



Ministry of Education
REPUBLIC OF GHANA



Transforming Teacher Education & Learning (T-TEL): *The Effectiveness of Cluster Mentor Training by Colleges of Education.*

Ghana Education Evidence Summit 2018

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

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T-TEL – Transforming Pre-service Teacher Training

A Government of Ghana programme implemented by the Ministry of Education through the National Council for Tertiary Education (NCTE) in collaboration with other education sector agencies. T-TEL is funded by the UK Department for International Development (DFID). Its mission is to transform the delivery of Pre-Service Teacher Education in Ghana by improving the quality of teaching and learning through support to all public Colleges of Education.

1 Improving individual teacher educators' competence

2 Transforming teacher educators' beliefs and practices

3 Overcoming resistance to deliver sustained change



More capable beginning teachers



Pre-service teacher training at baseline (2015)

Learning is academic focused with limited school practice.

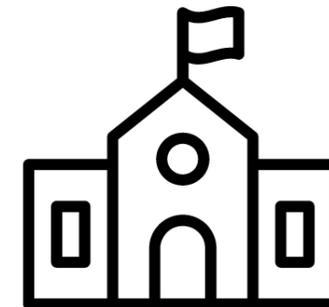


College of Education (CoE)

Limited quality assurance of student teacher experience

Inadequate support to student teachers on practicum

Ad-hoc partnerships



Partner School



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Teaching Practice - Context

There are three parts to the practical teaching experience that Student Teachers at the Colleges of Education undertake.

- **Year 1 students do a 10-day school observation between the first and second semester break.**
- **Year 2 students undertake a 2-4 week On-Campus Teaching Practice (OCTP), which consists of peer and micro-teaching, during the second semester of Year 2.**
- **Year 3 Students do a two-semester teaching practice in a primary school or junior high school in the region of their college of education.**



School Partnerships Intervention

MATERIALS

- 3 Handbooks (Students (60,000); Tutors (2,000); Mentors 7540)
- 3 Years (Y1, Y2, Y3)

ORIENTATE

- 40 Principals
- 118 District Directors of Education
- 689 Circuit Supervisors
- 112 Girls Education Officers

TRAIN TPCs

- 40 TPC
- A total of 12 days of training

School Partnerships Intervention cont.



Improving The Effectiveness Of College Training



College Tutor Capacity Development
(Tutors from Ada College, Ghana)

