



Ministry of Education
REPUBLIC OF GHANA



Transforming Teacher Education and Learning (T-TEL): Qualitative Study

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

Abdul-Karim Kadiri

Research, Monitoring and Evaluation Officer

Transforming Teacher Education and Learning (T-TEL)

abdul.karim-Kadiri@t-tel.org





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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



Overview & Research Questions

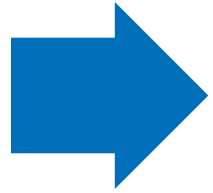
- Conducted from October 2016 – January 2017 after T-TEL baseline study at five case study Colleges of Education (CoEs)
- The study sought to answer the following research questions:
 1. What are the enablers and constraints on CoE actors (leaders, tutors, mentors) with regard to changing their practices and professional behaviour in order to produce better teachers?
 2. How and to what extent have T-TEL activities affected change in CoE actors' practice and behaviour?
 3. How and to what extent will these changes affect newly qualified teachers.



Research methods and respondents

- These questions were answered through collecting data via focus groups, interviews and questionnaires with college leaders, tutors and Year 1&2 Student Teachers.
- In-depth semi-structured interviews were also conducted with Lead Mentors, Mentors and Mentees at associated Teaching Practice schools.
- In addition to these research methods, informal lesson observations and discussions were used to further triangulate data and deepen analyses.
- The respondents were drawn from five case study colleges that provided an indicative representation of the nation's public CoEs based on geography, principal's gender, gender profile of the students, and management history of the college (mission vs. government).
- These criteria and the overall case study approach allowed for robust cross-case comparisons, which facilitated the delineation of themes and issues that were common across all contexts and/or were specific to a particular college.





Key Findings

For Tutors

It is important to emphasize that the issues identified in this study have now been worked on jointly with the National Council for Tertiary Education (NCTE).

Tutors are centrally located within the broader lecture & exam culture:

Theory: the majority of tutors knew that student-centred pedagogy is most effective for student understanding/engagement (there is also a wide spectrum of interpretations of student-centred)

Reality: When the study was conducted, student-centred pedagogy was not a priority among tutors. Exam scores were a priority and can be produced without substantive understanding/engagement.



Other key findings from Tutors:

Gender sensitive pedagogy:

- Tutors had a broad valuing of equality and equated gender sensitive pedagogy with equality of opportunity (asking equal number of questions to males/females, if males do an activity females go next, etc.). Observations would indicate males still dominate Q&A.
- However, there is rarely any nuance beyond equal opportunity. Tutors had an intuitive understanding of the term but had no explicit or comprehensive training in it.

