Republic of Ghana

MINISTRY OF EDUCATION

ICT IN EDUCATION COUNTRY REPORT

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GLOBAL SYMPOSIUM ON ICT IN EDUCATION 2013
TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT POLICY

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PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT POLICY FRAMEWORK

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## Brief Overview - Population and School Statistics

<table>
<thead>
<tr>
<th>Area of Coverage:</th>
<th>238,535km sq.</th>
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<tbody>
<tr>
<td>Population:</td>
<td>About 25m people</td>
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<tr>
<td>School Enrolment:</td>
<td>2012/2013</td>
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</table>

### Primary
- (Public & Private) - 19,854
- Student enrolment - 4,105,913
- Teacher Population - 129,599

### JHS
- (Public & Private) - 12,436
- Student Enrolment - 1,452,585
- Teacher Population - 93,797

### SHS:
- (Public & Private) - 757
- Student enrolment - 758,468
- Teacher Population - 26,858

### TTC
- (Public & Private) - 39
- Student Enrolment - 28,200
- Teacher Population - 1,584

### Technical & Vocational
- (Public & Private) - 301
- Student Enrolment - 79,986
- Teacher Population - 3,933

### Tertiary
- (Public) - 8
- Student Enrolment - 107,640
- Teacher Population - 2,776

NB. This figure excludes 2 new Universities in the Brong Ahafo and Volta Regions
Challenges facing educational system in Ghana

- One of Ghana’s challenges for the development of education is the lack of qualified teachers. Currently we have a teacher deficit of about 60,000. (Teacher rationalization is being undertaken and this will reduce the figure slightly.

- This challenge was because remuneration and conditions of teachers were poor.

- The few teachers left in the classrooms were also leaving to other areas after graduating from the universities.
Teacher policy: Introduction

- What has been missing in this entire process is a set of policies that guide the development and management of teachers in ways that commit them and the educational establishment to achieve national education goals.

- Policies on expectations from institutions which train teachers and others offering a range of continuous professional development courses as well as responsibility of government towards teachers’ welfare and working conditions have been inadequate.
Teacher policy: Introduction

- For any education system to flourish and achieve its goals the role of teachers have to be paramount.

- The quality of training that teachers receive and the systematic support for their professional growth are what would ensure that the education systems reap the full potentials of teachers’ contribution to quality education.

- Over the years, Ghana has reformed and restructure its teacher educational system in response to demands of new visions and mission for education.
Pre-tertiary Teacher Professional Development and Management Policy

- The demands of education for the 21st century Ghana, requires a teacher adequately prepared, motivated and working under a conducive conditions to be able to assure quality education.

- This called for the development of the PTPDMP in January 2012 with the responsibility for setting professional standards, code of practice and ethics, registration and licensing of teachers in Ghana.
Pre-tertiary Teacher Professional Development

Objectives of the policy

➢ To develop teachers’ ability to adopt effective teaching approaches to enhance the quality of lesson delivery in kindergarten, Primary, JHS, SHS and Technical and Vocational Institutions.

➢ To specify principles for teacher management in order to motivate excellence teacher performance.

➢ To foster the notion of teachers as a lifelong career which is linked to an evidence-based system of career advancement and promotion.

➢ The policy is also to promote awareness of the importance of teacher welfare and working conditions to raise the value and social status of teachers in Ghana.
Pre-tertiary Teacher Professional Development

Vision

- The vision of the pre-tertiary education programme is to prepare teachers to enable the function effectively in the basic and second cycle schools and to develop and nurture them to become reflective and proficient practitioners capable of providing quality education for all Ghanaians.

Core Values

- Teacher professional development and management reflecting commitment, attitudes, ethics and morals that should promote quality education.
International Policies on Teaching

- Policy framework meets Ghana's commitment to international policies on teachers and the teaching profession. Specifically it reflects key provisions in the ILO/UNESCO guiding principles on teachers and teaching.

- Relevant to Ghana’s teacher development and management are:
  - Policy governing entry into preparation for teaching should rest on the need to provide society with an adequate supply of teachers with the necessary moral intellectual and physical qualities and the required professional knowledge and skills;
International Policies on Teaching:

- Status of teachers to be commensurate with the needs of education as assessed in the light of educational aims and objectives;

- Authorities and teachers should recognize the importance of in-service education and training (INSET) designed to secure a systematic improvement of the quality and content of education and of teaching techniques;

- Teachers should be provided time necessary for taking part in INSET programmes;
International Policies on Teaching

- Authorities in consultation with Teachers’ organizations, should promote the establishment of a wide system on INSET, available free to all teachers;
- Teachers be given both opportunity and incentives to participate in courses and facilities and should take full advantage of them;
- Promotions be based on objective assessment of teacher’s qualification for the new post by strict reference to laid down professional criteria;
- Defining professional standards relating to teacher performance with teacher organization.
Core policy areas

 Regulatory framework
   The 2008 Education Act calls for the establishment of NTC to be responsible for providing details of a competency based teacher standards;
   It shall also provide set of standards for regulating the provision on INSET, and other forms of Teacher development programmes such as Sandwich Courses and Distance Learning programmes for upgrading teachers qualifications.
Core policy areas

- NTC is to work with GES Divisions and Directorates, Colleges of Education and accredited Universities offering education to implement the teacher professional development aspects of the policy.

- NAB is to be responsible for forb the accreditation for teacher education programmes in collaboration with National council for Tertiary Education (NTCE).
Competency-based Framework

- NTC in consultation with recognized teacher unions, the GES, Colleges of Education and accredited Universities and other relevant bodies shall be responsible for the development of detailed standards and competencies in the following areas:
  - Profession attributes and values;
  - Planning teaching and learning;
  - Observable classroom skills.
Core policy areas

Skills for teachers

- Teachers shall develop:
  - Interpersonal and Communication skill
    - Instructional and social skills
    - Trusting and supportive relationship with students etc.

