

**MINISTRY OF EDUCATION
GHANA EDUCATION SERVICE**

**PRE-TERTIARY TEACHER PROFESSIONAL
DEVELOPMENT AND MANAGEMENT IN GHANA**

**POLICY
FRAMEWORK**

January 31, 2012

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Forward

Preparing Teachers for quality education in Ghana requires policies and practices which make teaching an attractive profession. This can only happen if the teaching profession is governed by policies that raise the profile and status of teachers to attract the highest calibre of candidates. The demands of education for the 21st Century Ghana, requires a teacher that is adequately prepared, motivated and working under conducive conditions to be able to assure quality education.

Therefore, this policy framework for teacher development and management has come at an opportune time as the country seeks to significantly raise the quality of education. It is comprehensive in scope and depth and has received the widest consultation and inputs from key stakeholders. Its implementation should ensure that the country produces teachers of the highest professional standing, working under conditions of service high enough to motivate excellence in the teaching profession.

I am pleased that as a policy document it has gone through wide consultation and review, and because of that, should enjoy the support of all in the teaching profession and institutions that train or manage teachers. I believe it represents a landmark document for charting a new course for teacher development and management that will serve the country well.

On behalf of the Ministry of Education I will like to thank all who have contributed to this important policy document, especially the team at the Teacher Education Division who spearheaded its development. I call on all those involved in the training and management of teachers in Ghana to wholeheartedly embrace this policy framework and use it as a reference to train, support and motivate teachers.

Signed

Minister of Education

Acronyms

CBI:	Cluster Based INSET
CL:	Curriculum Leader
CPD:	Continuous Professional Development
DIC:	District INSET Committee
DTST:	District Teacher Support Team
GES:	Ghana Education Service
ICT:	Information and Communication Technology
INSET:	In-Service Education and Training
LT:	Licensed Teacher
MOE:	Ministry of Education
NAB:	National Accreditation Board
NCTE:	National Council for Tertiary Education
NIC:	National INSET Committee
NIU:	National INSET Unit
NTC:	National Teaching Council
ODL:	Open and Distance Learning
PGDE:	Post-Graduate Diploma in Education
PTPDM:	Pre-tertiary Teacher Professional Development and Management
REO:	Regional Education Offices
SBI:	School-Based INSET
TED:	Teacher Education Division
UTDBE:	Untrained Teachers Diploma in Basic Education

SECTION 1 BACKGROUND

1.1. Introduction

- 1.1.1. 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 education systems reap the full potential of teachers' contribution to quality education. Over the years, Ghana has reformed and restructured its teacher educational system in response to demands of new visions and mission for education. 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 education establishment to achieve national education goals. Policies, on the expectations from institutions which train teachers and those offering a range of continuous professional development (CPD) programmes, as well as the responsibility of government towards teachers' welfare and working conditions, have been inadequate. This policy framework is intended to ensure that teachers are adequately prepared to respond to the changing needs of education in Ghana. More importantly, it is to ensure that there are clear and explicit standards which govern the development and management of pre-tertiary teacher education in Ghana.
- 1.1.2. The policy framework shall be known as the Pre-tertiary Teacher Professional Development and Management (PTPDM) policy of the Ministry of Education (MOE). As the name suggests, its focus shall be on issues that relate to teacher development and management of pre-tertiary education in Ghana. This PTPDM policy framework stipulates the philosophy, vision, core values, goals, policy objectives, core policy statements and institutional structures and responsibilities for delivering the kind of teacher or manager that will facilitate quality education.
- 1.1.3. The policy draws on the 2008 Education Act. The Act calls for the establishment of a National Teaching Council (NTC) with responsibility for setting professional standards and code of practice for professional development, registration and licensing of teachers. Section 10 of the Act stipulates that the NTC shall be responsible for establishing: (a) the framework for employment of teachers, (b) in-service education and training (INSET), (c) and the periodic review of professional practice and ethical standards for teachers and teaching. The teacher development and management policy framework defines the areas and principles for achieving these goals of the 2008 Education Act.

1.2. Vision

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

1.3. Core Values

1.3.1. Teacher professional development and management in Ghana shall reflect commitment, attitudes, ethics and morals that should promote quality education for all Ghanaian children.