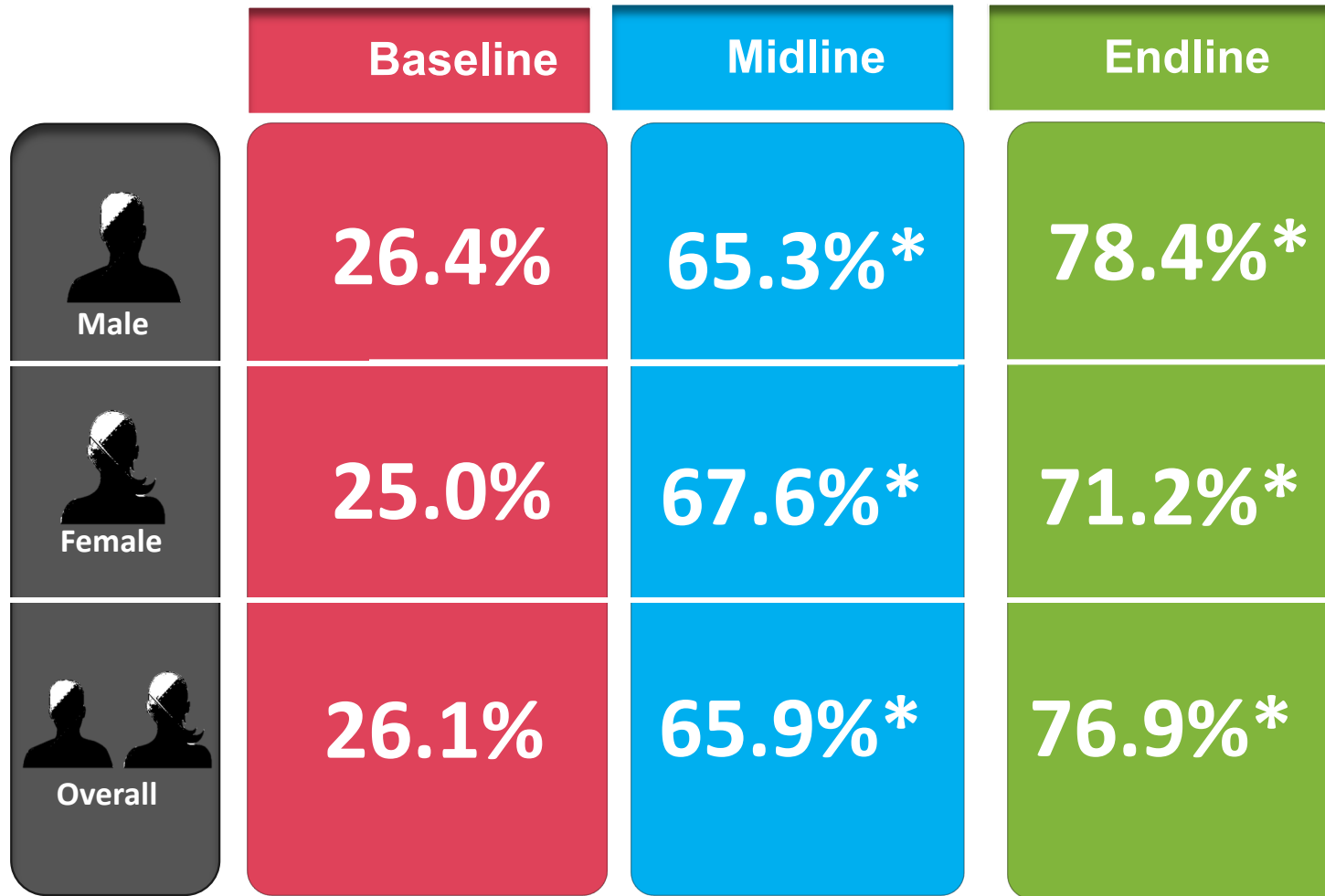


Addressing the issue – Student centered pedagogy

- ❑ Having identified the reasons why tutors were not using student centered methods, T-TEL worked with the National Teaching Council (NTC) and the Colleges of Education to develop Tutor Professional Development (TPD) materials to encourage tutors to consider how to apply the strategies in their own teaching in their classrooms.
- ❑ T-TEL also supported the Colleges to organize Professional Development Sessions (PDS) across all colleges at least once a week.
- ❑ The result is that there has been a significant improvement across all Colleges in the use of student centred teaching methods.



Results: Output indicator 2.2: % of male and female tutors demonstrating student-centred teaching methods



* $p < 0.05$

At the time of this qualitative study 26.1% of tutors were observed using student focused teaching methods, by endline, this has increased significantly to 76.9% as a result of the PDS intervention

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



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Addressing the issue – Gender sensitive pedagogy

- ❑ Embedded in each PD materials are approaches to address gender sensitive pedagogy

- ❑ This includes topics that focus on;
 - Extent of equal treatment of female and male students (with regard to questions, discussion, participation, encouragement, classroom leadership, etc.)

 - Usage of gender-responsive strategies (with regard to challenging traditional gender roles in teaching and learning materials, examples, activities, etc.)

 - Use of techniques to address mixed abilities (Uses peer teaching, Gives individual coaching/support, Has students give each other support in mixed ability groups etc.)



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

	Baseline	Midline	Endline
Male	1.8%	46.7%*	68.9%*
Female	3.6%	48.5%*	64.4%*
Overall	2.2%	47.1%*	68.0%*

* $p < 0.05$

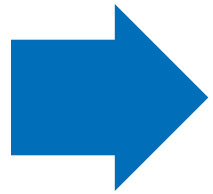
Again we can see significant change from the time of the qualitative study across midline to endline.

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



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Key Findings

For Teaching Practice Mentors and Mentees (Year 3 students)

It is important to emphasize that the issues identified in this study have now been worked on jointly with the National Council for Tertiary Education (NCTE).

