaluating the teaching practice of Newly Qualified Teachers trained by the Fast-track Transformational Teacher Training Programme

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Outline

Background & research design
- The Ghanaian context and policy context
- The FTTT programme
- Research Design

Preliminary results from the FTTT programme evaluation
- Implementation of the KG curriculum
- Teacher professional well-being
- Classroom quality
- Child learning and development

Conclusions and next steps
Study Context

- The 2012 Government Kindergarten (KG) Situational Report concluded that the 2004 curriculum established is sound, but that teacher behavior has not yet adapted to reflect the new pedagogy.

- A key priority is to develop a high-quality, pre-service training model to address the needs of the KG teacher workforce.

- Seven (soon to be 8) colleges of education currently offer a KG certification track.

- There is a need for programs that build on the KG curriculum and GES strategic plan to help teachers use the curriculum and improve teaching quality.
The Fast-track Transformational Teaching (FTTT) Programme

- Developed by Sabre Trust in partnership with OLA College of Education (2013-2015) and replicated at Holy Child College from 2015

- Drawn directly from MoE KG Operational Plan. Provided during the student-teaching year via Model Practice Classrooms (MPCs).

- Resources / TLMs provided to MPCs – “starter pack”.

- Ongoing training and support to MPC teachers, as well as student-teachers placed in MPCs.

- Ongoing support to develop and use improved teaching techniques and tools to implement the KG curriculum as intended.

- Engagement with parents.
Research Questions

1. Is the FTTT effective as a pre-service teacher training programme (i) during the student-teaching year, and (ii) after teachers become NQTs (newly-qualified teachers)?

2. Is the FTTT programme more effective when Head Teachers in NQTs’ placement schools receive a 4-day sensitivity training?
Evaluation Theory of Change

**Intervention**

- Training + Monitoring/support from KG teacher
- Head teacher training

**Teacher and classroom mediators**

- Classroom quality
- Teacher professional well-being & knowledge about ECE

**Child outcomes**

- Learning & development
Part II: Results assessed on the following outcomes

*Note: all results included are preliminary and subject to change.*

- Implementation and knowledge of KG curriculum
- Teacher professional well-being
- Teaching quality
- Children’s learning and developmental outcomes

- Data collected on student-teachers in June 2016 (ST), NQTs in the fall in Oct 2016 (NQT-F) and in the spring in June 2017 (NQT-S)
FTTT improves implementation of the KG curriculum; the level of implementation persists but declines for NQTs.
FTTT improves teachers’ knowledge about ECE, and these improvements last for NQTs.
FTTT student-teachers report increased burnout but also more personal accomplishment.
FTTT has mixed impacts on teaching quality

We assess three domains of instructional quality

**Child-led learning**
- Free play to facilitate learning
- Learning activities facilitate work, play and sharing with other children.

**Emotional support & behavior management**
- Positive climate
- Negative climate
- Teacher sensitivity/tone
- Behavior management
- Consistent Routine

**Supporting student expression**
- Student ideas considered
- Reasoning/problem solve
- Connections to life
- Language modeling
FTTT increases child-led learning for STs and NQTs, but decreases support of student expression for STs
FTTT does not affect child learning outcomes for NQTs
Summary of Preliminary Findings

• FTTT improves implementation and knowledge of the KG curriculum.

• Without continued support, NQTs continue to implement key elements of the curriculum.

• FTTT improves STs’ sense of personal accomplishment but increases burnout. These impacts are not sustained for NQTs.

• NQTs implement more child-led instructional strategies, but their classrooms report no gains in other areas of teaching quality.

• No impacts on learning outcomes of NQT students. Continued support may be needed beyond the student-teaching year.

• Head Teacher training does not improve NQTs’ implementation of the curriculum. A more intensive approach may be needed.
Next Steps

• Consider ways to provide in-service training and support beyond the student-teaching year, especially for first year NQTs.

• E.g., FTTT Alumni Network

• Teacher postings should be considered – e.g., 20 teachers in the sample were placed in non-KG classrooms. Posting NQTs in pairs may provide additional support to implement the curriculum.

• Assess additional ways to train and engage Head Teachers in the KG curriculum.

• Consider training district coordinators in the FTTT programme as one way to provide ongoing monitoring, coaching and support.
Questions?