1.4. General Philosophy

1.4.1. Teacher professional development in Ghana shall reflect the training needs of teachers, recognize and reward their professional growth and achievements.

1.4.2. Teachers' career advancement shall be based on a planned and managed process in which evidence of professional growth and achievement shall become the basis for career progression and rewards.

1.4.3. Teacher education and training shall comprise pre-service and a system of regular in-service starting with an induction programme into teaching for all graduating teachers from Colleges of Education, the Universities and other accredited tertiary institutions.

1.5. Goals

1.5.1. The PTPDM policy aims to:

- ✓ Provide the framework for developing standards, core values and ethics for the teaching profession in order to foster the development of a world-class teacher capable of contributing significantly to student learning and achievement;
- ✓ Develop teachers' ability to adopt reflective teaching approaches to enhance the quality of lesson delivery in Kindergarten, Primary, Junior High, Senior High Schools and Technical and Vocational Institutions;
- ✓ Specify principles for teacher management in order to motivate excellence in teacher performance and commitment to lifelong learning;
- ✓ Provide areas for setting regulatory standards to govern teachers' work and living conditions in order to make teaching an attractive and rewarding career;
- ✓ Foster the notion of teaching as a life-long career which is linked to an evidence-based system of career advancement and promotion; and
- ✓ Promote awareness of the importance of teacher welfare and working conditions to raise the value and social status of pre-tertiary teachers in Ghana.

1.6. International Policies on Teaching

1.6.1. This 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 (ILO/UNESCO, 1966). Aspects which are particularly relevant to Ghana's teacher development and management policy are as follows:

- ✓ Policy governing entry into preparation for teaching should rest on the need to provide society with an adequate supply of teachers who possess the necessary moral, intellectual and physical qualities, and who have the required professional knowledge and skills;
- ✓ The status of teachers should be commensurate with the needs of education as assessed in the light of educational aims and objectives; it should be recognized that the proper status of teachers and due public regard for the profession of teaching are of major importance for the full realization of these aims and objectives;
- ✓ Authorities and teachers should recognize the importance of 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;

- ✓ Authorities, in consultation with teachers' organizations, should promote the establishment of a wide system of INSET, available free to all teachers;
- ✓ Teachers should be given both the opportunities and the incentives to participate in courses and facilities and should take full advantage of them;
- ✓ Promotion should be based on the objective assessment of the teacher's qualifications for the new post, by reference to strictly professional criteria laid down in consultations with teachers' organizations; and
- ✓ Professional standards relating to teacher performance should be defined and maintained with the participation of the teachers' organization

(ILO/UNESCO Recommendations Concerning the Status of Teachers,
1966; p 21-24).

SECTION 2 CORE POLICY AREAS

2.1. The Regulatory Framework

- 2.1.1. The 2008 Education Act calls for the establishment of the NTC. The NTC shall be responsible for providing details of a competency based teacher standards. It shall also provide a set of standards for regulating the provision of INSET, and other forms of teacher development programmes such as sandwich courses and Distance Learning programmes for upgrading teachers qualifications. However, the National Accreditation Board (NAB) shall be responsible for the accreditation for teacher education programmes in collaboration with the National Council for Tertiary Education (NCTE)/
- 2.1.2. In operationalising the policy, the NTC shall work with the Divisions and Directorates of the GES, Colleges of Education, accredited Universities offering education, to implement the teacher professional development aspects of the policy as set out in this policy framework document.

2.2. Competency-Based Framework and Professional Standards

- 2.2.1. The NTC in consultation with recognised teacher unions, the GES, Colleges of Education, the Teacher Education Universities and other relevant bodies, shall be responsible for developing detailed standards and competencies in the following areas:
- ✓ Professional attributes and values;
 - ✓ Planning teaching and learning; and
 - ✓ Observable classroom skills - Classroom teaching and management; assessment of learning, feedback, recording and reporting.
- 2.2.2. All teacher professional development programmes shall adopt a competency-based approach in both programme specification and assessment scheme.
- 2.2.3. The provision of Pre-Service Training (PRESET), INSET and short courses for upgrading teachers' qualification shall be guided by the following standards of professional practice:

