

NATIONAL TEACHERS' STANDARDS FOR GHANA GUIDELINES



Ministry of Education
REPUBLIC OF GHANA



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FOREWORD

The National Teachers' Standards represents the first ever collectively agreed standards to guide teacher preparation and practice in the country. The Standards have been developed as a professional tool to guide teacher educators, teachers, student teachers and other stakeholders in education to identify in clear and precise terms what teachers are expected to know and be able to do, qualities they are expected to possess and some behaviour they are supposed to exhibit. The Standards set a clear baseline of expectations for the professional knowledge, practice, conduct, attitude, rights and obligations expected of teachers working in schools at the pre-tertiary level. All teachers completing their initial teacher training will be assessed against the National Teachers' Standards.

It is noteworthy that the National Teachers' Standards replaces the diversity of standards being used in the various institutions offering initial teacher education and/or providing continuing professional development with a consolidated set of national standards to ensure that student teachers' training and development is guided by the same set of standards.

These Standards are designed to improve the quality of teachers' delivery and students' performance and should therefore be used as a reference tool for student teachers, teacher educators, practising teachers, head teachers, mentors, school inspectors and all who are working at training student teachers. The Standards will also enable teacher educators and others to direct their efforts appropriately to the areas student teachers need most support.

The development of these standards is consistent with discussions on both pre-tertiary curriculum and teacher education reforms occurring nationally and led by the Ministry of Education, about the most successful processes for assuring teacher quality and students' learning outcomes.

I recognise that intensive professional development workshops will be required to prepare teacher educators to effectively prepare student teachers to deliver on the standards, but it is my strong belief that with dedication and commitment the quality of teaching and student learning outcomes will improve markedly. In this regard, I wish to call on all stakeholders in pre-tertiary education to embrace the National Teachers' Standards and employ it effectively as a tool to bring about improved learning outcomes in our education system. ***To God be the Glory.***



Hon. Dr. Matthew Opoku Prempeh
Minister for Education

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ACRONYMS

BECE	Basic Education Certificate Examination
CPD	Continuous Professional Development
CRDD	Curriculum Research Development Division
GES	Ghana Education Service
ICT	Information and Communication Technologies
JHS	Junior High School
KG	Kindergarten
MoE	Ministry of Education
NAB	National Accreditation Board
NaCCA	National Council for Curriculum and Assessment
NEA	National Education Assessment
NIB	National Inspectorate Board
NTC	National Teaching Council
NCTE	National Council for Tertiary Education
PRINCOF	National Conference of Principals of Colleges of Education
PTA	Parent Teacher Association
SHS	Senior High School
SMC	School Management Committee
TED	Teacher Education Division
UCC	University of Cape Coast
UEW	University of Education, Winneba
WASSCE	West African Senior School Certificate Examination

WHAT ARE THE STANDARDS FOR?

Teachers play such a critical role in inspiring and challenging students to achieve their potential that their preparation and subsequent development require the highest possible standards in knowledge, conduct and practice in their workplace. These Standards are concise written statements of what teachers are expected to know and be able to do.

- The National Teachers' Standards set out the minimum levels of practice that all trained teachers must reach by the end of their pre-service teacher education course in order to play such a critical role.
- These Standards also inform teachers' development while in their first year as Beginning Teachers on their induction course in schools prior to licensing as professional teachers by the National Teaching Council (NTC) and provide the framework for future professional and career development for all teachers.
- The Standards should be seen as one common core set of standards that apply to all teachers at all levels. The exemplar that accompany the Standards at the end of these guidelines give specific exemplars of the Standards in action at the kindergarten, primary, junior high school and senior high school levels to give further support for those using them. The indicators provide evidence of attainment of the standards.

WHO ARE THE STANDARDS FOR?

The Standards apply to:

- Student Teachers on pre-service teacher training courses working towards meeting the Standards by the end of their course.
- All beginning teachers in their Induction Year in schools.
- All practising teachers in schools, who are covered by the 2016 new NTC frameworks for career progression and promotion. The Standards serve as a point of reference for all standards and competencies.
- The National Teaching Council will use the Teachers' Standards in assessing cases of any misconduct by any member of the teaching profession.
- All those institutions involved in the training and development of teachers, including universities and colleges both public and private, vocational/technical and academic.
- Teacher educators will use it as a guide in the preparation of curricula and courses for teacher training.
- District education directors, circuit supervisors, teacher unions, head teachers and mentors in schools will also need to use the Teachers' Standards as a guide to inform their work.

HOW WERE THE STANDARDS DEVELOPED?

The development of the Standards arose from the need to consolidate the different standards being used in institutions offering initial teacher training and those who provide continuing professional development into a national standard to ensure that the development of student teachers is guided by the same set of standards. The Standards were developed from a number of sources, including:

- Assessment tools used by the University of Cape Coast (UCC) and University of Education, Winneba (UEW) for assessing student teachers during on-campus teaching and practicum
- Handbook for Principal Teacher Aspirants by the Ghana Education Service
- Manual for Student teachers on School Attachment
- Handbook on Mentorship and the Student Teacher Competence Matrix
- Survey of national teaching standards in eight countries
- Involvement of practitioners across all sectors and other key stakeholders including the National Teaching Council (NTC), National Council for Tertiary Education (NCTE), National Accreditation Board (NAB), Ghana Education Service (GES), National Council for Curriculum and Assessment (NaCCA), National Inspectorate Board (NIB), Principals of Colleges of Education, Teacher Unions and Teacher Education Universities (UCC and UEW).