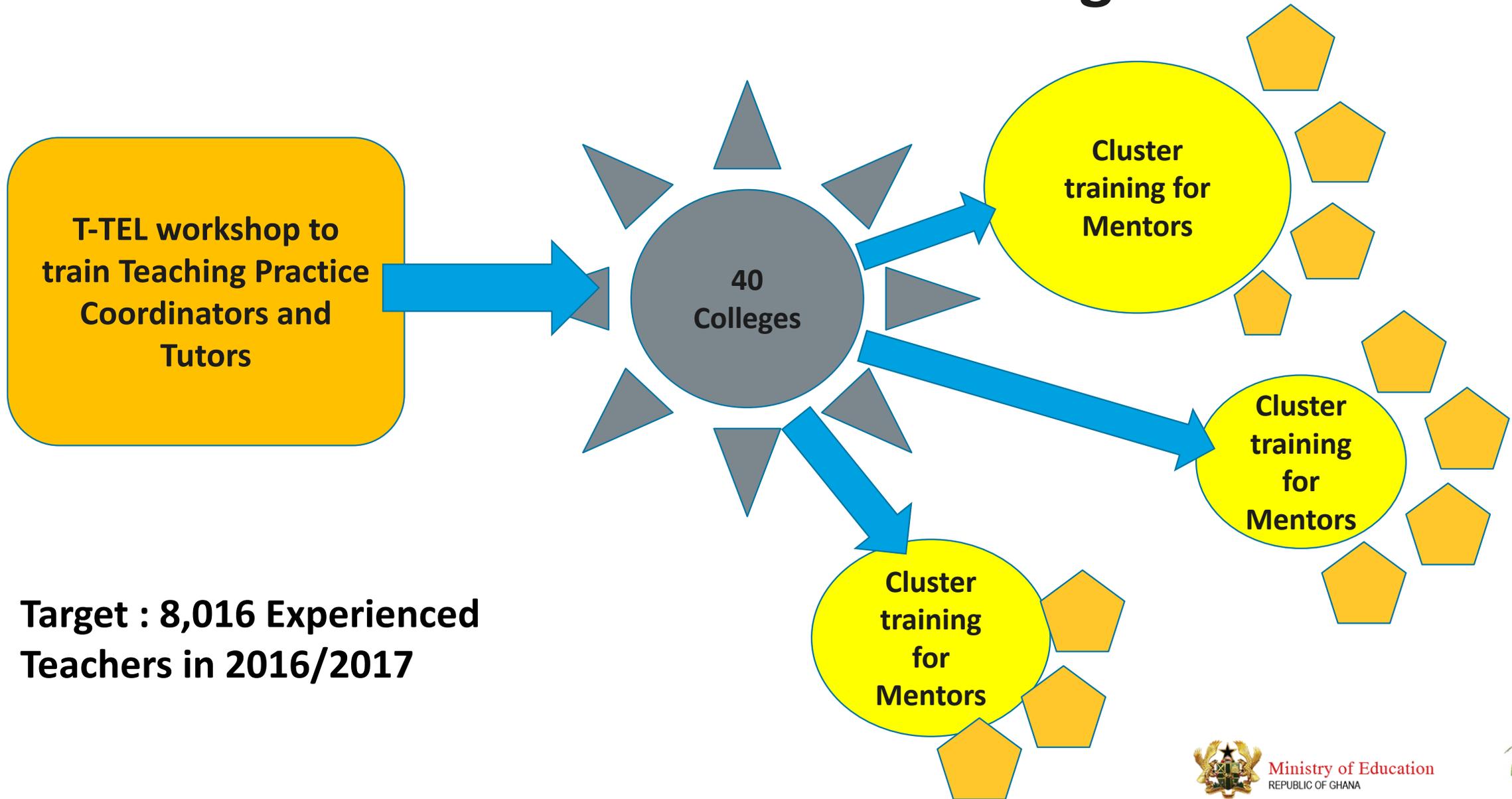


Tutors share skills with teacher trainees
(Tutors and Teacher trainees from OLA College, Ghana)

Classroom application
(Teacher Trainee and Pupils at St Joseph Primary School, Ghana)



Cluster Mentor Training



Target : 8,016 Experienced Teachers in 2016/2017

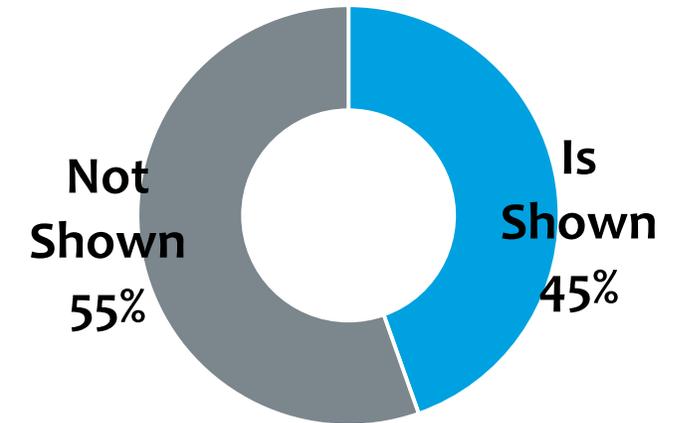


Response from Mentees for 2017 Teaching Practice Materials.