- ✓ **Communication and Interpersonal Skills** - Teachers shall;
 - demonstrate instructional and social skills that would assist students to interact constructively with their peers;
 - develop trusting and supportive relationships with students;
 - demonstrate ability to share students' progress with parents and the school-community; and
 - demonstrate good command in both English and relevant Ghanaian language(s);
- ✓ **Technical Skills** – Teachers shall develop the ability to select, adapt and/or develop pedagogical materials to meet instructional objectives and student learning needs. Teachers shall also be expected to demonstrate adequate mastery of their teaching subjects and develop skills in assessment to monitor and evaluate learning; and
- ✓ **Management and leadership skills** – Teachers shall develop appropriate classroom management skills that do not dehumanise the child (e.g. the use of canning), and demonstrate willingness and ability to take on school management and leadership responsibilities.

2.3. Pre-Tertiary Education Sector

2.3.1. Pre-tertiary education consists of 1) the basic school level, 2) the second cycle level which consists of senior high school, technical /vocational institutions and 3) special schools. These three levels constitute the pre-tertiary education level.

2.4. Teachers in Pre-Tertiary Education Sector

2.4.1. All teachers are categorized into professional and non-professional teachers.

2.4.2. The minimum teaching qualification of professional teachers for basic school level shall be the Diploma in Basic Education obtained from an accredited higher educational institution for training teachers.

2.4.3. The minimum teaching qualification of professional teachers for second cycle level is a Bachelors degree in Education designed in the appropriate subject(s) for that level; or a

BA/BSc (in any teaching subject) in addition to a post-graduate diploma in education (PGDE) or its equivalent.

2.4.4. Non-professional teachers are categorized into:

- ✓ Persons holding the Senior High School (SHS) certificate with three credits, including English and Mathematics.
- ✓ Persons with diploma from accredited polytechnics and other non-teaching tertiary institutions (e.g. HND).
- ✓ University graduates (without certificates in education).

2.5. Teacher Development Programmes and Activities

All Teacher professional development programmes and activities shall ensure that they are:

- ✓ **Fit for purpose** – programmes and activities should equip teachers to meet specific demands of teaching and the management responsibilities that go with these demands; and
- ✓ **Relevant to national needs** – programmes and activities should be designed to reflect the aims and objectives of pre-tertiary education in Ghana.

2.6. The Socio-Economic and Professional Status of Teachers

2.6.1. The PTPDM policy recognizes that teachers will deliver quality education based on a high standard of working and living conditions. Consequently, welfare conditions such as provision of suitable accommodation for teachers, incentives and other inducements especially for those serving in deprived areas, shall receive priority attention at national and decentralized levels of government.

2.6.2. A contract stating teachers' duties and responsibilities shall be introduced to and signed by teachers at the Beginning Teacher stage. It shall emphasize in particular teachers' commitment to attend school regularly, and on time, and a commitment to ensure a congenial school environment that respects the rights of children to pursue an education of high quality.

- 2.6.3. All teachers shall be required to exhibit the highest sense of professionalism in their dealings with students, parents or guardians and school community members. In particular, all acts of abuse against children in their care shall be deemed as a serious breach of the professional code of conduct and shall attract the necessary sanctions.
- 2.6.4. Benefits, career progression and opportunities for continuing professional development shall be used to enhance the status of teaching as a worthwhile career in society.
- 2.6.5. Each district shall be supported by the NTC to draw up its own strategy to attract and retain teachers.
- 2.6.6. A teacher appraisal scheme shall be introduced by the GES and NTC. Appraisal shall be used to identify areas where a teacher might need support for growth. It shall also be used to recognize and record their achievements.
- 2.6.7. Information from teachers' appraisal shall form an important component of assessment for promotion.
- 2.6.8. All teachers, irrespective of location, gender, and ethnicity shall be offered opportunities to showcase their professional achievements at school and/or district level. Those judged to have made recognizable impact on student learning and achievement and enhanced the image of the profession shall be recommended for district and national awards.
- 2.6.9. The policy recognises the teacher's professional code of conduct as a preferred document to manage teachers

2.7. Career Structure of Professional Teacher

- 2.7.1. A new career structure of pre-tertiary professional teacher based on evidence of professional accomplishment at the classroom and/or school management, or district level shall replace the old career structure which promoted teachers largely on the basis of years of teaching (see Table 1).
- 2.7.2. The new career levels shall provide the basis for mapping salary levels linked to job responsibilities at the different levels.
- 2.7.3. The number of years indicated in the career progression scheme represents the minimum period before applying for promotion into the next level. Promotion shall not depend solely on the number of years in teaching.