An ad hoc vetting committee on Teachers' Standards made up of members from the above regulatory bodies reviewed the draft standards prior to full validation on December 7, 2015. The stakeholders worked to ensure that the standards are embedded in the Ghanaian context, are realistic and achievable by the majority of Ghanaian teachers, if not all.

WHAT IS THE LEGAL STATUS OF THE TEACHERS' STANDARDS?

The 2008 Education Act established the National Teaching Council and it is responsible for establishing frameworks around teachers' employment, continuous professional development (CPD) and periodic review of professional practice and ethical standards. The NTC has overall responsibility to license teachers by law. These Standards define the minimum levels of practice expected of student teachers and teachers in order to be licensed. It must be noted that during the training and the period of induction, the Standards continue to define the level of practice at which all qualified teachers are expected to perform.

Universities and Colleges of Education must ensure that the design and content of their pre-service programmes and their delivery allow student teachers to be successfully assessed against the Standards by the end of their period of training. This will particularly be relevant for the school practicum components that must provide extended and guided periods of teaching in classrooms.

Opportunities must be given to those already teaching in schools to apply their practice to the Teachers' Standards over a given period of time.

Student teachers must be realistically and fairly assessed against the Standards in accordance with what can be reasonably expected of teachers still learning to teach. Student teachers' creative and innovative skills will need to be assessed as appropriate to the specific context and circumstances they are in and for the level of learners they are to teach, for example, for very young children in pre-school, or for young people needing specialist knowledge at senior high school.

WHAT PHILOSOPHY UNDERPINS THE STANDARDS?

Teacher education in Ghana aims to prepare teachers imbued with professional skills, attitudes and values as well as the spirit of inquiry, innovation and creativity that will enable them to adapt to changing conditions, use inclusive strategies and engage in lifelong learning. The teachers are required to have a passion for teaching and leadership, engage with members not only in the school community but also in the wider community and act as agents of change.

Over the years Ghana has reformed and restructured its teacher education system in response to demands of new vision and mission for education to meet the demands of a knowledge society in which the teacher is an agent of change. What has been missing in this entire process is a set of professional standards for teachers that provide a strong definition of and a key reference point for the work of teachers towards achieving the learning and social outcomes articulated in the 2008 Education Act. The Standards are, therefore, designed to codify what a 'good teacher' looks like for Ghana, recognising the urgent need to improve the quality of the school experience and learning outcomes for all learners and to raise the status of teachers in their communities and country. The Standards are aspirational in their vision, positively embracing the promises and challenges of the 21st century for Ghana. More importantly, they support Ghana in meeting Goal 4 of the Sustainable Development Goals for 2030 to 'ensure inclusive and equitable quality education and promote life-long learning opportunities for all'. In contributing towards this goal, the Standards are also realistic and relatively few in number so as to be achievable and user-friendly.

The development of the Standards was also informed by a review of international teaching standards whereby what is deemed most important is that teachers apply their content knowledge in the classroom, thereby demonstrating sound pedagogical content knowledge. Correspondingly, the practicum within teacher education programmes can take up to 25 per cent of the course.

Taking both the existing Ghanaian standards, aims for teacher education, context, and the international standards into account, these new Standards for Ghana emphasise the applied practical work of a teacher as a valued professional in a community of practice and envisage a warm and friendly teacher who has secure curricular, subject and pedagogical content knowledge, who plans for and uses different interactive instructional strategies and resources and so engages their learners, who achieves higher learning outcomes for all, particularly learners who are more vulnerable, those with disabilities, girls and those who need cognitive challenge, and who uses assessment productively in achieving those outcomes.

HOW ARE THE TEACHERS' STANDARDS ORGANISED?

The Standards are divided into three main domains, each with its own sub-divisions:

Professional Values and Attitudes

Professional Development

Community of Practice

Professional Knowledge

Knowledge of Educational Frameworks and Curriculum

Knowledge of Learners

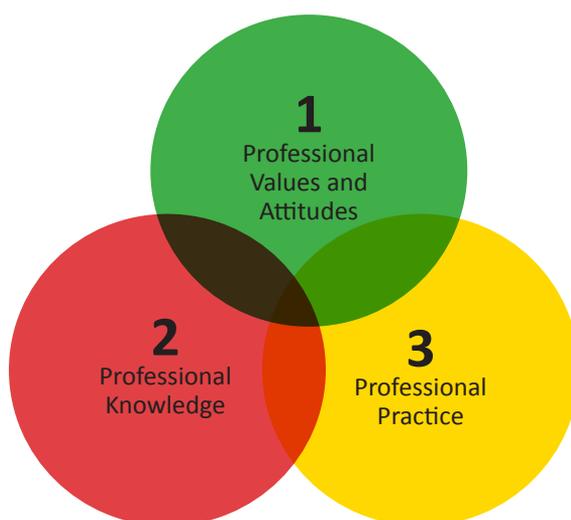
Professional Practice

Managing the Learning Environment

Teaching and Learning

Assessment

These three domains and aspects encompass what teachers should value, know and do, and intersect with one another to develop a teacher competent enough to teach at the end of their four-year initial teacher training, as illustrated in the Venn diagram where the synthesis of the three domains represents this competence.



