

MINISTRY OF EDUCATION



TEACHER REFORMS

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Hon. Minister for Education

Meet the Press Series

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Outline

1. Background to Teacher Reforms
2. Why are the Teacher Reforms Necessary?
3. Rationale of the Teacher Reforms
4. Strategic Outcomes of the Teacher Reforms
5. Reform Intervention & Partners
6. What is Unique About These Reforms?
7. What are our Achievements so far?
8. Way Forward?
9. Conclusion



Contributory factors

- Teacher reforms
- Curriculum reforms
- School infrastructure
- Teaching and Learning Materials



Background to Teacher Reforms

- Over the past 20 years, there have been numerous reforms in teacher education in Ghana.

e.g. **Education Act in 2008 (Act 778)** which created the National Teaching Council; to professionalize the teacher through licensing

Colleges of Education Act in 2012 (Act 847) which upgraded Colleges of Education into tertiary institutions

Pre Tertiary Teacher Professional Development and Management (PTPDM) Policy in 2012, to design a career progression path for teachers in Ghana

- Career program
- School Leadership and Management
- Continuous Professional Development
- Teacher Assessment Framework



Dimensions of a Standard Teacher Policy

- These are UNESCO's 9 benchmarks for developing a Comprehensive Teacher Policy Framework for improving teacher education and management
- The Implementation of SDG 4 places emphasis on ensuring a comprehensive framework for addressing the issues affecting learning outcomes.
- Ghana under the Global Teacher Taskforce Initiative (GTTI) is undertaking a country analysis mapping on teacher situation to inform a comprehensive teacher policy that addresses the 9 dimensions of a standard teacher policy.....
- The MoE is working with the following Partners: NTC, GES, GNAT, Teaching Universities, UNESCO, UNICEF, and the Norwegian Teacher Initiative (NTI).



TEACHER
RECRUITMENT
AND RETENTION



TEACHER
EDUCATION
(INITIAL AND
CONTINUING)