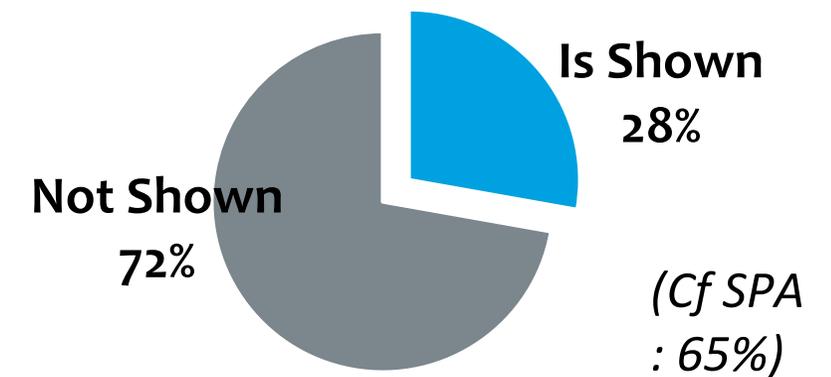
How often does your Mentor use their Mentor Handbook?



Teaching Practice Journal



Student Teacher Handbook



Source: JMK Consulting Firm, Field Data T-TEL, Midline study, 2017



Key findings

From the data available, it seems that **tutors were well prepared, through training delivered by the TPC**, to deliver the Year 1 and Year 2 teaching practice programmes. However, they appear not to have been as ready to support mentors and student teachers in schools

Lead mentors and mentors themselves reported being very satisfied with the training provided by colleges, and fully prepared to implement the learning programme in schools supported by the handbooks.

College tutors and T-TEL staff provided support to mentors and student teachers following mentor training. However, the **frequency and quality of support was insufficient**.



Key findings

The materials were a strong element of the programme of support. Basing them upon UCCs assessment competencies made them immediately relevant and useful to Student Teachers.

The intervention paid close attention to engagement and orientation of District Directors of Education, Circuit Supervisors and Girls Education Officers.

TPCs themselves felt well prepared after the training workshops with T-TEL, and this is borne out by evidence from the cluster training for mentors that shows that TPC and tutors generally covered the required material well, with a few exceptions