Table 1: New Career Levels of Pre-Tertiary Professional Teachers

Minimum Years of Service on rank	Career Level	Competency Description
1	Beginning Teacher (Diploma) Beginning Teacher (Graduate) ¹	Has acquired basic knowledge and skills in teaching from an accredited training institution and capable of performing basic functions of a classroom teacher under supervision and guidance.
3/4 ²	Licensed Teacher(LT)(Diploma) Licensed Teacher (LT) Graduate)	Has met requirements for licensing after completing an accredited programme of induction. Can perform professional responsibility under supervision and guidance.
3	Senior Teacher II	Can perform professional responsibilities (at School and Cluster levels).
3	Senior Teacher I	Is capable of offering guidance, mentoring and coaching to other teachers at School, Cluster and Circuit level.
3	Principal Teacher II	Can serve as a head of basic school and/or a resource person, programme coordinator, counsellor, coach other teachers and implement strategies leading to improving classroom teaching and learning at School, Cluster, Circuit and District level (DMT/DTST).
3	Principal Teacher I	Can serve as a head of basic school and /or a resource person, coach other teachers and implement strategies that leading to improving classroom teaching and learning in a School, Cluster, Circuit, District and Regional level.
3	Chief Principal Teacher	Can serve as a head of senior high school. Developed a range of instructional and administrative leadership qualities and capable of formulating comprehensive strategies for implementing change at school, District, Regional and National levels.
3	Director II (Admin/Academic)	Capable of managing schools and education staff at district level to secure qualitative improvements in schools.
-	Director I (Admin/Academic)	Highly skilled manager of education capable of developing and implementing system-wide strategies for school improvement at primary and secondary level. Demonstrates strong education leadership qualities for system-wide management.

2.7.4. All professional teachers shall 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 (2008 Education Act). Teachers with provisional license shall be classified as a 'Beginning Teacher'. All Beginning Teachers shall undergo Induction and attend required Initial INSET programmes within the first year of their teaching career.

¹ Both graduate and diploma teachers will undergo Induction and required initial INSET programmes as Beginning Teachers. .

² Licensed Teacher (Diploma) requires at least four year to move to the next level (Senior Teacher II) whiles the Licensed Teacher (Graduate) requires at least three years in performance.

- 2.7.5. Beginning teachers shall be eligible for Licensed Teacher (LT) status after completion of the Induction and required Initial INSET programmes. License for LT shall be provided from the NTC upon submission of a certified teaching portfolio which shows evidence of achieving standards expected after undergoing Induction and required INSET programmes. The District INSET Committees (DIC) shall collect the information on achievement of these standards and submit them to the NTC.
- 2.7.6. All LTs shall be assigned mentors –a Senior Teacher I. Mentors shall be required to have training in mentoring.
- 2.7.7. A teacher shall be eligible to apply for the position of a head of school from Senior Teacher I level. Any teacher appointed to be head of a school shall receive special training prior to assuming that role. A head of school's appraisal shall place emphasis on evidence of effectiveness in managing teachers to achieve whole school development.
- 2.7.8. Teachers may choose or be recommended for a career path in education management after the Principal Teacher II level. For those opting for education management path they shall have to provide evidence of their management and leadership competences with supporting evidence from their heads of schools. Such teachers shall also be expected to provide evidence of attendance at INSET to develop further their management and administrative skills.

2.8. Promotion and Renewal of License of Professional Teacher

- 2.8.1. Promotion of professional teacher shall be based on interview and portfolio assessment. A teacher shall present to the interview board, after completion of the requisite application forms for promotion in which they shall provide evidence of their professional accomplishments in the classroom and school level (attendance of SBI/CBI), and/or their contributions to education in the local community.
- 2.8.2. A teacher who fails to satisfy conditions for promotion shall be eligible to reapply. Such teachers shall be given opportunities to attend further INSET to develop the required competencies.
- 2.8.3. The NTC, in collaboration with the University of Education, Winneba, the University of Cape Coast and any other accredited institutions training teachers, shall prepare detailed competency requirements for each career level and how they will be assessed for promotion.

