



Ministry of Education
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Evaluating the Fast-track Transformational Teaching Program: Improving Kindergarten Quality through Teacher Pre-service Training in Ghana

Ghana Education Evidence Day 2018

Improving Accountability for Better Learning Outcomes in Ghana: Evidence-informed Approaches to Education Policy and Practice

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Partners

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Study Context

- The 2012 Government Kindergarten (KG) Situational Report concluded 2004 Kindergarten curriculum is effective, but teachers are not using it
- High-quality pre-service training may be a solution
- Seven of 40 colleges of education currently offer a KG certification track.



Fast-track Transformational Teaching (FTTT) Programme

Features of Programme

Resources

- Starter pack and 'Teacher Resource Toolkit'

Support

- Intensive in-service training workshops
- Continued coaching and training support

Teaching Tools

- Links Kindergarten curriculum objectives and child development goals to specific activities

Engagement with parents

- 'Open Days' will showcase the children's work and share positive results with the parents



Summary of Findings

- FTTC improved knowledge of Early Childhood Education, and the effects persisted over time
- FTTC has mixed effects on professional well being
- Use of child-led instructional strategies increased, but effects completely dissipated over time
- No effect on learning outcomes for students of Newly Qualified Teachers.
- Head Teacher training did not have any impact on student learning



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?



Research Design

135 student-teachers (STs) from Holy Child College of Education in 2015



Randomization

FTTT School
(69 STs,
23 schools)



Control school
(68 STs,
23 schools)



Placement across the country

Student-teaching
year
(2015-2016)

Placement year
(2016-2017)

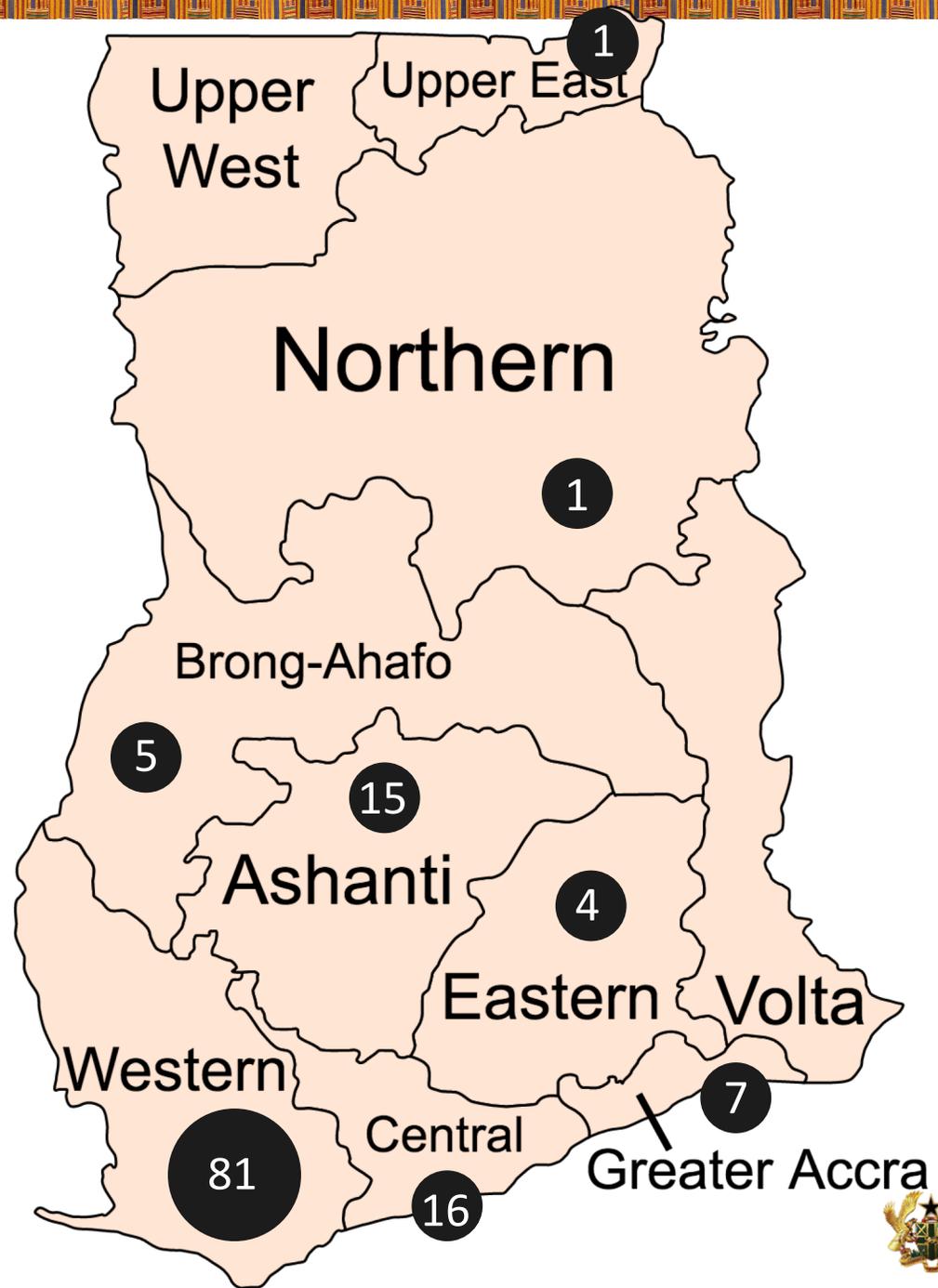
35 NQT schools randomly assigned to receive Head Teacher sensitization training