THE TEACHERS' STANDARDS

1

Professional Values and Attitudes

Professional Development

The Teacher(s):

- a) Critically and collectively reflects to improve teaching and learning.
- b) Improves personal and professional development through lifelong learning and Continuous Professional Development.
- c) Demonstrates effective growing leadership qualities in the classroom and wider school.

Community of Practice

The Teacher:

- d) Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher.
- e) Engages positively with colleagues, learners, parents, School Management Committees, Parent-Teacher Associations and wider public as part of a community of practice.
- f) Develops a positive teacher identity and acts as a good role model for students
- g) Sees his or her role as a potential agent of change in the school, community and country.

2

Professional Knowledge

Knowledge of educational frameworks and curriculum

The Teacher:

- a) Demonstrates familiarity with the education system and key policies guiding it.
- b) Has comprehensive knowledge of the official school curriculum, including learning outcomes.
- c) Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.
- d) At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.

Knowledge of students

The Teacher:

- e) Understands how children develop and learn in diverse contexts and applies this in his or her teaching.
- f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.

3

Professional Practice

Managing the learning environment

The Teacher:

- a) Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching.
- b) Carries out small-scale action research to improve practice.
- c) Creates a safe, encouraging learning environment.
- d) Manages behaviour and learning with small and large classes.

Teaching and Learning

The Teacher:

- e) Employs a variety of instructional strategies that encourages student participation and critical thinking.
- f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.
- g) Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.
- h) Sets meaningful tasks that encourages learner collaboration and leads to purposeful learning.
- i) Explains concepts clearly using examples familiar to students.
- j) Produces and uses a variety of teaching and learning resources including ICT, to enhance learning.

Assessment

The Teacher:

- k) Integrates a variety of assessment modes into teaching to support learning.
- l) Listens to learners and gives constructive feedback.
- m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.
- n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.
- o) Demonstrates awareness of national and school learning outcomes of learners.
- p) Uses objective criterion referencing to assess learners.

HOW ARE THE STANDARDS TO BE USED?

Standards are clear expectations of skills that teachers should be able to demonstrate. They may be used in training institutions, schools, inspectorate bodies, continuous professional development at an individual, school or cluster based level, training, induction, and self-development. College principals, tutors, headteachers and mentors in schools, as well as student teachers and teachers themselves, will use the Standards as the key reference point in their assessment.

Evidence that a student teacher or teacher can meet all of the Standards must be in the form of a professional portfolio organised according to the three domains. Evidence from college-based learning will be in the form of assignments, examination results and lecture notes. Evidence from in-school learning will be in the form of lesson plans, study notes, resources, assessment records, learner exercise books, photographs, lesson evaluations from tutors and mentors, testimonials, minutes of meetings and any notes from CPD courses, evidence collected by the student teacher or teacher over time. As a critically reflective practitioner, the professional portfolio provides the starting point for the continued development of the teacher in their induction year and for subsequent years.

WHAT ARE THE ROLES OF TEACHER EDUCATION INSTITUTIONS?

It will be important for teacher education institutions (lecturers and tutors) to come to a shared understanding of what each Standard means as a community of education professionals, but also in partnership with headteachers, mentors and experienced teachers in local schools.

Heads of teacher education institutions must ensure that the design and delivery of their pre-service curriculum support student teachers in developing and reaching the Standards. Links with early-learning centres and schools on the university/college campus and in surrounding areas (or in partnership schools) may need to be further developed to give student teachers sufficient school and teaching experience to meet the new Standards.

Lecturers/Tutors may need recent and relevant school experience, particularly if they have not been teachers themselves at the level at which they are training student teachers to work in. Lecturers/Tutors will also need professional development to understand the Standards and to redesign their teaching to support this, in both content and the pedagogy they use. They will need to support student teachers to reflect back on their various school experiences and to make sense of what they have learnt. Universities/Colleges with schools on campus provide ideal opportunities for lecturers/tutors to observe classes with their student teachers, to model exemplary teaching themselves and to work alongside teachers in guiding and assessing student teachers. Tutors will also need training and opportunities to work more closely with mentors and supervisors in schools.

Schools/Headteachers will need to work in partnership with universities/colleges in accommodating student teachers so that they can fully experience what it means to be a teacher, particularly for Professional Values and Attitudes.

Mentors and supervisors will need to work with their student teachers carrying out joint planning sessions with them and allowing student teachers to work with a particular child or group of children, accompany their mentor to staff and parent-teacher meetings, team-teach and then in the final practicum take on the responsibility of several classes. Mentors will also have to undertake regular meetings with their student teachers to discuss progress against meeting the Standards, taking action where there are gaps in what the student teachers know can do or have not yet had an opportunity to experience.

FORMAT OF THE STANDARDS

The format for the presentation of the standard and the exemplars are presented in table 1 below. Using a three (3) column format, the standards are presented to encourage the user to think about examples of each particular standard and the means of verification (indicator) of that standard.