DEPLOYMENT



CAREER
STRUCTURES/
PATHS



TEACHER
EMPLOYMENT
AND WORKING
CONDITIONS



TEACHER
REWARD AND
REMUNERATION



TEACHER
STANDARDS



TEACHER
ACCOUNTABILITY

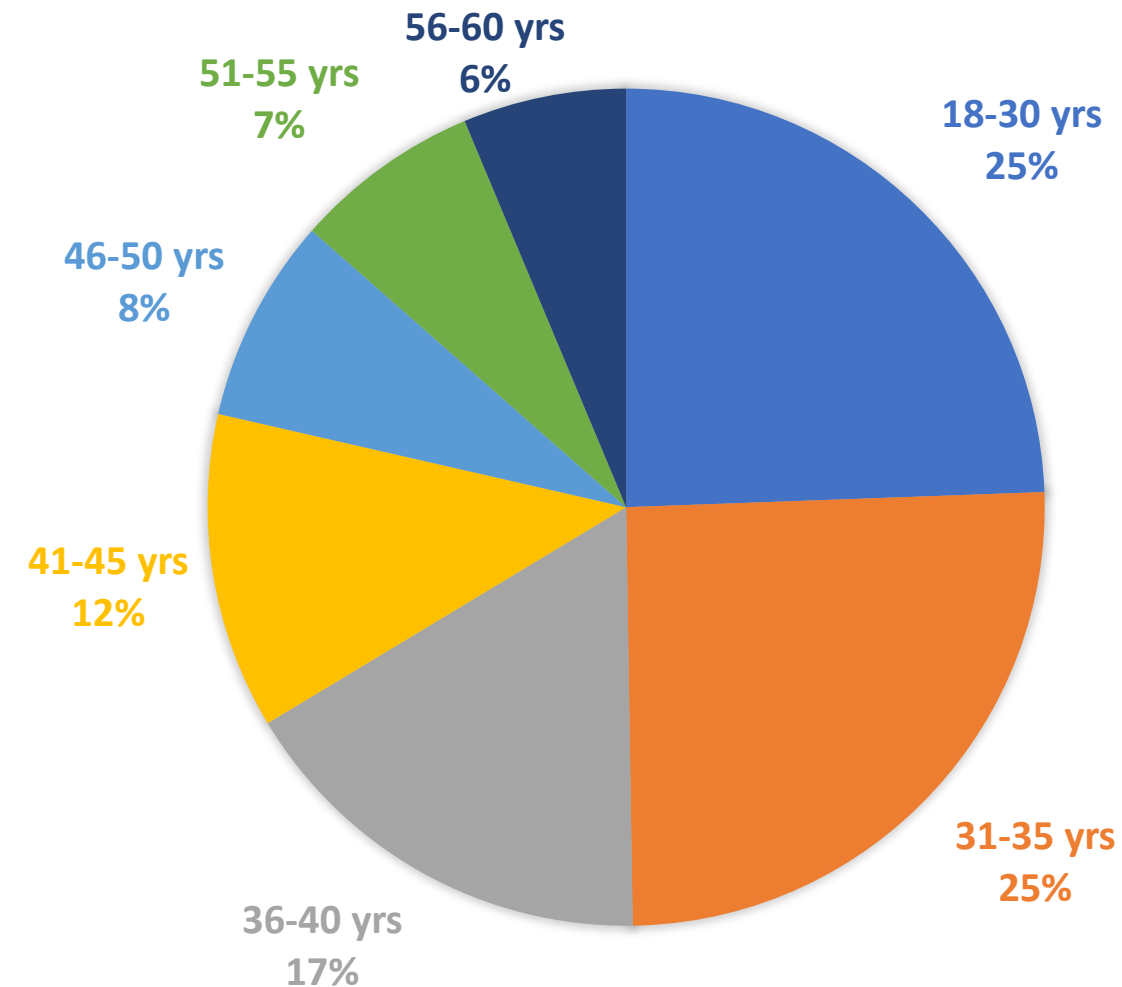


SCHOOL
GOVERNANCE





Numerical Strength: Workforce and Teachers

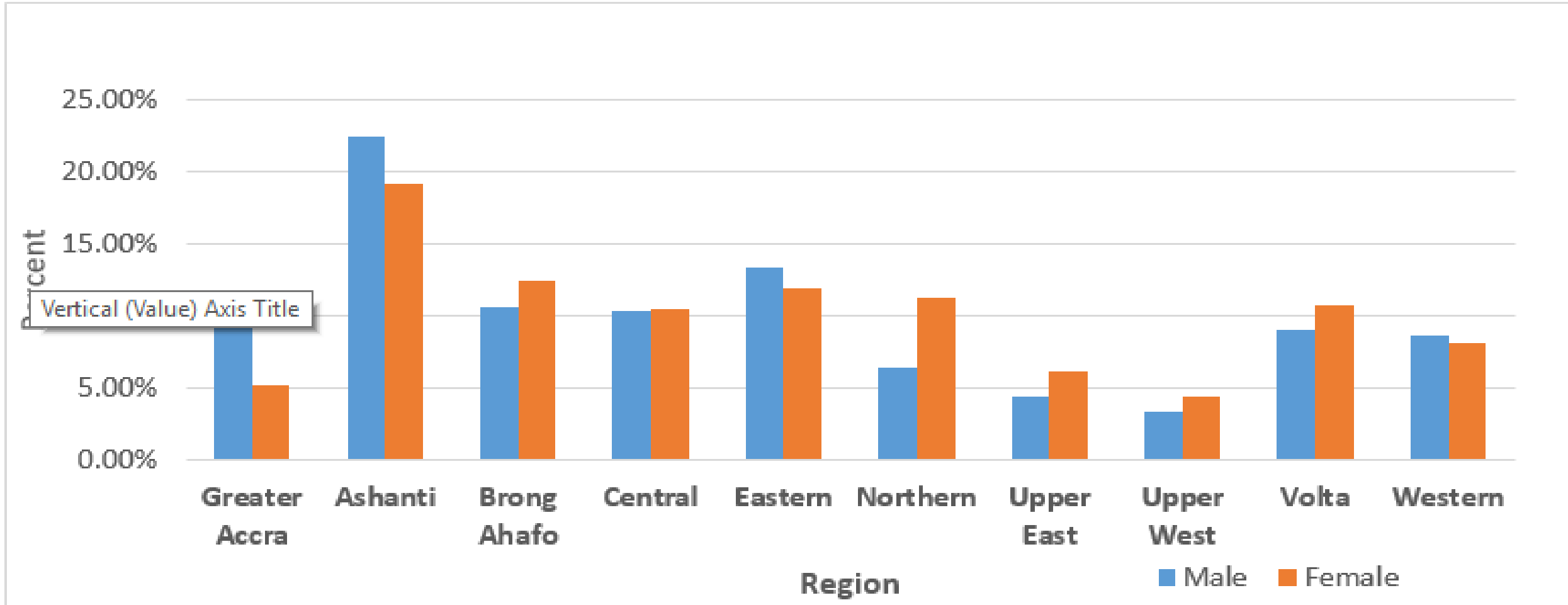


- Total workforce: 361,341 (61.2% female)
- Strong youthful workforce with 50%, 35years and below.
- 78% of workforce in classroom (KG-SHS/TVIs)
- 22% are in managerial and administrative positions at HQ, Region, District, Education Units.
- Teachers are trained from CoE, teaching Universities