Key findings from Mentors/Mentees:

Student-centred pedagogy:

Theory: The majority of Mentors/Mentees thought that student-centred pedagogy is a good thing (again, there is a spectrum of interpretations of what constitutes student-centred pedagogy)

Reality: They had many challenges for using it in basic schools: class size, time, managing children, managing groups, TLMs, furniture. The common result is use of Q&A and use of found objects.



Key findings from Mentors/Mentees:

Gender sensitive pedagogy:

- Most mentors/mentees were not familiar with the term, but when explained most said they were doing it.
- Like Tutors, Mentors/Mentees had a general valuing of equality, and equated gender sensitive pedagogy with equality of opportunity (asking equal number of questions to males/females)



Addressing the issues – Mentor/Mentee findings

- ❑ T-TEL worked with NCTE, Girls Education Unit (GEU) and the Colleges to provide teaching practice handbooks to teaching practice coordinators in each College, lead mentors, mentors and mentees
- ❑ T-TEL in collaboration with NCTE trained teaching practice coordinators from all public Colleges of Education
- ❑ NCTE and T-TEL supported the Colleges to train lead mentors and mentors from their teaching practice schools
- ❑ Topics covered during the training include;
 - Use of gender-sensitive mentoring strategies
 - Use of learner centered strategies in teaching and learning



Results: Output Indicator 2.3 Number/% of male and female mentors using gender-sensitive practicum mentoring strategies

	Baseline	Midline	Endline
Male	1.2%	12.2%*	27.2%*
Female	2.0%	10.7%*	23.0%*
Overall	1.6%	11.5%*	25.0%*

* $p < 0.05$

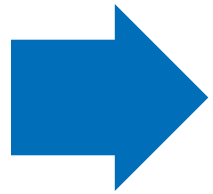
Again we can see significant change from the time of the qualitative study across midline to endline.

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



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Key Findings

For Year 1 & 2 Students

It is important to emphasize that the issues identified in this study have now been worked on jointly with the National Council for Tertiary Education (NCTE).

Key findings from Yr 1 and 2 students:

Student-centred pedagogy:

- As learners, student teachers have a definite preference for activity-based, student-centred methods in their CoEs (more engaging, apply knowledge, understand/retain it better)
- Some believed that lecturing is adequate with regard to passing exams, but many don't enjoy it.
- Many students do see a difference between learning/understanding and passing exams (the latter being 'chew and pour')

Gender sensitive pedagogy:

Again, there was an interpretation that gender sensitive pedagogy is equality of opportunity and not much more.

