

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.**

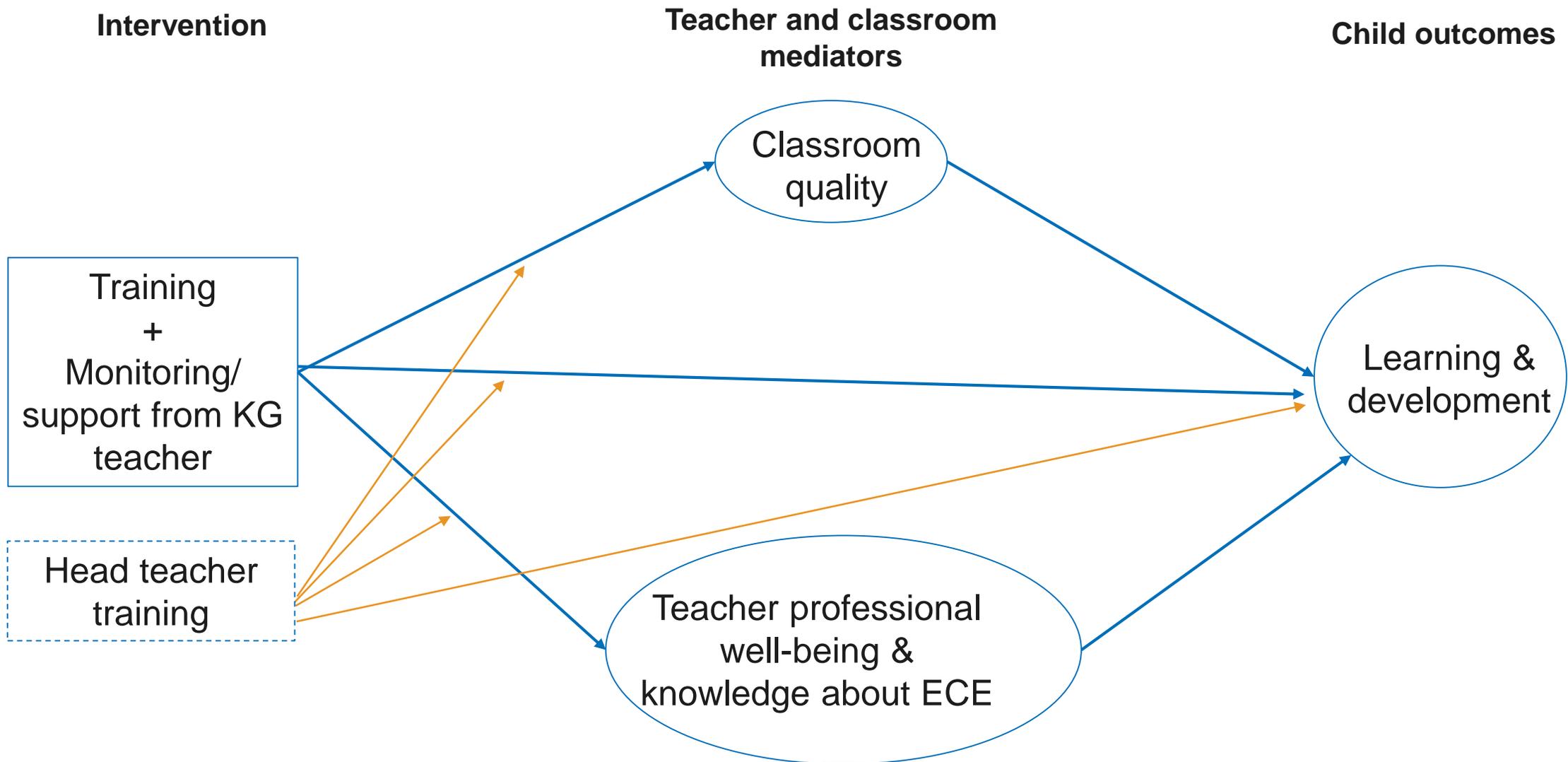


Research Questions

- 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