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Placement of study newly qualified teachers (NQTs) around the country



Results assessed on the following outcomes

- Implementation and knowledge of KG curriculum
- Teacher professional well-being
- Teaching quality
- Student outcomes

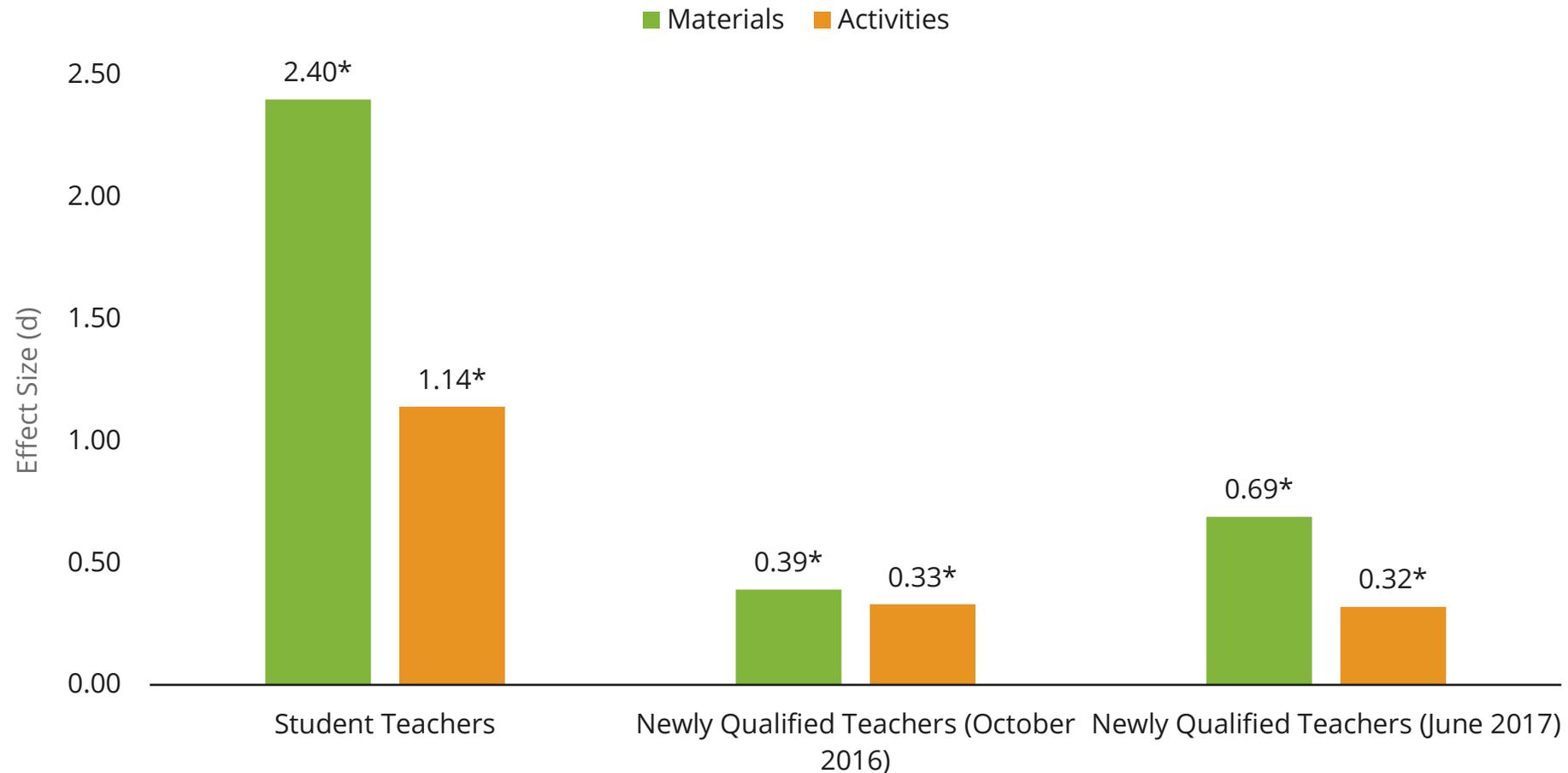


Data collected

	Baseline (Jun 2015)	Follow-up 1 (Jun 2016)	Follow-up 2 (Nov–Oct 2016)	Follow-up 3 (May–Jun 2017)
Demographics	X			
Implementation of curriculum		X	X	X
Early childhood education knowledge			X	X
Teacher–child interactions		X	X	X
Professional well-being		X	X	X
Student outcomes			X	X



FTTT improved implementation of the KG curriculum; the level of implementation persisted but declined for NQTs.