Numerical strength: Workforce and Teachers





Pupil Teacher Ratios

NATIONAL SUMMARY BY LEVEL OF EDUCATION - 2017/18 SCHOOL YEAR

S/NO.	LEVEL OF EDUCATION	TOTAL NO. OF SCHOOLS	TOTAL ENROLMENT	TOTAL NO. OF TEACHERS AT POST (TRAINED AND UNTRAINED)	PUPIL TEACHER RATIO (PTR)	TOTAL NO. OF TRAINED TEACHERS AT POST	PUPIL TRAINED TEACHER RATIO (PTTR)	NATIONAL PTR NORM	% OF TRAINED TEACHERS	TEACHER DEMAND BY ESTABLISHMENT NORM	TEACHER SURPLUS/ DEFICIT (BOTH TRAINED AND UNTRAINED)	TEACHER SURPLUS/ DEFICIT (TRAINEE ONLY)
1	KG	14,649	1,250,144	42,666	29:1	32,084	39:1	30:1	75.2%	41,671	-995	9,587
2	PRIMARY	15,138	3,175,338	109,220	29:1	91,477	35:1	35:1	83.8%	90,724	-18,496	-753
3	JSS	10,784	1,288,425	90,818	14:1	83,090	16:1	25:1	91.5%	97,056	6,238	13,966
4	SHS	647	892,015	40,341	22:1	37,048	24:1	25:1	91.8%			
5	TVET	47	54,186	2,835	19:1	2,421	22:1	25:1	85.4%			





Why are the Teacher Reforms Necessary?

To improve quality of education in Ghana

The table below shows the learning outcomes at the foundational level from 2005 to 2016

Year	PRIMARY 3						PRIMARY 6					
	ENGLISH			MATHS			ENGLISH			MATHS		
	Below M-C*	M-C	Profi.	Below M-C	M-C	Profi.	Below M-C	M-C	Profi.	Below M-C	M-C	Profi.
2005	49.4	34.2	16.4	52.8	28.6	18.6	36.1	40.3	23.6	52.8	37.4	9.8
2007	49.8	35.2	15.0	57.4	28.0	14.6	30.3	43.6	26.1	53.8	35.4	10.8
2009	42.4	37.6	20.0	38.8	36.0	25.2	23.1	41.3	35.6	38.1	48.1	13.8
2011	33.7	42.1	24.2	47.4	34.4	18.2	21.1	43.6	35.3	43.1	40.8	16.1
2013	41.9	29.7	28.4	42.9	35.0	22.1	31.3	29.8	39.0	39.2	50.0	10.9
2016**	29.3	33.5	37.2	45.2	32.8	22.0	29.2	45.9	24.9	28.4	33.7	37.9

*Minimum Competency



Why are the Teacher Reforms Necessary?

1. Transform Teacher Education and Management at the Pre-tertiary level into a cadre of highly qualified and motivated:
 - Teachers who are better able to manage classroom work and to inspire their pupils to achieve better outcomes
 - School heads who are able to rally all relevant stakeholders (parents, teachers, SMCs, Opinion leaders, etc) together and inspire support for improving school image and improving student learning achievement



This will be done through:

- 1) Introduction of an initial four year bachelor's degree in education with three tier specialization levels(with improved curriculum aligned to school curriculum
- 2) Review of school-based curriculum with emphasis on number of subjects and curriculum overload
- 3) Institutionalization of in-service teachers training into academic time table of schools
- 4) Transformation of CoE into University Colleges and affiliated to Universities
- 5) Establishment of Faculties of Education in each of the 10 public technical universities to provide pedagogy in addition to programme and content specialization
- 6) Establishment of Management Service Division of GES and improved HR practices
- 7) Improve incentive packages including restoration of teacher trainee allowance
- 8) Development and implementation of a comprehensive teacher education policy that embodies all the 9 dimensions of a standard teacher policy



Rationale for the Teacher Reforms (Cont'd)

Who is a qualified teacher?