National Teachers' Standards for Ghana: Exemplars for use by Student Teachers, Teachers, Tutors, Head Teachers and Mentors		
Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
	<p>These apply to all teachers across kindergarten, primary, junior high school and senior high school</p> <p><i>Specific examples that are more appropriate for Junior and Senior High School are put into italics</i></p>	
1. Professional Values and Attitudes		
Professional development:		
a. Critically and collectively reflects to improve teaching and learning.	Critiques own practice (keeping in mind gender responsive practice) and shows agency in improving learning, sometimes with a peer, mentor, or with a group of student teachers at college or colleagues at school.	Lesson notes and evaluations, Reflective logs, journals or portfolios written while in training or on practicum (Gender Responsive Scorecard can be used to do a self-assessment and prompt reflection on gender responsive practice)
b. Improves their personal and professional development through lifelong learning and continuous professional development.	Identifies gaps in knowledge, goes beyond the textbook, carries out self-directed study through accessing libraries, the internet, experienced colleagues; applies new learning from CPD in their practice.	Study notes, lesson notes, portfolios Certificate of attendance on CPD courses Improved learning outcomes of learners, Gender Responsive Scorecard for Teachers, National Gender Handbook
c. Demonstrates effective growing leadership qualities in the classroom and wider school.	Delegates roles to females and males equally, such as classroom, book or board monitor in their classroom; volunteers to work on student leadership, running the library; speaks up in school meetings; supports peers and colleagues in school. Does not delegate roles based on gender roles and stereotypes.	Tutors' report, journal of activities, mentor or headteacher reports

Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
Community of Practice:		
d. Is guided by legal and ethical teacher codes of conduct in their development as a professional teacher.	Shows high levels of attendance and punctuality Has a high regard for policies of MoE/GES and those of the school in which they teach; acts within policies that defines their professional duties and responsibilities; has high respect for female and males' dignity, well-being and rights; avoids exploiting the vulnerability of learners (especially with regard to females). Demonstrates knowledge of MoE/GES ethical codes, (Gender and Sexual Harassment policy) and lives according to their remit.	Teacher attendance records Headteacher or mentor reference letter Headteachers' and mentors' reports Teacher's study and lesson notes Has copies of GES/ MoES policies on Teacher Ethics, Gender, and Sexual harassment
e. Engages positively with colleagues, students, parents, SMC, PTA and wider public as part of a community of practice.	Attends and contributes to school meetings, parent-teacher consultations, SMC and PTA meetings as appropriate (keeping in mind the need to sensitise about the importance of educating girls); knows about the local area where they are practicing, is aware of their learners' backgrounds, and are seen to engage in school and local events, festivals, faith activities. Encourages parents to support their children in their education.	Headteacher records Minutes of meetings Teacher's notes and journals
f. Develops a positive teacher identity and acts as a good role model for learners.	Expresses their own philosophy of what it means to be a teacher; shows pride in their profession; learners like and respect their teacher; learners see their teacher as a role model for females and males regardless of the teachers' gender.	Teacher's notes and reflections Mentor reference; Teacher portfolio, Gender Responsive Scorecard for Teachers
g. Sees his or her role as potential agent of change in the school, community and country.	Understands the role that education plays in the lives of the local community: promotes inclusion and tolerance of all learners, actively preventing intolerance, challenges traditional gender roles and promoting gender equity issues. Engages in initiatives that bring about changes or improvements in the school such as innovative use of local materials or facilitating access and social inclusion by learners with disabilities or improving access to water or clean latrines; supports parents to help with their children's homework; follows up learners who are absent from school. <i>At junior and secondary high school, the teacher actively encourages and facilitates girls and learners from more vulnerable groups to study, and to remain in education. Teachers can/should do a gender analysis of their students to determine vulnerability and provide support.</i>	Student teacher notes or portfolio Photographs of local materials made or improvements carried out in classroom or school Gender/vulnerability analysis of students

Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
2. Professional Knowledge		
Knowledge of educational frameworks and curriculum:		
<p>a. Demonstrates familiarity with the education system and the key policies guiding it.</p>	<p>Articulates knowledge in discussions: articulates knowledge in portfolio write-up.</p>	<p>Copies of key policies in folder (including gender and sexual harassment policies) Portfolio citing policies</p>
<p>b. Has comprehensive knowledge of the official school curriculum, including learning outcomes.</p>	<p>References curriculum in planning; knows what learners should have learnt in the previous year and the next, and across the curriculum; discusses issues in implementing and covering the curriculum, particularly for more vulnerable groups and considers how to support learners to attain expected curricular outcomes. Understands how gender inequality can affect learner outcomes.</p> <p><i>At junior and secondary high school level the teacher draws on the primary curriculum for learners who need to catch up on the basics; they refer to examination frameworks and specifications in their planning and teaching; they know what learners need to work at to achieve the highest examination grades but does not 'teach strictly to the test'.</i></p>	<p>Has a copy of the curriculum and benchmarks in folder Long and short-term plans including scheme of work reference curriculum or examination frameworks; assessments of learners indicate recognition of how near or far they are from curriculum benchmarks or examination grades Mentor's evaluation report National Gender Handbook</p>

Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
Knowledge of educational frameworks and curriculum:		
<p>c. Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge.</p>	<p>The teacher's subject knowledge goes beyond what is contained within the curriculum & textbook; identifies and addresses gaps in their subject knowledge through self-study; articulates high standards of literacy and correct use of oral and written language.</p> <p>The teacher has good grasp of knowledge of the primary curriculum and understanding of JHS content and is able to relate to both.</p> <p><i>At junior and senior secondary high school level the teacher demonstrates intellectual curiosity: they have a good understanding of developments in their subject through self-study and wider reading: they attend CPD courses that update them on subject skills; they draw on rich and varied sources well beyond the textbook. They have a developed understanding of how to use ICT in their practice.</i></p> <p>The teacher knows a wide variety of ways of organizing learning, and recognizes the advantages and disadvantages of teacher and learner-centred and gender responsive pedagogies: the teacher is creative in their pedagogy, using environments other than the classroom as appropriate, drawing on other adults, nature, the local community. All teachers have good technological pedagogical knowledge, knowing how to incorporate ICT into their practice to support learning.</p> <p>Teacher's explanations, strategies and resources demonstrate they know how to apply content knowledge imaginatively; learners are cognitively challenged and stimulated; teacher asks probing questions to both females and males, and responds knowledgeably to learners' own questions and difficulties around specific topics. Teachers know learners' common misconceptions in a subject.</p>	<p>Study and lesson notes</p> <p>Evaluations of lessons by peers, tutors and mentors</p> <p>Learners' verbal and written responses</p> <p>Teacher portfolio</p> <p>National Gender Handbook, Gender Responsive Scorecard for Teachers</p>

Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
Knowledge of educational frameworks and curriculum:		
<p>d. At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy, and speaking, listening, reading and writing of at least one Ghanaian language for instruction.</p>	<p>Planning and teaching are well differentiated and targeted to different age and ability groups; teacher displays good knowledge of phonology, letter names and sounds, syllables, whole words, teaching of extended text (stories, poems, songs) in local language and English and the differences between the two orthographies: learners confidently add, subtract, multiply and divide using manipulatives.</p>	<p>Lesson notes, evaluations, portfolio Evaluations of lessons by peers, tutors and mentors Learners' responses and exercise books</p>
Knowledge of learners:		
<p>e. Understands how children develop and learn in diverse contexts and applies this in their teaching.</p>	<p>Lesson notes and plans show a variety of teaching and learning strategies appropriate to learners at their different developmental stages and ensures the equal participation of females and males.</p>	<p>Study notes Lesson notes and plans Mentor evaluation Gender Responsive Scorecard for Teachers</p>
<p>f. Takes account of and respects learners' cultural, linguistic socio-economic and educational backgrounds in their planning and teaching.</p>	<p>Teacher investigates and takes notes of each learner's background, acknowledging where they may have gaps in their education, extra domestic work (especially for females), be vulnerable to early drop out and act on this to overcome disadvantage; they know why some learners may have irregular attendance and seek to improve this; they code-switch as appropriate to ensure all can understand lesson content; seat learners carefully to support one another; talks with respect about all learners; draws sensitively on learners' backgrounds in their teaching.</p>	<p>Lesson plans indicate use of examples familiar to learners in class Lesson notes and evaluations Seating plans Evaluations of lessons by peers, tutors and mentors</p>

Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
3. Professional Practice		
Managing the learning environment:		
<p>a. Plans and delivers varied and challenging lessons, showing a clear grasp of the intended outcomes of their teaching.</p>	<p>The teacher has long-term (weekly, termly) objectives of what and how learners should learn; lesson objectives are clear to learners at beginning of lessons and their progress towards these is monitored; lesson structures and tasks vary, target females and males equally and are pitched just beyond what learners already know to stretch and inspire, using whole class, group, pair, individual work and ICT to expand or consolidate learning; the teacher recognises when some, most or all learners do not understand a concept or do not achieve the intended learning outcomes, and addresses this as soon as possible through individual teaching, re-teaching content or setting homework. The teacher makes learning relevant to their learners.</p>	<p>Long-term and short-term (termly, weekly, daily) plans show clear understanding of how learners are to progress, with reference to the curriculum and learning outcomes expected</p> <p>Lesson evaluations. Reflections in portfolio Lesson evaluations by learners</p>
<p>b. Carries out small-scale action research to improve practice.</p>	<p>The teacher identifies one area to improve on each term (e.g. use of open questions, how to include a visually impaired child, how to improve gender responsive pedagogy, how to encourage purposeful group talk, how to make better use of limited numbers of textbooks); takes part in critical reflection and discussions with peers and mentors.</p>	<p>Coursework/ assignment on action research</p> <p>Lesson evaluations by teacher</p> <p>Lesson evaluations of learners by learners</p> <p>Reflections in portfolio</p> <p>Completed class assignments</p> <p>National Gender Handbook</p> <p>Gender Responsive Scorecard for Teachers</p>
<p>c. Creates a safe, encouraging learning environment.</p>	<p>The teacher is warm, friendly, and fair, offers praise and encouragement (particularly for females in mathematics and science subjects), and withholds any form of corporal punishment or threatening behaviour. Learners laugh, smile, and learn. Learners are not afraid to answer or ask questions and are not publicly or privately reprimanded for wrong answers. The teacher preempts any bullying or teasing. The teacher encourages good hygiene e.g. handwashing, ensure their learners get access to water, food and latrines in order to learn. Their classroom is neatly organised, clean, with displays to encourage learning.</p>	<p>Evaluation of lessons by mentors, head teachers, peers</p> <p>Video clips of practice</p> <p>Learners' evaluation of teacher</p> <p>Gender Responsive Scorecard for Teachers</p>

Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
Managing the learning environment:		
d. Manages behaviour and learning with small and large classes.	The teacher maintains friendly but firm discipline; uses group and pair work to overcome challenges of large classrooms; alters seating plans so that females and males are mixed and that all learners get to the front; manages resources so all learners (especially girls) get access to resources including one book or set of manipulatives per child; involves learners as monitors, uses peer teaching to support learning.	Photographs of classrooms Evaluation of lessons by mentors, head teachers and peers, Student voice Gender Responsive Scorecard for Teachers
Teaching and Learning:		
e. Employs a variety of instructional strategies that encourage learner participation and critical thinking.	The teacher uses whole-class dialogue, questioning, group/peer work (collaborative learning), demonstrations, explanations, experimentation, project/enquiry-based learning, different learner groupings, peer teaching/support, manipulatives/modeling, field trips, games, role play, songs, story-telling and ICT in their lessons. Learners are active, challenged to think hard, share, talk and feel able to ask questions of the teacher and one another. The teacher also ensures that females and males participate equally in lesson activities and that activities do not reinforce traditional gender roles.	Evaluations of lessons by teacher, mentor, learners Mentor evaluation portfolio Gender Responsive Scorecard for Teachers
f. Pays attention to all learners, especially girls and learners with Special Educational Needs (SEN), ensuring their progress.	The teacher ensures that quiet or non-participating learners contribute and learn, differentiating questions or work accordingly; ensures full participation by girls; seats learners with disabilities near to front to see or hear better; provides resources appropriate to their needs such as plates to teach geometry to visually impaired learners, or Braille, or adapts ICT accordingly; notices when learners are absent, not engaged or paying attention and alters strategies accordingly.	Evaluations of lessons by mentor, tutors Physical layout of room and teaching and learning materials used in learning, Advice sought from experienced teachers and SEN specialists Gender Responsive Scorecard for Teachers

Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
Teaching and Learning:		
g. Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.	Instructional strategies are differentiated to target different grades learning within the one classroom, organising the classroom to support multigrade learning through seating, same or mixed grade groups, individual self-directed work, and equally displays and assigns females and males as monitors. The teacher draws on and integrates the curriculum appropriately to tailor learning for different grades using concept grids, for example, in their planning. Overage learners are acknowledged and instructional strategies and tasks differentiated to take into account widely differing levels of maturation. The teacher acknowledges the different languages that learners know and use, code mixing and switching as appropriate to ensure understanding of lesson content, using bilingual texts, diagrams or displays to support this.	Termly, and weekly lesson plans Learner records of progress Resources Lesson evaluations by mentors and peers
h. Sets meaningful tasks that encourage learner collaboration and leads to purposeful learning.	Learners work together purposefully on carefully designed tasks that require them to share, talk and debate; teacher observes groups/pairs, assigns leadership roles to females and males equally, intervenes skillfully to push or expand learning. The teacher alters grouping according to what is to be learned: mixed/same ability; genders; interest; language.	Lesson plans focus on learners learning with imaginative tasks set Learner's progress is monitored through record keeping, exercise books Gender Responsive Scorecard for Teachers
i. Explains concepts clearly using examples familiar to learners.	The teacher imaginatively uses drawings, diagrams, demonstrations, teaching and learning resources, ICT, analogy, metaphor and representation to get new concepts across in a variety of ways so that learners understand. They use examples familiar to learners from their backgrounds and experiences without reinforcing traditional gender roles. Teacher also recognises how to re-present a concept if some learners do	Lesson notes Evaluations Learners' verbal responses or exercise books Photos of board or materials used

Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
Teaching and Learning:		
<p>j. Produces and uses a variety of teaching and learning resources that enhance learning, including ICT.</p>	<p>Resources are made from local materials where possible and in sufficient numbers for all learners to handle such as charts, simple story books, flash cards; bottle tops, stones, sticks, pens. Resources are integral to the teaching of new concepts or their consolidation, supplement and go beyond the textbook; learners also make resources as part of their learning such as clay letters and numbers, story books, displays. Secure storage ensures sustainable use of resources. ICT is used to support learning in a multitude of ways a hands-on approach for learners. <i>Commercially produced resources such as science equipment, ICT, charts, maps, images and anthologies of stories, are carefully selected and used well.</i></p>	<p>Physical resources produced by teacher Photographs of their use, and of classroom Lesson notes Evaluations</p>
Assessment:		
<p>k. Integrates a variety of assessment modes into teaching to support learning.</p>	<p>Assessment modes are integrated into daily practice and include learners' verbal responses and written responses such as drawings, maps, diagrams, stories, descriptions, accounts, experiments, local research, handicrafts. Learners are also set small tests, quizzes and homework that are regularly assessed and also sets higher stakes examinations as needed. The teacher takes note of gaps in learning (paying attention to gaps between females and males) and uses this in their planning and delivery of the next lesson or even within the same lesson. At KG/Primary, teacher uses more qualitative techniques in assessing learners.</p>	<p>Learners' exercise books Chalk board work Teacher notes Teacher's records of learners' progress Gender Responsive Scorecard for Teachers</p>
<p>l. Listens to learners and gives constructive feedback.</p>	<p>The teacher gives formative feedback to individual female and male learners. Learners are encouraged to talk or respond without interruption, in extended speech modes in whole class or group scenarios; the teacher listens hard, assesses their understanding, asks for expansion, alternative interpretations or clarification from the same learner or others, and gives constructive feedback to ensure or enhance understanding.</p>	<p>Evaluations of lessons by mentors Teacher reflective notes Gender Responsive Scorecard for Teachers</p>