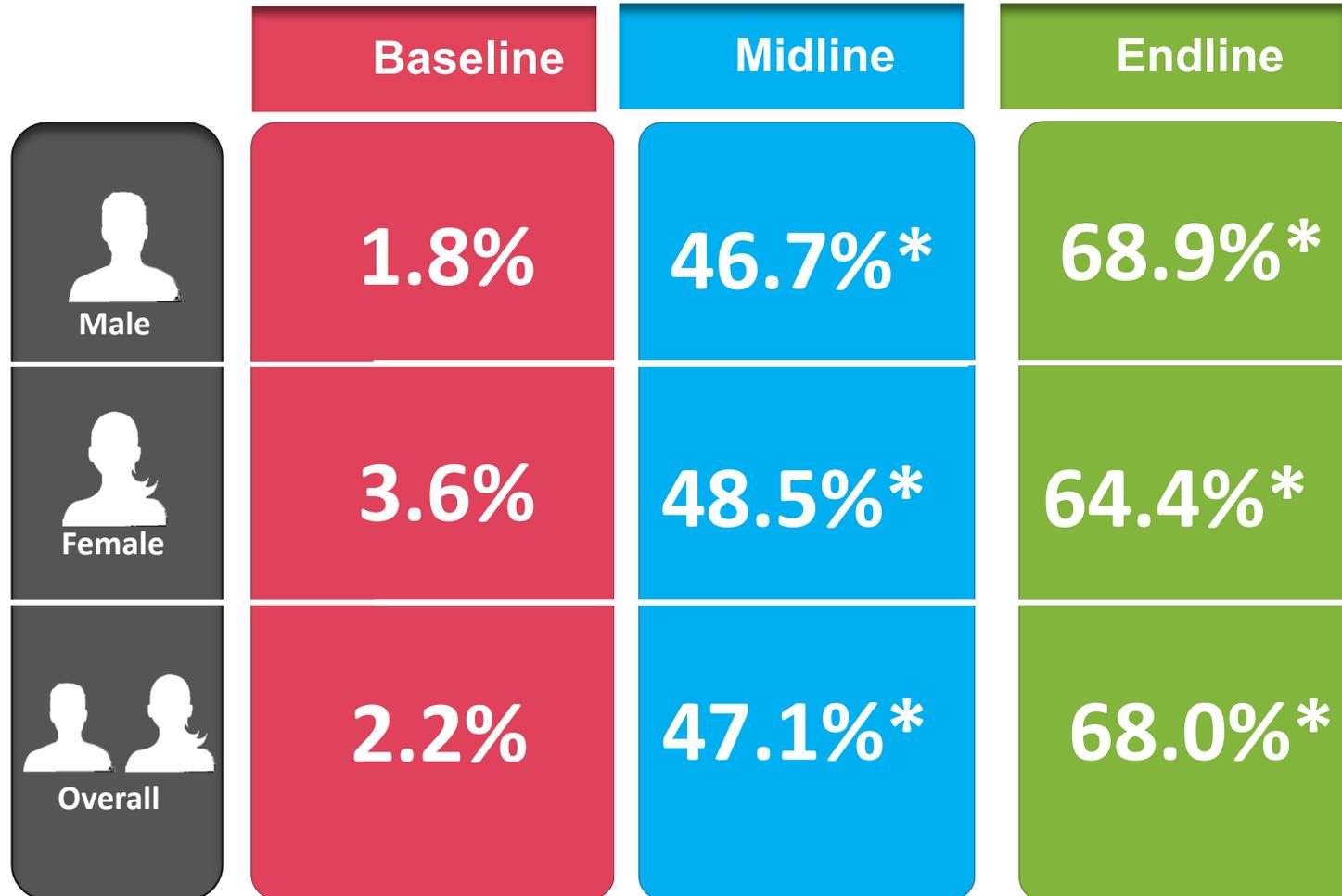
Constraints to Effectiveness of CMT

- Assessment of in-school teaching practice.
- Frequency and quality of link tutor support.
- Information management systems, and communication systems.
Management information systems in schools and colleges are extremely weak. These are required to plan placements, to monitor students' progress, to determine how many books to print, to track the movement of resources.
- Low status of teaching in pre-tertiary schools
- Teachers are not sufficiently motivated to see mentoring as a professional role



Improving pre-service training processes and practices

Output indicator 2.4: % of male and female colleges tutors demonstrating gender-sensitive instructional methods



* $p < 0.05$

Source: JMK Research Group field data, 2015, 2017 & 2018



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Conclusions, Policy Implication and Up-scaling

- Locating the cluster training off the college campus had many benefits. It brought colleges closer to schools and contributed to stronger relationships with schools and districts. It allowed training in reasonable numbers, and the training was easier to attend and more affordable for mentors and district officers because of the proximity to their places of work.
- Colleges must consolidate the work they have done this year by continuing to work with the same partner schools next year. This year, colleges chose schools that were closer to them to make it easier for students to attend weekly classes.



Conclusions, Policy Implication and Up-scaling

- Colleges would benefit from support to their information management systems, particularly around teaching practice, given the large volume of students, schools, mentors, and locations that are involved each year.
- Finally we note that in the new National Teacher Education Curriculum Framework, Supported Teaching in Schools is one of the four pillars, and this will therefore lift the requirements of training of mentors and the effectiveness of teaching practice. A far greater emphasis on supported teaching in schools will require re-engineering of tutors' work schedules so that link tutors are able to provide the support to mentors required, particularly in the first few years of reform.
- In addition, the new PTPDM Policy emphasizes competencies in mentorship as a requirement for teacher career progression. This will therefore be an additional incentive for dedicated interest in the role of mentors in schools.



Thank you



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