A qualified teacher is a professionalized teacher who has been licensed.

A. Teacher Licensure Regime: to improve professionalization and alignment with global standards and a number of measures to ensure that the Ghanaian teacher is equipped for the needs of the 21st century.

The licensure regime is part of the provisions of the Education Act 2008(Act 778) with the National Teaching Council as the agency with oversight responsibility.

- The licensure examination will be conducted twice a year for pre-service teachers. It is mandatory for all pre-service teachers.
- In-service teachers will be issued with provisional teaching licenses valid for four years, during which they are expected to go through continuous professional development towards their full license.





Rationale for the Teacher Reforms (Cont'd)

2. Teacher Professionalization

B. Pre-tertiary Teacher Professional Development and Management (PTPDM) Policy.

This was introduced in 2012, to design a career progression path for teachers in Ghana

Features include;

- Continuous Professional Development
- Career program
- School Leadership and Management
- Assessment Framework





Reform Interventions and Partners

The teacher reforms have been undertaken under the direction of the Ministry of Education with the following partners;

- National Council for Tertiary Education (NCTE),
- National Accreditation Board (NAB)
- National Teaching Council (NTC),
- Ghana Education Service (GES),
- Committee of Vice Chancellors Ghana
- Parliamentary Select Committee on Education
- National Council for Curriculum and Assessment (NaCCA),
- Teacher Transformation Education and Learning (T-TEL) Project
- Ghana Teacher Task Force (GTTF)
- Principals of Colleges of Education & Teacher Education Universities
- Teacher Unions- GNAT, NAGRAT, CTAG
- DFID, UNICEF, UNESCO, JICA and Norwegian Teacher Initiative (NTI)





What is Unique About These Reforms?

Raises the status of **practical teaching experience** through **supported and assessed teaching** in schools.

Concentrates on **subject knowledge** for **teaching the School Curriculum**.

Places **significant attention** on **developing literacy and numeracy skills**.

Focuses on **assessment of trainees** against the **National Teachers' Standards**

Moves from **generalist** to **level specific specialism** for **KG-P3, P4-P6, and JHS**.



What is Unique About These Reforms? (cont'd)

Improved and effective teacher deployment through rationalization

Emphasizes a **more interactive, learner focused approach** to training

Addressing cross cutting issues: equity and inclusivity, assessment, core skills, professional values, action research and reflection

Includes **high quality CPD** for tutors, mentors, lecturers, school and college / university leaders

Introduction of management track for head teachers and managers

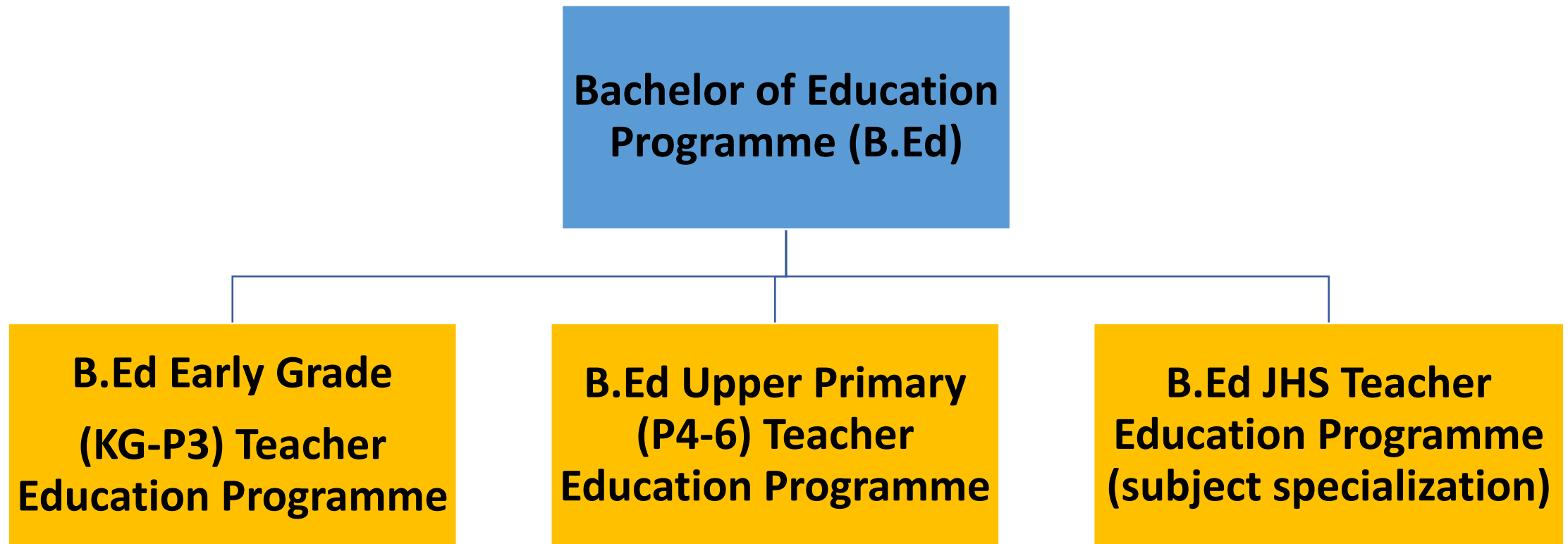
Development and implementation of Comprehensive Teacher Policy