Part II: Results assessed on the following outcomes

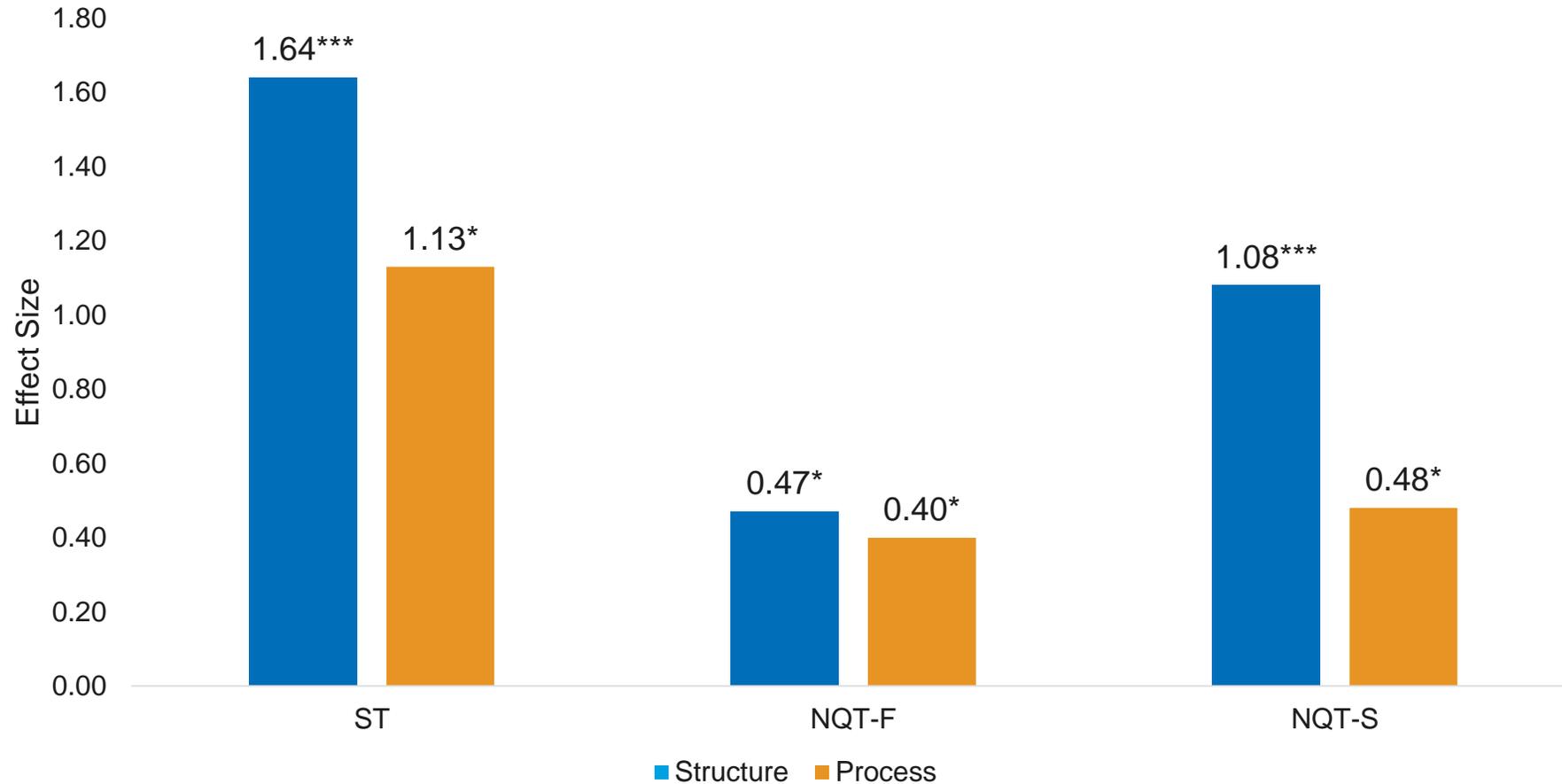
Note: all results included are preliminary and subject to change.