* Indicates statistical significance

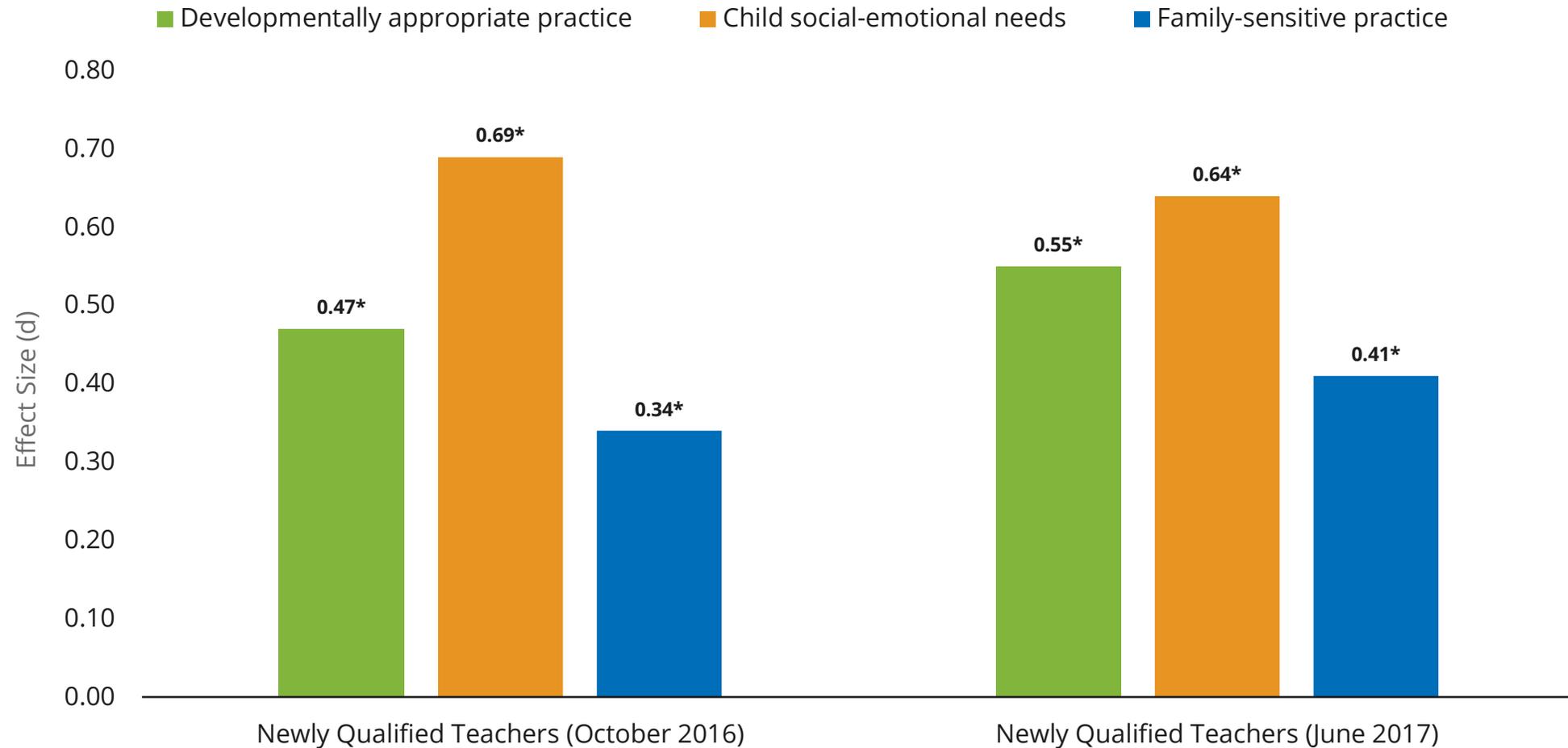
Impacts on implementation of KG Curriculum



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FTTT improved teachers' knowledge about ECE, and these improvements lasted for NQTs.