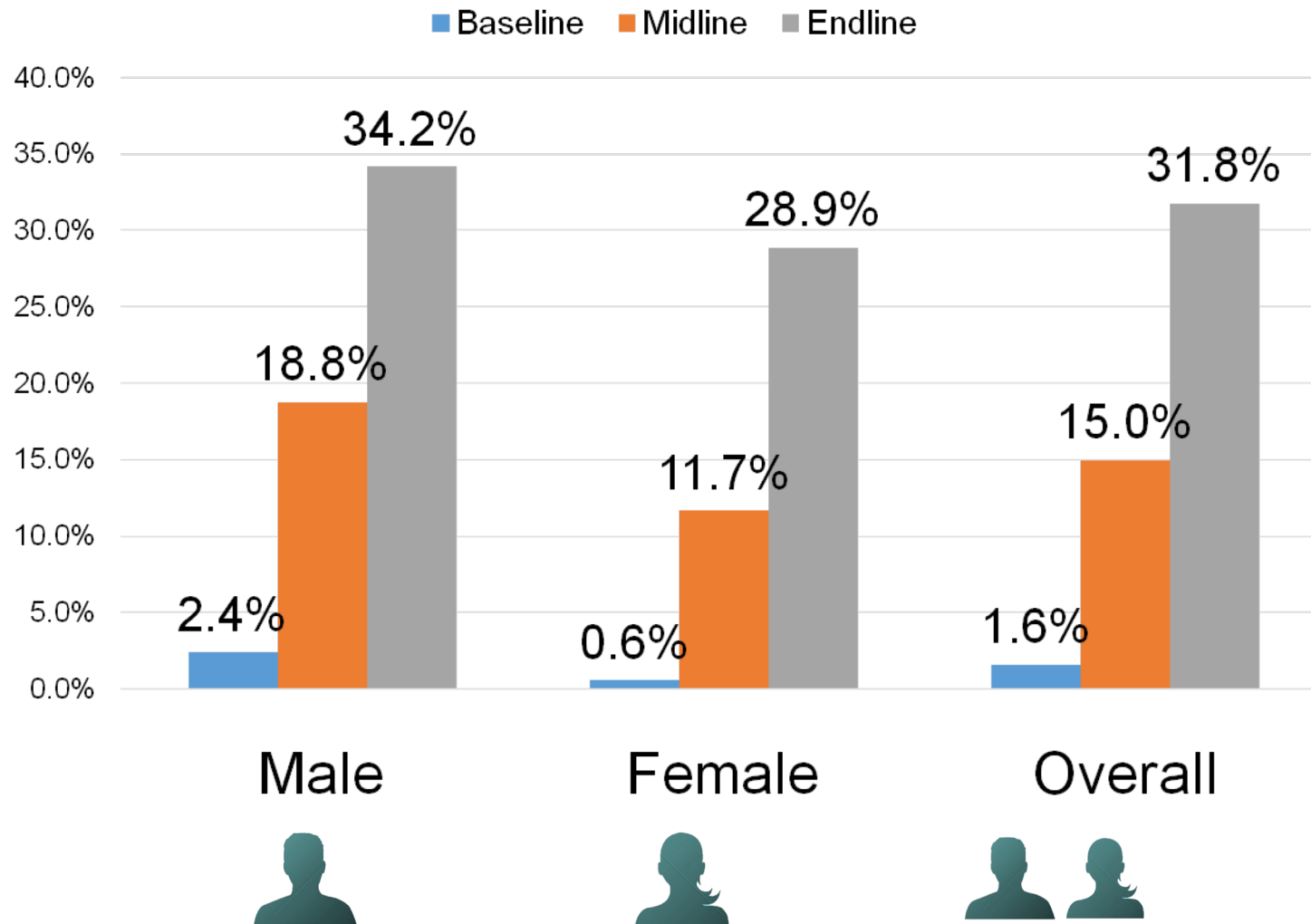


Addressing the issues – Year 1 & 2 students

- ❑ T-TEL's theory of change assumes that as teaching and learning improves at the Colleges, this will lead to changes in professional behaviour, performance and teaching skills of student teachers.
- ❑ This assumption is based on evidence that newly qualified teachers are strongly influenced by models of good practice that they experienced as students in Colleges.
- ❑ From the independent evaluations where tutors have significantly improved their use of student centered teaching methods, it is expected that new teachers would teach as they have been taught, basing classroom lessons and instructional methods on the styles and strategies they have experienced in their own schooling (colleges), or observed in the schools where they are teaching (teaching practice schools).



Results: Outcome indicator 2: % of male and female beginning English, mathematics, and science teachers demonstrating core competencies in the PTPDM policy framework