- **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)**



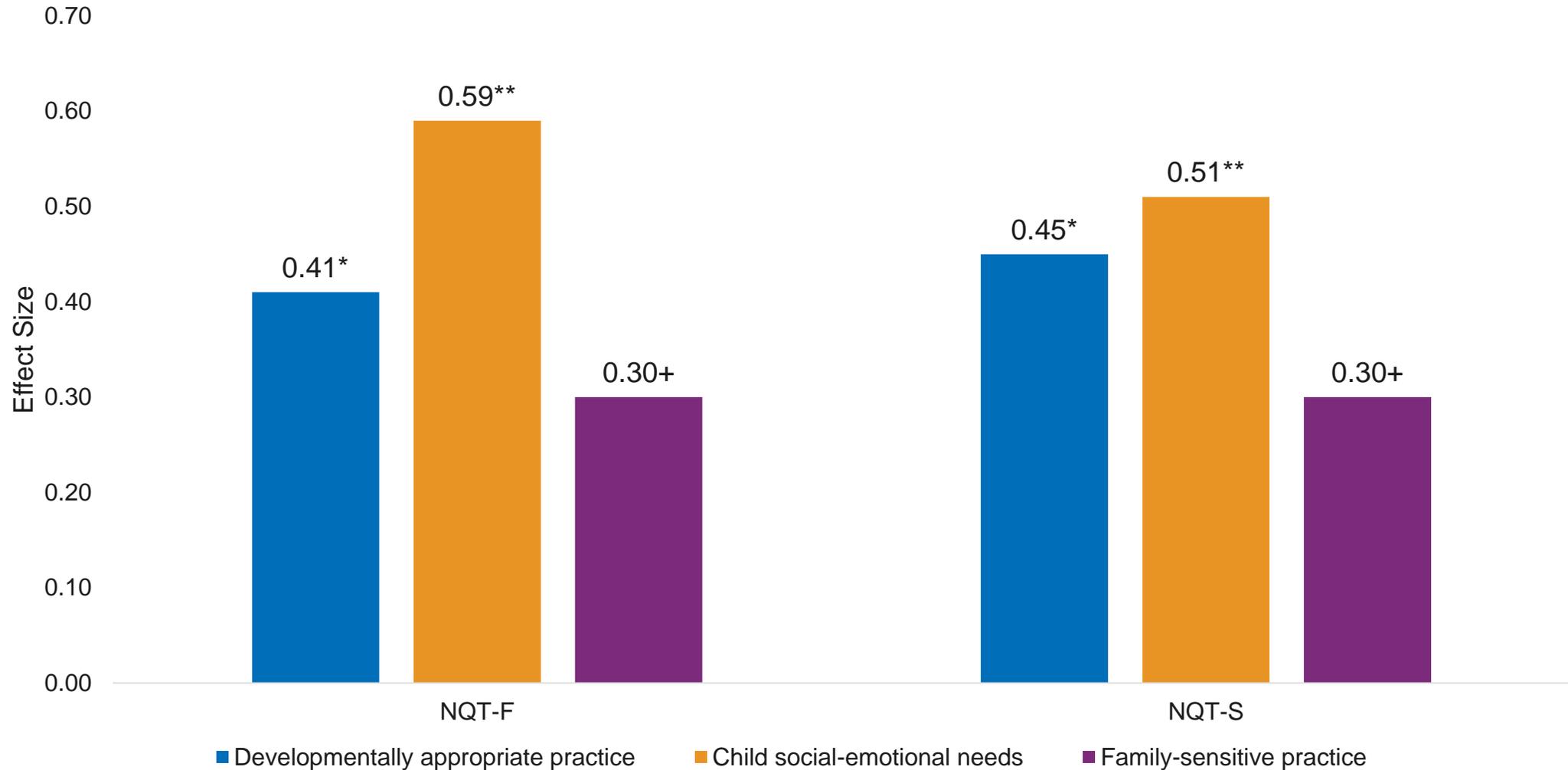
FTTT improves implementation of the KG curriculum; the level of implementation persists but declines for NQTs.