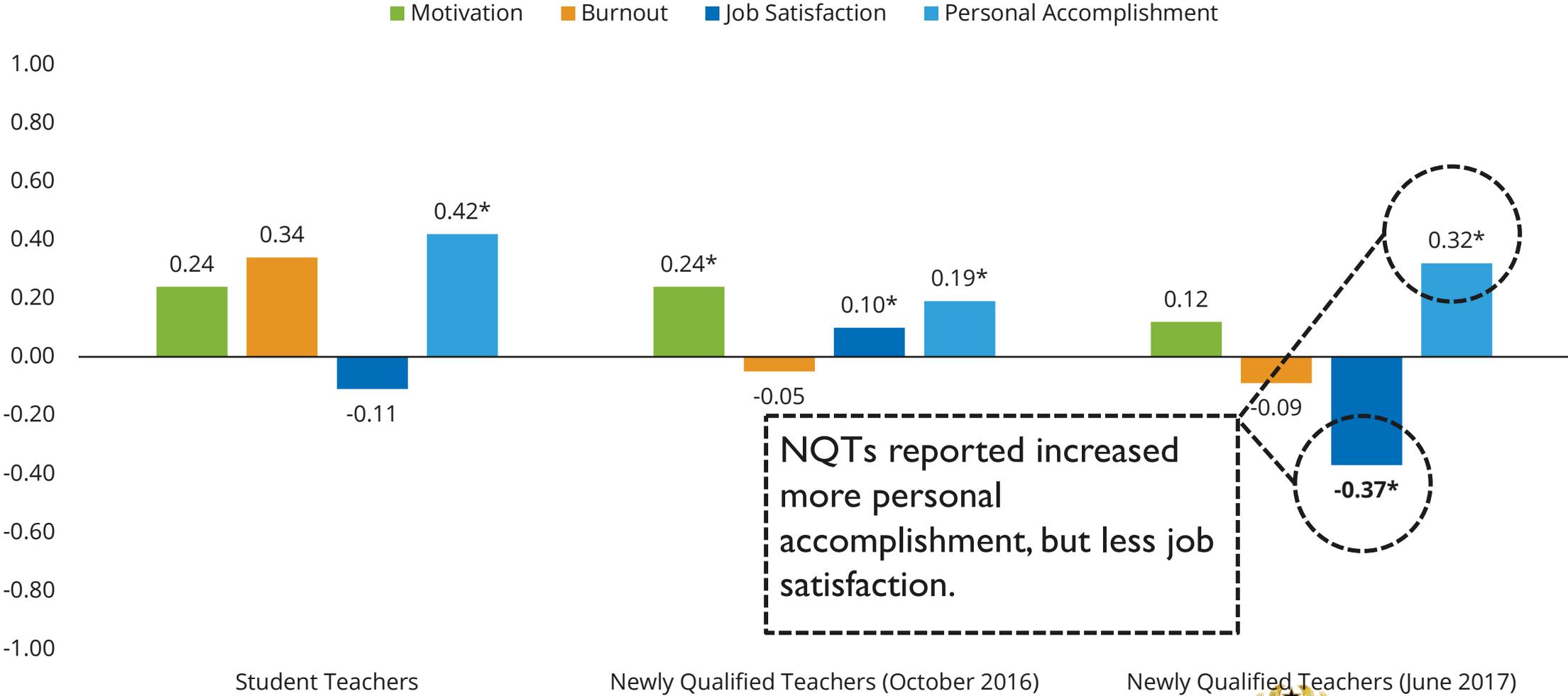
* Indicates statistical significance



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FTTT student-teachers and NQTs reported increased more personal accomplishment, but less job satisfaction as NQTs.



NQTs reported increased more personal accomplishment, but less job satisfaction.

* Indicates statistical significance

FTTT had mixed impacts on teaching quality

Classrooms were video-taped for 45-60 minutes and rated on 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