- Technical skills
  - Ability to select, adapt and or develop pedagogical materials to meet instructional objectives and learning needs.
Skills 2

- Management and leadership skills.
  - Appropriate classroom management skills that do not dehumanize the child

Pre-Tertiary Education Sector

1. Basic school level (JHS)
2. The second cycle (SHS, Technical and Vocational.

- Teachers at these levels are categorized as Professional and non-professional
  - Minimum qualification are Diploma in Basic Education an BSc in education.
Teacher Development programmes and Activities

- All professional development programmes and activities must ensure that they are:
  - **Fit for purpose**
    - Equip teachers to meet specific demands of teaching and management
  - **Relevant to needs**
    - Programmes and activities designed to reflect aims and objectives of pre-tertiary education in Ghana
Teacher Development programmes and Activities

Socio-economic and professional status of Teachers:

✓ Policy recognizes that teachers will deliver quality education based on a high standard of working and living conditions;
  • welfare conditions such as suitable accommodation for teachers, incentives and other inducements especially for those serving in the deprived areas.

✓ Teacher Contract
  • Performance contract stating duties and responsibilities shall be introduced and signed.
Teacher retention

- Each district shall be supported by NTC to draw up its own strategy to attract and retain teachers;
- All teachers irrespective of location, gender and ethnicity shall be offered equal opportunities to showcase their professional achievements at school and/or district level

Career structure of Professional Teacher

- A new career structure for professional teachers based on evidence of professional accomplishment at the classroom/or school management shall replace promotion based on years of teaching.
Career structure of Professional Teacher

- New career levels will provide the basis for mapping salary levels to job responsibilities at the different levels.
- All professional teachers will be issued with a provisional teaching license by the NTC upon graduating from an accredited teacher education programme in a College of Education or Teacher Education University.
Promotion and Renewal of license

- Promotion shall be based on interview and portfolio assessment;
- A teacher who fails to satisfy conditions for promotion shall be eligible to reapply. Such teacher will be given opportunity to attend further INSET to develop the required competencies.
- NTC in collaboration with UCEW, UCC and other accredited teacher training institutions shall prepare detailed competency requirements for each career level and how they will be assessed for promotion.
Non-Professional Teacher

- Shall be issued with a provisional license and will be required to renew the license by the end of year 2 subject to appraisal by NTC.

Efficiency Management

- Teacher management shall be decentralized to district and school level. Schools shall be requested to keep teacher attendance and compliance records.
Teacher demand and supply

- Shall be decentralized to the district level i.e. Districts shall have responsibility to recruit and retain teachers.
- Each District shall be required to provide its teacher management plan with recommendations to improve teachers’ work and living conditions in the district to the NTC.
Cost and Financing

- Practice of district sponsorship for teacher trainees shall be encouraged.
- District education budgets shall include a budget line for INSET facilitators, as well as sponsoring teachers to participate.

Teacher Educators

- All teacher training institutions shall be required to comply with standards set by NAB and NCTE.
Curricula of Teacher Education

- All education programmes shall be expected to provide curricula and modules/source books/learning materials to facilitate learning by trainee teachers.

- Teacher Education institutions shall be required to ensure the trainees spend an adequate period of time attached to a school learning to teach.
Quality Assurance

➢ All teacher educational institutions shall establish a quality assurance system to provide information on the following:

✓ Use of competency-based curricula for teacher preparation;
✓ Level of training satisfaction with courses based on training objectives and outcomes;
✓ A list of resources and infrastructure for training;
✓ Qualification level of Teacher educators and Teachers;
✓ Appraisal of Teacher Educators and Teachers
✓ Evidence-based curriculum review where it has been recommended.
Code of Practice

- A code of practice jointly prescribed by GES/NTC and Teacher Unions shall apply for all pre-tertiary teachers.

- **Professional Duties:**

- Detailed specification of duties shall be developed and periodically reviewed by teacher education and curriculum experts appointed by the GES.
Specifications shall be provided for the following areas:

- Appraisal procedures
- Statement of duties and responsibilities of teachers
- Statement of duties and responsibilities of heads of schools
- Statement of duties of managers of INSET; and
- Statement of duties of the SMC/Board and PTA.
Organizational structure of Pre-Tertiary Teacher Development.

Institutionalization of INSET

- National INSET programme to be provided by MOE to operationalize INSET in all Districts.
- There shall be a National INSET Unit at NTC Secretariat responsible for advising and collaborating with all other GES Divisions
- There shall be a national training Centre providing physical facilities for staff development programmes
- Regional Education Officers shall coordinate, monitor and support INSET activities at the Districts.
Organizational structure of Pre-Tertiary Teacher Development.

**District INSET Committee**

- Handles INSET in the district. Membership shall be:
  - District Director;
  - Deputy Director planning and statistics;
  - Deputy Director Supervision;
  - Budget Officer

- Deputy Director Human Resource;
- District training Officer.

**RESPONSIBILITY**

- The DIC shall ensure that teachers meet NTC licensing requirements at the district level.
Training structure of Pre-Tertiary Teacher Development.

GENERAL STRUCTURE

- 3-4 years Initial Teacher Training programmes;
- Induction and initial INSET programme within 1 year after pre-service training;
- Continuous INSET training for updating/upgrading professional knowledge and skills required form promotion.

- Upgrading programmes including Open Distance Learning (ODL) and Sandwich programmes.

Other Areas looked at are:

- Initial teacher Training Programme
- Induction and initial INSET programmes
- In-service training (District/School)
THANK YOU