Standard	Examples of the Standards in action	Examples of some indicators of teacher's performance
Assessment:		
m. Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.	Learners' misconceptions about e.g. mathematics (such as fractions), or spelling of difficult words, or scientific concepts or use of literary terminology are identified by the teacher and different strategies used to re-teach the learning (keeping in mind strategies to support females in maths and science). Learners' exercise books have careful explanations to support learning. Where particular learners are unable to learn, the teacher turns to specialist advice to support them.	Learners' exercise books Lesson evaluations by teacher and mentor Lesson notes
n. Keeps meaningful records and communicates student progress regularly to learners and parents.	The teacher keeps regular, detailed and legible records of learners' assessment, both ongoing, formative and summative assessment, analyses any disparities between females and males, and uses these to inform planning and teaching on a daily basis. Learners are aware of the progress they are making, and how to improve, as are their parents, through written and verbal means of communication.	Records of learners' work Head teacher records of teacher attendance at parent-teacher consultations Written records of learners' progress for parents Learners' exercise books Report of School-based assessment, project work, problem based assessment Gender Responsive Scorecard for Teachers
o. Demonstrates awareness of national and school levels of attainment of learners.	The teacher maintains high expectations for all learners, acknowledging gaps between expectations of learners from the curriculum and the reality of low levels of learning outcomes for many learners. Notes school performance over the years and works with colleagues to improve levels of attainment.	Printouts of national levels of performance from GES and NEA data; study of school performance over the years. Lesson notes, portfolio
p. Uses objective criterion referencing to assess learners.	Teachers assess fairly, using pre-determined criteria and do not compare learner with learner. At Junior and Senior High School teachers use published mark schemes for 'BECE' and 'WASSCE' Level.	Learners' attainment records and exercise books Marking schemes Sample questions

GLOSSARY

Assessment	A systematic process through which the progress and achievements of a learner or learners is/are measured or judged in compliance with specific quality criteria.
Beginning Teacher	A teacher who has recently acquired basic knowledge and skills from an accredited teacher education programme and is capable of performing basic functions of a classroom teacher under supervision and guidance.
Community of Practice	A group of teachers who share a concern or passion for the teaching profession and learn how to do it better as they interact regularly.
Competency	Competence indicates the ability to apply learning, to do something successfully or efficiently
Competency-based curriculum	A curriculum that emphasizes the complex outcomes of a learning process (i.e. knowledge, skills and attitudes to be applied by learners) rather than mainly focusing on what learners are expected to learn about in terms of traditionally-defined subject content.
Continuous Professional Development	A lifelong learning process by which teachers develop, maintain and enhance their personal and professional qualities towards improving their knowledge, skills and practice.
Content Knowledge	The body of knowledge and information that are taught and learned in specific subjects.
Core curriculum	The body of knowledge, skills and attitudes expected to be learned by all students, generally related to a set of subjects and learning areas that are common to all students, such as languages, mathematics, science and social studies.
Criterion-referenced assessment	Assessment of a learner's progress and achievement against a pre-determined set of criteria.
Critical thinking	A process that involves asking appropriate questions, gathering and creatively sorting through relevant information, relating new information to existing knowledge, re-examining beliefs and assumptions, reasoning logically, and drawing reliable and trustworthy conclusions.

Culturally responsive curriculum	A curriculum that respects learners' cultures and prior experiences. It acknowledges and values the legitimacy of different cultures, not just the dominant culture of a society, and encourages intercultural understanding.
Culturally responsive pedagogy	Teaching methodologies which address the need to be sensitive and responsive to cultural differences within the classroom.
Curriculum framework	Defines the overarching vision, essential elements of what an initial teacher education programme requires to train teachers needed to deliver inclusive, equitable and high-quality education for all.
Demonstration schools	Selected basic schools that are Partner schools to the Colleges of Education, where student teachers gain practical teaching experience.
Evaluation (in teaching and learning)	A systematic process aimed at judging the effectiveness of any teaching and learning programme.
External assessment	A process and method of assessment developed and used by an examination body or agency other than the learner's school. This process commonly involves standardized testing, and often serves to grade candidates for further educational opportunities and/or for certification purposes.
Extra-curricular activities	A range of activities organized outside of the regular school day, curriculum or course intended to meet learners' interests. These activities can help learners become more involved in their school or community and can help them to develop social and soft skills and to promote wellbeing. These activities can include athletics, sport, voluntary work, photography, drama, music, etc.
Formative Assessment	Assessment conducted throughout the educational process with a view to enhancing student learning. It implies: eliciting evidence about learning to close the gap between current and desired performance (so that action can be taken to close the gap); providing feedback to students; and involving students in the assessment and learning process.
Gender mainstreaming in the curriculum	Ensuring consideration of gender issues as part of the design, implementation and monitoring of policies or programmes with the aim of achieving and maintaining gender equality.