- 2.8.4. Professional Teachers will be required to maintain their license through participation in INSET programmes periodically to update their knowledge and skills. Such participation will earn them credits which they can use for promotion or further teacher development training. The general regulation on the renewal of license shall be determined by the NTC.

2.9. Non-Professional Teacher

- 2.9.1. The NTC shall issue a provisional license to non-professional teachers.
- 2.9.2. A non-professional teacher shall initially be required to renew the provisional license by the end of the second year of service. Renewal of the license shall be subject to an appraisal by the NTC.
- 2.9.3. Non-professional teachers are required to obtain the minimum qualification for licensing (i.e. diploma in Basic Education) to be a beginning teacher by a period of time determined by the NTC.

2.10. Efficiency Management

- 2.10.1. Teacher management shall be decentralised to district and school level.
- 2.10.2. To improve efficiency of pre-tertiary education delivery emphasis shall be placed on the local management of teachers and schools. Schools shall be expected to keep a record of teacher attendance and compliance with NTC determination of duration of hours to be spent in school by teachers as well as INSET courses attended to update knowledge and skills.

2.11. Teacher Demand and Supply

- 2.11.1. The system of teacher demand and supply shall be decentralised to the District level. The

District shall have responsibility to recruit and retain teachers in accordance with harmonised policy guidelines and regulations by the NTC.

2.11.2. Teacher recruitment, deployment and requests for transfer shall be handled at district level and in accordance with regulations set by the NTC.

2.11.3. Recruitment into teacher training shall be based strictly on projections of teacher demand in each district level, and in accordance with regulations set by the NTC and the GES.

2.11.4. Each District shall be required to provide its teacher management plans to the NTC. The plan shall include recommendations to improve teachers' work and living conditions in the district. The plan shall also include the District's strategy for teacher recruitment, professional development and any welfare support for teachers.

2.11.5. The information in teacher database shall be managed at both NTC and district level. This database shall contain information on teacher recruitment, retirement, transfer, study leave, additional qualifications obtained, continuing professional development, and dismissal on a district by district basis and other necessary information.

2.11.6. The NTC and the office of the Director-General/Director Human Resource Management of the GES shall require districts to transfer their teacher database to the NTC through a designated means provided by the NTC on regular and timely basis.

2.11.7. Periodic audits to authenticate teacher database in each district shall be conducted by the GES and the NTC. Database at the NTC shall be audited externally on a periodic basis.

2.12. Gender Issues

2.12.1. Females' life course events such as marriage, pregnancy and childbirth shall not be used to prevent any candidate from continuous teacher education programme.

2.13. Cost and Financing

- 2.13.1. The practice of district sponsorship for teacher trainees shall be encouraged. Other institutions or organisations shall be encouraged to sponsor teacher trainees. In this policy, sponsorship shall include incentives apart from direct support from government.
- 2.13.2. District education budgets shall include a budget line for INSET for training INSET facilitators, managing INSET activities, as well as sponsoring teachers to participate in INSET programmes.
- 2.13.3. Funding for the operations of the National INSET unit (NIU) which shall have oversight responsibility for INSET in all districts shall come from the MOE Budget.

2.14. Teacher Educators

- 2.14.1. All teacher training institutions shall be required to comply with standards set by NAB and National Council for Tertiary Education (NCTE). The requirements shall be submitted to the NTC for approval.
- 2.14.2. All teacher educators in Colleges of Education and Teaching Universities should have training related to training teachers.
- 2.14.3. The minimum qualification for teacher educators shall meet the requirements of the NCTE. Teacher educators would be expected to model desired knowledge and skills in teaching.
- 2.14.4. All teacher educators in Colleges of Education shall receive a certain minimum hours of Continuous Professional Development (Content and Methodology and applied research) at least once every two years. This shall be determined by the NCTE and NTC.

2.15. Curricula of Teacher Education

- 2.15.1. All teacher education programmes shall be expected to provide curricula and

modules/source books /learning materials to facilitate learning by trainee teachers. The NTC in collaboration with the NCTE and NAB shall be responsible for ensuring that all institutions with the responsibility for training teachers meet this requirement.