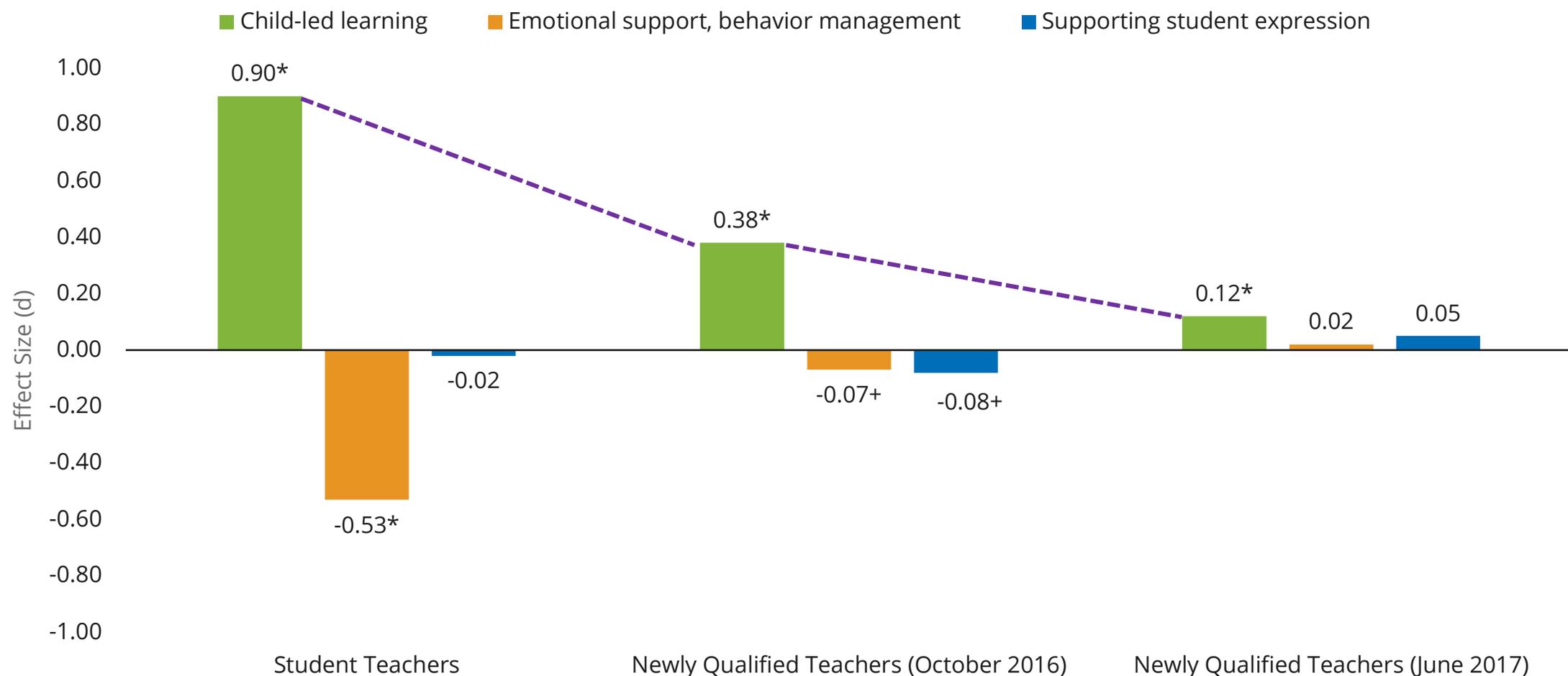
- *Positive climate*
- *Negative climate*
- *Teacher sensitivity/tone*
- *Behavior management*
- *Consistent Routine*