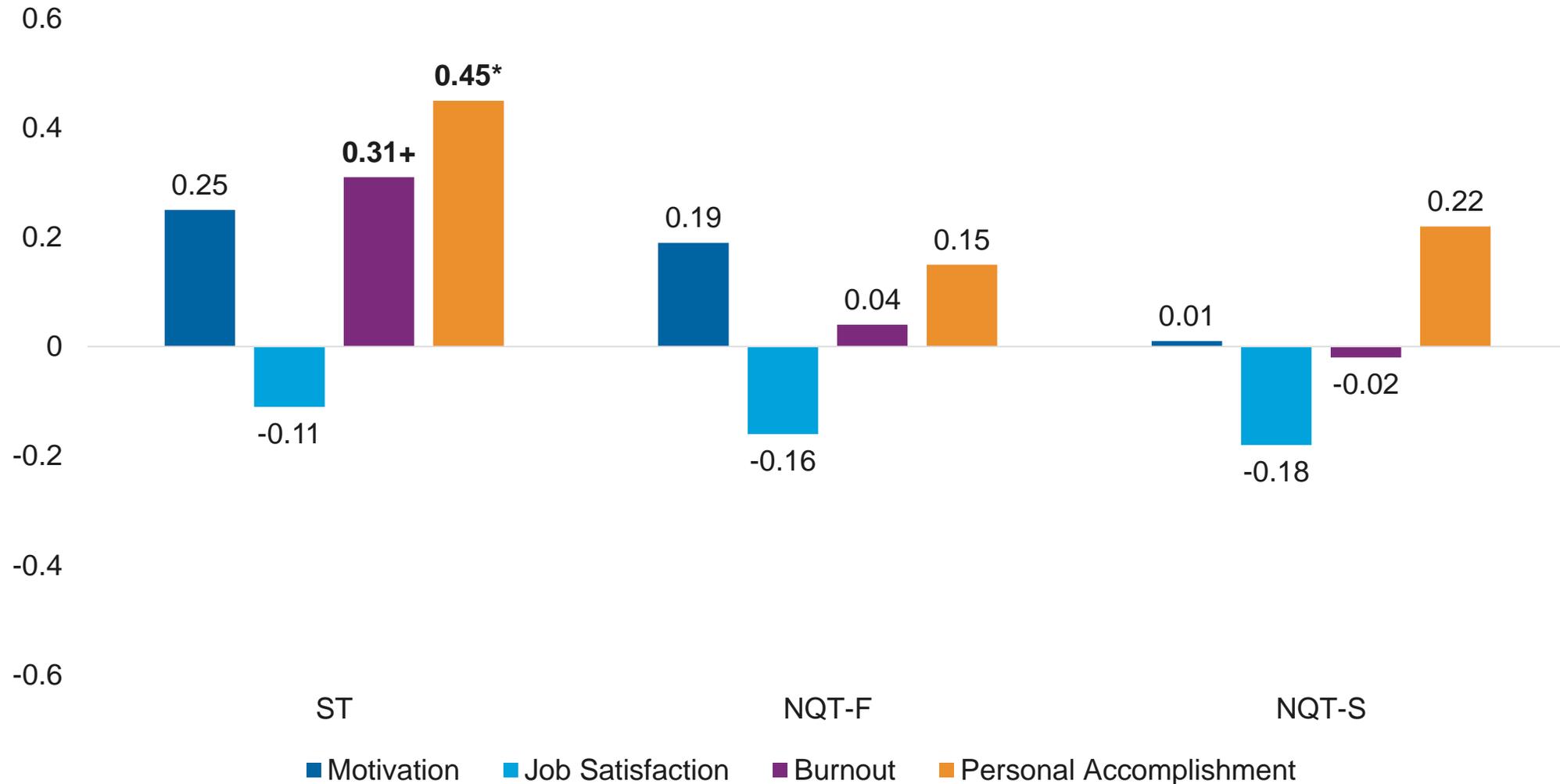
Impacts on implementation of KG Curriculum