2.15.2. Teacher Education Institutions shall be expected to provide student handbooks with information on programme objectives, competency-based standards, and assessment procedures and support services.

2.15.3. All Teacher Education Institutions shall be required to ensure that trainees spend an adequate period of time attached to a school learning to teach. This shall constitute a period of planned mentoring and coaching with effective monitoring and evaluation systems in place. The details and duration of the internship shall be determined by the NTC in collaboration with teacher education institutions.

2.16. Quality Assurance

All teacher education institutions and schools shall establish a quality assurance system to provide information on the following:

- ✓ Use of competency-based curricula for teacher preparation.
- ✓ Level of trainee satisfaction with courses based on a range of 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; and
- ✓ Evidenced-based Curriculum review where it has been recommended.

2.17. Code of Practice

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

2.17.2. All teachers shall study, know and understand the requirements of the code.

2.18. Professional Duties

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

- ✓ 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/School Board and PTA.

SECTION 3 ORGANIZATIONAL STRUCTURE OF PRE-TERTIARY TEACHER DEVELOPMENT

3.1. Institutionalization of INSET

3.1.1. National INSET Programme shall be provided to operationalize INSET to all districts by MOE.

3.2. National INSET Unit (NIU)

3.2.1. The NIU shall be responsible for INSET at NTC Secretariat, advise on and collaborate with all other GES divisions and the districts to ensure harmonised implementation of INSET according to pre-determined standards and schedules set by the NTC.

3.3. National Training Centre

3.3.1. There shall be national training centre(s), e.g. Ghana Education Staff Development Institute (GESDI) providing physical facilities for staff development programmes of the GES/MOE.

3.4. Regional Education Office

3.4.1. Regional Education Offices (REO) shall coordinate, monitor and support INSET activities in districts.

3.5. District INSET Committee (DIC)

3.5.1. The DIC is a steering committee in DEO that handles INSET in the district. The District Director of Education shall appoint the members of DIC. Members of the DIC shall be required to play a lead role in planning, budgeting, implementing, monitoring and evaluation of all district INSET programmes. The members of the DIC shall be:

- ✓ District Director;
- ✓ Deputy Director Planning & Statistics;
- ✓ Deputy Director Supervision;
- ✓ Deputy Director Human Resource;
- ✓ District Training Officer; and
- ✓ Budget Officer

3.5.2. The DIC shall be responsible for ensuring that teachers meet NTC licensing requirements at the district level.

3.6. District Training Centre

District shall establish training centres for district level INSET to provide training for teachers, trainers and education managers.

3.7. District Master Trainer (DMT)/ District Teacher Support Team (DTST)

3.7.1. The DIC shall identify and select the members of DMT and DTST for key subjects. Both DMT and DTST are to provide their subject expertise during training and monitoring when DIC need their expertise.

3.7.2. The DMT should receive periodic training from the NIU and transfer the knowledge and skills acquired to their DTST through training.

3.8. Circuit Supervisor (CS)

CS shall visit their respective schools to collect necessary information on INSET and reports to his/her respective DIC. CS shall also advise on planning and implementing of SBI/CBI to heads of schools and Curriculum Leaders (CL).

3.9. Heads of Schools

Heads of schools, with certification by the NTC, shall supervise and appraise the performance of teachers, support them and provide opportunities for teachers to improve upon their professional practice through SBI/CBI. CLs shall work under the leadership of heads of schools to organise SBI/CBI.

3.10. Curriculum Leaders (CL)

3.10.1. Under the leadership of the Head of school, Curriculum Leaders (CL) shall sensitise their colleague teachers and organise effective SBI and CBI at least twice a term and once a term respectively.

3.10.2. CL shall be appointed by a head of school and work under the guidance of a head of school in the organization and delivery of SBI/CBI.

SECTION 4 TRAINING STRUCTURE OF PRE-TERTIARY TEACHER DEVELOPMENT

4.1. The General Structure

4.1.1. The structure of pre-tertiary teacher professional development shall be as follows:

- ✓ Initial Teacher Training Programmes [3- 4 years];
- ✓ Induction and Initial INSET programmes [within 1 year after pre-service training]; and
- ✓ In-Service Education and Training (INSET) [continuous for updating/upgrading professional knowledge and skills] (Requirement for promotion).
- ✓ Upgrading Programme including Open and Distance Learning (ODL) programmes and Sandwich programmes.