Supporting student expression

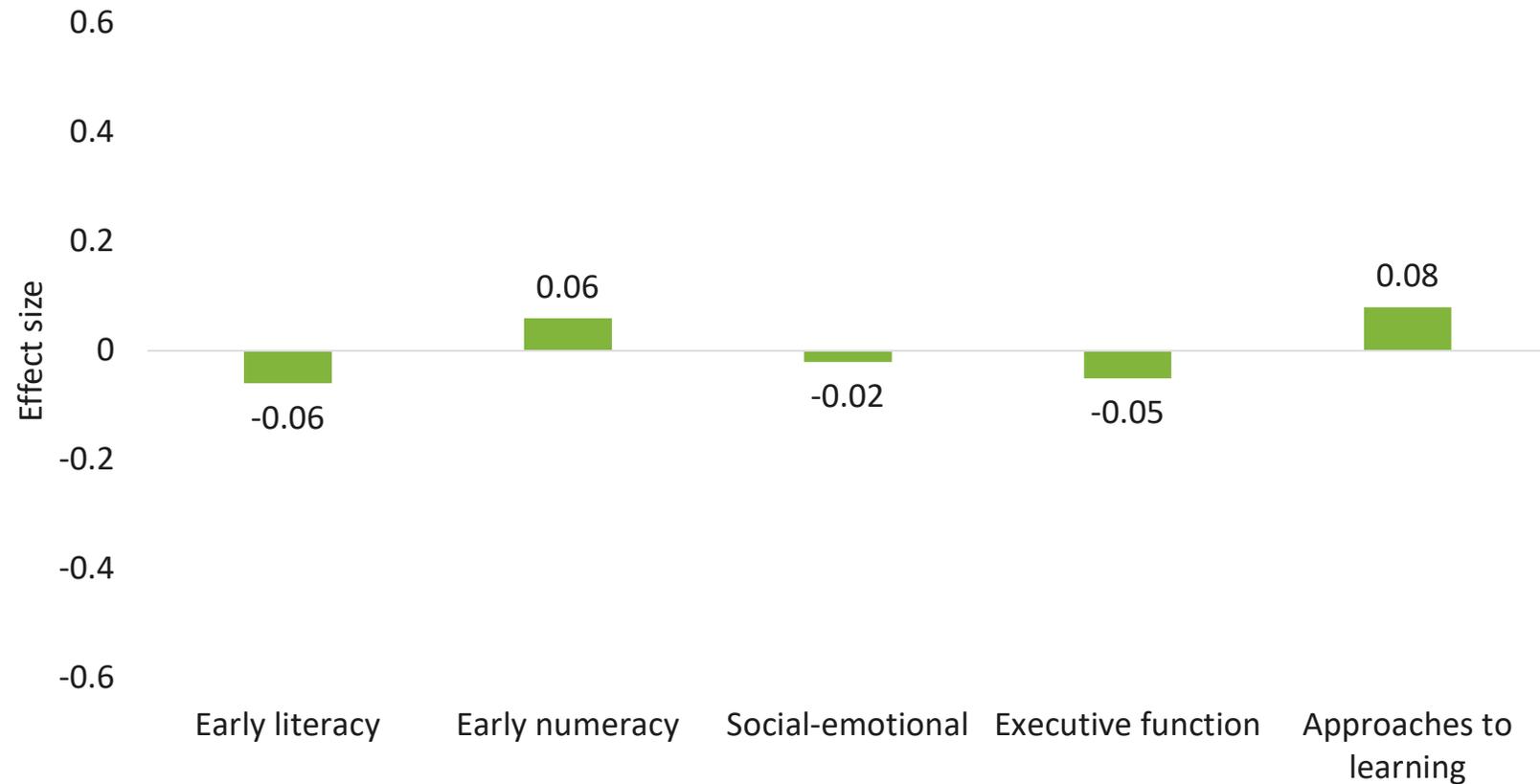
- *Student ideas considered*
- *Reasoning/problem solve*
- *Connections to life*
- *Language modeling*



FTTT increased child-led learning for STs and NQTs, but decreased other elements of classroom quality. All impacts decrease with time.



FTTT did not affect child learning outcomes for NQT's students (note: we do not know for MPCs)



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Unexpected Challenges

- Late postings of NQTs (very few teachers at schools before October)
- 20 teachers were placed as NQTs in non-KG classrooms.
 - NQTs from the FTTT group were more likely to be placed in a KG classroom.
- Some children changed classrooms / teachers during the school year



One year later (June 2018)

Nearly all NQTs are still teaching in the same schools. Those placed in non-KG classrooms are still teaching other grades:

- 3 teachers in Junior high school classrooms
- 17 in primary classrooms (P1 – P4)

Impacts on ECE knowledge persist; but impacts on professional well-being disappear.



Next Steps

- Assess additional ways to train and engage Head Teachers and parents in the KG curriculum.
- Consulting with implementing organization with the following recommendations:
 - Consider providing in-service training and support beyond the student-teaching year, especially for first year NQTs. *Sabre Education is currently doing this.*
 - Teacher postings should be considered to ensure that NQTs are posted in to the classrooms in which they are trained. *This will involve partnering with national and local GES offices.*



Thank you

- Sabre Education
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- Student-teachers / NQTs and their students who participated in this study and shared their passion for teaching with our data collection team. None of this would have been possible without you!



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Reference: Wolf, S. (2018). Impacts of Pre-Service Training and Coaching on Kindergarten Quality and Student Learning Outcomes in Ghana. *Studies in Educational Evaluation*, 59, 112-123.



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