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

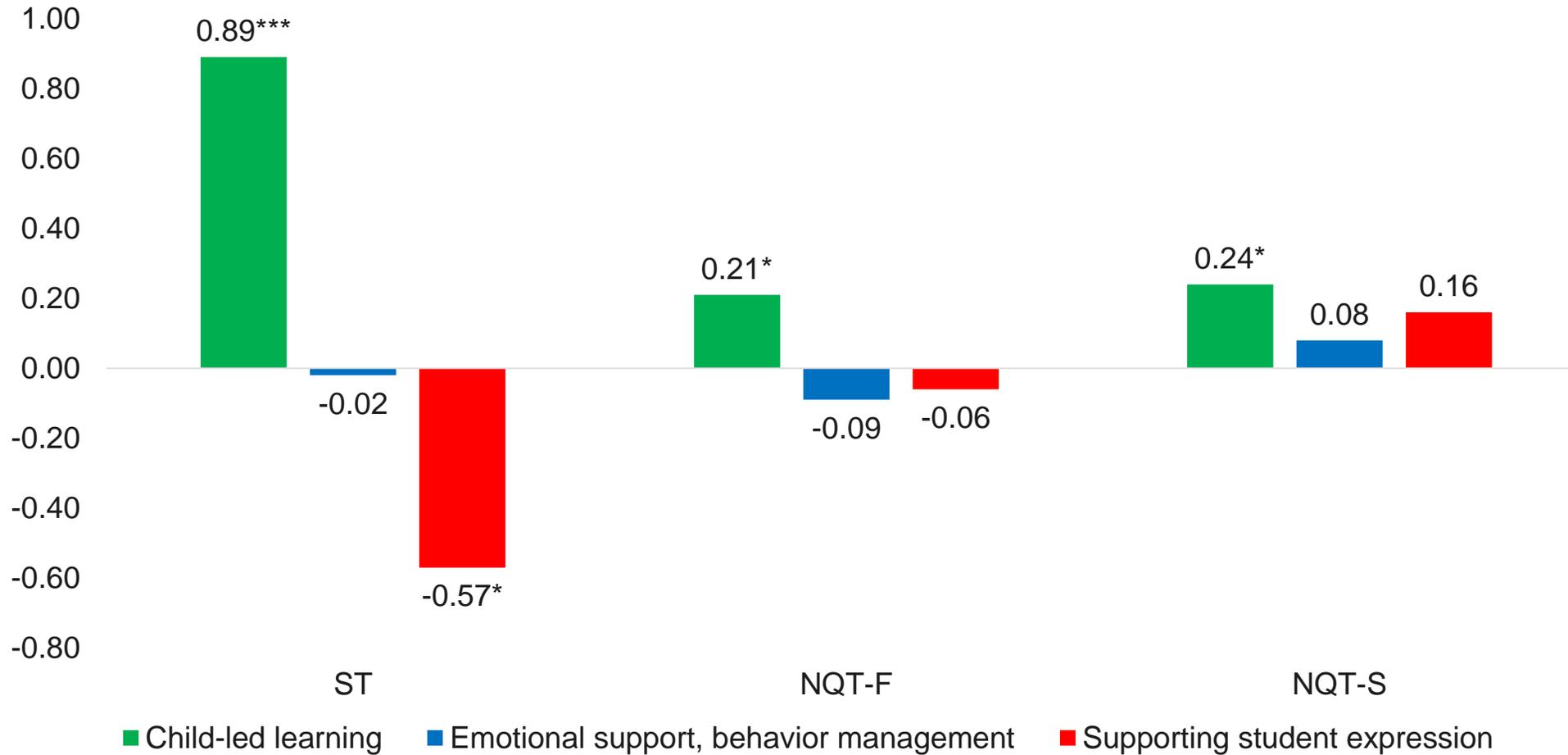
- *Positive climate*
- *Negative climate*
- *Teacher sensitivity/tone*
- *Behavior management*
- *Consistent Routine*