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

List of core competence in PTPDM assessment domains

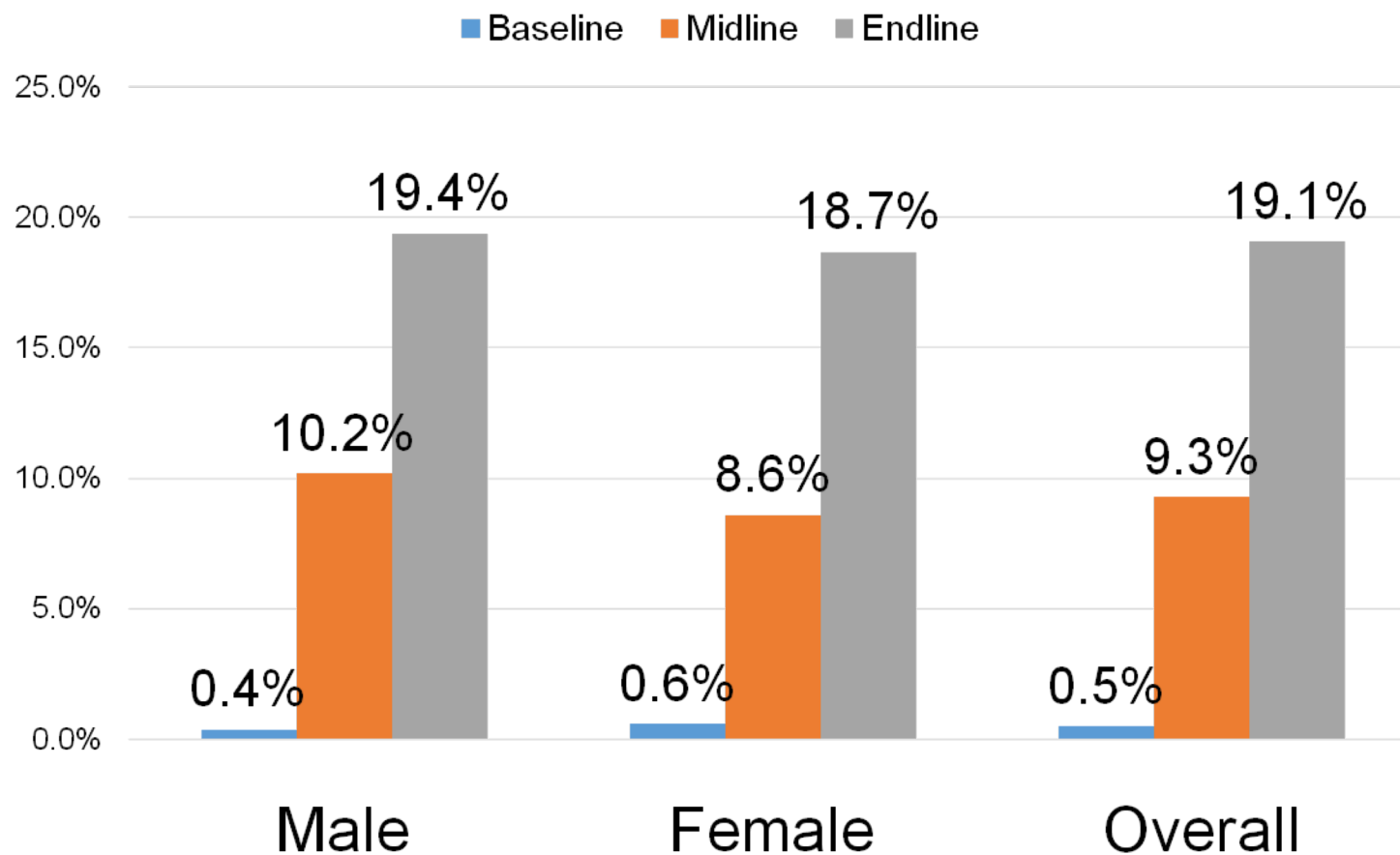
- Use of strategies to open the lesson
- Use of strategies to provide clear explanations for new concepts or skills
- Use of different teaching and learning materials
- Asking pupils a range of questions during the lesson
- Use of strategies to assess pupil understanding
- Giving constructive feedback on student's answers
- Use of techniques to address mixed abilities
- Use of strategies to effectively manage a class
- Paying attention to the seating arrangements in the classroom
- Having a clear, high-quality lesson plan for parts of the lesson



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Results: Outcome indicator 4: % of male and female beginning teachers demonstrating gender-sensitive strategies



List of gender-sensitive and student-centred domains

- Application all teaching methods equally to male and female students
- Use of gender-responsive strategies to challenge gender roles and gender norms
- Having clearly paid attention to the seating arrangement in the classroom

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



Conclusion

- ❑ **Innovation:** The approach to professional development session (PDS) is something that has never happened in Ghana. It is a peer-led professional development approach that is contributing to improving teaching and learning at the colleges.
- ❑ **Policy Implication:** This peer-led professional development approach when adopted at all levels of the education system will lead to improved teaching and learning in the educational sector. It has policy implication for in-service training.
- ❑ **Up-scaling:** There is a need to link this approach to policy. We need to get a policy that can institutionalize peer-led professional development and sustain this practice.





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