What is Unique About These Reforms? (cont'd)

Bachelor of Education & Specialism Programmes





What are our achievements so far?



1. The National Teachers' Standards (NTS) Developed



- The National Teachers' Standards (NTS), as the determiner of a good teacher and against which all student teachers will now be assessed
- The guideline sets out the minimum levels of practice that all trained teachers must reach by the end of their pre-service teacher education programme.
- The National Teaching Council (NTC) with support from T-Tel provided the framework for future professional and career development for all teachers.



2. Bachelor of Education (B.Ed). Curriculum Produced

- Five selected public universities have developed curricula aligned to the NTS and NTECF, using the Curriculum Writing Guide
- The institutional arrangement to deliver the 4-year B. Ed this academic year will be managed by the University of Cape Coast.
- Colleges of Education have admitted trainee teachers to pursue a four-year B. Ed degree for the 2018/19 academic year, starting October 2018.
- After completion of the degree program, graduates will spend a year dedicated to National Service placement. During that period, induction/probation and **Teacher Licensure Exams** will be run.





3. Curriculum Accreditation

All 5 selected universities submitted their B.Ed. curricula for accreditation in May/June 2018 to the National Accreditation Board (NAB).

- The NAB approved the curricula from four universities, namely, UG, KNUST, UDS and UEW, in July 2018.
- UCC's curriculum was revised and resubmitted in August 2018 and gained *provisional accreditation* in September 2018.

'The curricula was subjected to international quality assurance and was adjudged 'world class'.





4. Teacher Registration and Licensure commenced

- The National Teaching Council organized the first licensing exams for teachers this year in September 2018.
- The teacher registration and licensing exams started ahead of the 2018/19 academic year.
- A total of 28,903 trained teachers participated in the three-day nationwide examination, exceeding the targeted number by 30% percent.





WAY FORWARD





1. Establishment of Management Service Division of GES

- Aim: To create a division that will provide for effective school management system.
- It shall provide the support system for effective and efficient management of the service at all levels.
- The Division in liaison with schools must ensure the following activities are accurately undertaken at school level;
 - School Self-assessment
 - School Planning
 - Action/Implementation
 - School Operations
 - School Reporting
 - School Review
 - Standards Review





Establishment of Management Service Division of GES (Cnt'd)

School Leadership and Management Training

Ministry and GES is collaborating with Varkey Foundation and Institute of Education Planning (IEP, UEW) to train school leaders and aspiring school leaders to equip them with the requisite skills to manage a school.

The training modules will create leaders of international standard, who will:

1. Harness their impact influence to lead schools effectively
2. Ensure school improvement is driven by clear mission, vision and values
3. Promote learning centred leadership to improve student learning outcomes across schools
4. Effectively manage school resources and personnel
5. Promote and lead community engagement
6. Lead successful change to drive continuous school improvement





Continued Collaboration with Unions

- Teacher motivation
- Teacher Welfare
- Career Development/Professional Development, and other welfare related issues
- Facilitation by the Ministry on CETAGs request for interim Market Premium/Book and Research Allowance





2. Group Life Insurance Programme

- The Ghana Education Service has signed a memorandum of understanding with the SIC Life Company Limited to provide insurance cover for all GES staff. It covers;
 - Life
 - Death
 - Injury, and
 - Serious illness
- **It's a voluntary scheme.**