Supporting student expression

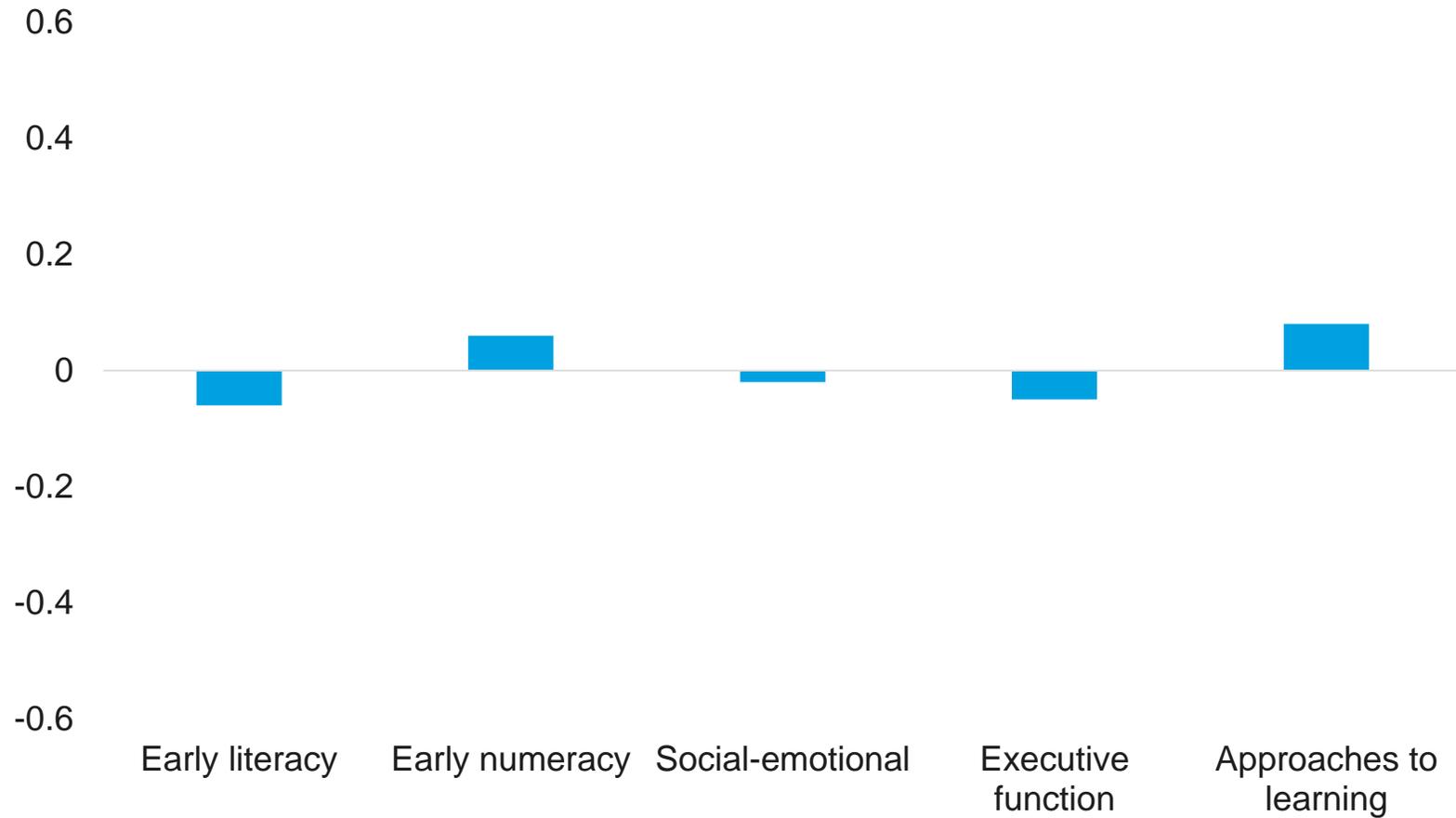
- *Student ideas considered*
- *Reasoning/problem solve*
- *Connections to life*
- *Language modeling*



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?