4.2. Initial Teacher Training Programme

4.2.1. Initial teacher training shall be organised in either colleges of education or universities in addition to other alternative modes including school-focused approaches e.g. UTDBE and ODL.

4.2.2. All initial teacher training institutions shall prepare teachers for schools based on approved course duration and teaching practice or a period of internship during the training as required by NCTE, NAB, and NTC.

4.2.3. All teacher training programmes shall be required to demonstrate through their course content how they meet professional standards of teaching. In addition, they shall be expected to provide information on the following:

- ✓ Minimum entry requirement for programme of study;
- ✓ Number of credits for the programme of study;
- ✓ Minimum duration for teaching practice or school internship;

- ✓ Statement of professional learning outcomes and Assessment requirements; and
- ✓ Quality assurance.

4.2.4. The following areas shall form part or whole of the teacher education curriculum:

- ✓ Education studies;
- ✓ Subject studies;
- ✓ Subject matter methodologies;
- ✓ Teaching practice/Internship; and
- ✓ Information and Communication Technology (ICT) for teaching, and
- ✓ Any other elements as determined by the GES in collaboration with the NTC.

4.3. Induction and Initial INSET Programmes

Induction and initial INSET programme shall be organised within the first year for Beginning Teachers. There shall be a schedule of prescribed induction courses by the NTC to be organised by the District INSET Committee (DIC) and others at the school level by the Head of school and his/her staff. Induction shall include the following:

- ✓ Professional code of practice;
- ✓ Classroom Management;
- ✓ Professional Standards in Teaching;
- ✓ School-Community Relations;
- ✓ Assessment regulations and practices; and
- ✓ Developing teaching and learning materials.

4.4. In-Service Education and Training (INSET)

4.4.1. INSET shall be organised as both a demand and supply driven activity. In-Service

Education and Training (INSET) shall operate at three levels: District Based INSET, Cluster Based INSET (CBI) and School Based INSET (SBI).

4.4.2. In general, INSET shall aim to accomplish the following:

- ✓ Improve teachers' subject matter knowledge, and pedagogical content knowledge;
- ✓ Improve teachers' capacity to promote effective teaching (National minimum standards) in the classroom – ability to use teaching and learning resources to achieve the goals of learning shall be emphasised;
- ✓ Develop teachers' capacity to promote student-centred learning;
- ✓ Develop teachers' as reflective practitioners;
- ✓ Improve teacher's management and leadership skills; and
- ✓ Promote teachers as a community of practitioners engaged in collaborative problem-solving to improve student learning and achievement.

4.5. District Based INSET

4.5.1. District-based INSET shall aim to equip 1) heads of schools with leadership and management skills to manage their schools and organize their SBI/CBI and 2) Curriculum Leaders of each school with knowledge on subject matter and pedagogical contents.

4.5.2. DIC shall issue a certificate for heads of schools and CLs on their district based INSET.

4.6. School Based INSET(SBI) / Cluster Based INSET (CBI)

4.6.1. Heads of Schools and their curriculum leaders in collaboration with teachers shall be expected to plan SBI/CBI on a regular basis after they have determined areas where improvements in teaching and learning are needed. Such INSET shall be organised in collaboration with other schools in a cluster (Cluster-based INSET).

4.6.2. SBI/CBI should include activities which enhance and strengthen teachers' capacities in the following areas:

- ✓ **Promote child-centred approaches to learning;**
- ✓ **Develop skills in assessment for learning (i.e. formative assessment);**
- ✓ **Develop skills in record keeping for evaluation of learning;**
- ✓ **Curriculum development for school improvement – offer teachers the opportunity to discuss and review the content of school curriculum and strategies to deliver it effectively;**
- ✓ **Contributions to school improvement plans;**
- ✓ **Develop skills in meeting the needs of children with special needs; and**
- ✓ **Enhance teacher's/head of school's leadership and management skills.**

4.6.3. Participation in School-Based INSET (SBI) shall be mandatory for teachers. Heads of schools shall record teachers's attendance of SBI and report to the DIC.

Note: Time for INSET –GNAT to provide code of ethics on minimum hours teachers should spend in school.