Gender Responsive Scorecard	A practical tool for gender mainstreaming in training used to establish a baseline, raise awareness as well as monitor and evaluate the gender dimension of training courses to ensure transparency and accountability.
Inclusive education	A process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve the SDGs.
Induction	The orientation and formal introduction of a beginning teacher into the teaching profession.
Instructional Strategies	These are methods teachers use in their lesson delivery to help students learn the desired content to become independent, strategic learners.
Information and Communication Technologies (ICT)	A diverse set of technological tools and resources used to transmit, store, create, share or exchange information. These technological tools and resources include computers, the Internet (websites, blogs and emails), live broadcasting technologies (radio, television and webcasting), recorded broadcasting technologies (podcasting, audio and video players, and storage devices) and telephony (fixed or mobile, satellite, video-conferencing, etc.).
Inquiry-based learning	A process that provides opportunities for learners to construct their own understanding of the complexity of the natural and human world around them. A curriculum adopting this approach implies that learners work with new and challenging content and concepts, connect new information to former knowledge, select thinking and learning strategies deliberately and plan, monitor, and evaluate their own thinking processes.
Instruction	The creation and implementation of purposefully developed plans for guiding the process by which learners gain knowledge and understanding, and develop skills, attitudes, appreciations and values. Instruction is frequently associated with the term 'curriculum' and generally refers to the teaching methods and learning activities that a teacher uses to deliver the curriculum in the classroom.

Interactive teaching and learning	The practice of involving learners in the educational process by encouraging them to bring their own experience and knowledge into the process, while also contributing to defining or organizing their learning.
Intercultural understanding	Awareness, understanding and appreciation of one's own and other cultures. It implies openness towards and respect for other cultures.
Interdisciplinary approach	An approach to curriculum integration that generates an understanding of themes and ideas that cut across disciplines and of the connections between different disciplines and their relationship to the real world. It normally emphasizes process and meaning rather than product and content by combining contents, theories, methodologies and perspectives from two or more disciplines.
Learner centredness	An approach to organizing teaching, learning and assessment based on the learner's personal characteristics, needs and interests.
Learning outcomes	The totality of information, knowledge, understanding, attitudes, values, skills, competencies a learner is expected to master upon the successful completion of an education programme.
Lesson Plan	An outline of a topic to be addressed in a given period which can take a variety of forms and be prepared on a daily, weekly or monthly basis. It normally involves defining specific learning objectives aligned with the existing curriculum, selection of subject matter, required materials and resources, the activities that will take place as well as time and class management notes, assessment methods, and the links between previous and following lessons.
Learning resources	Any resource – including print and non-print materials and online/open-access resources – which supports and enhances, directly or indirectly, learning and teaching.
Lifelong learning	It is a voluntary act of learning throughout life.
Multidisciplinary approach	An approach to curriculum integration which focuses primarily on the different disciplines and the diverse perspectives they bring to illustrate a topic, theme or issue. A multidisciplinary curriculum is one in which the same topic is studied from the viewpoint of more than one discipline.

Multi-grade/multi-class teaching	The teaching of learners from two or more grade levels in the same classroom environment, ideally by using appropriate and specifically designed teaching methods.
Numeracy	The ability to use mathematical skills in appropriate and meaningful ways in order to meet the varied demands of personal, study, social and work life.
Pedagogy	The art and science of teaching, as a professional practice and as a field of academic study. It encompasses not only the practical application of teaching but also curriculum issues and the body of theory relating to how and why learning takes place.
Peer assessment	Assessment of learners' work by other learners.
Peer learning	A process based on exchange of knowledge and information between learners who may also act as mentors. Also referred to as peer education.
Peer teaching/tutoring	A practice in which students share their knowledge and support the learning of their peers through assuming a teaching role within a school setting.
Portfolio assessment	Assessment based on the systematic collection of learner work (such as written assignments, drafts, artwork, and presentations) that represents competencies, exemplary work, or the learner's developmental progress. Portfolios are assessed for evidence of learner achievement with respect to established learning outcomes and standards.
Practicum	A period of supervised practical application of previously studied subject content and pedagogies in the school setting
Pre-primary education or preschool education	Education experiences typically designed for children from 4 years of age to the start of primary school.
Primary education	Primary education provides learning and educational activities typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and creativity to establish a solid foundation for learning and understanding core areas of knowledge and personal development, in preparation for junior high school education.

Problem-based learning	A process designed to experientially engage learners in processes of inquiry into complex problems of significance and relevance to their lives and learning. It is intended to challenge learners to pursue authentic questions, wonders, and uncertainties in a focused way, which enables them to construct, deepen, and extend their knowledge and understanding.
Professional Knowledge	A variety of specialised training, formal education, or advanced professional learning intended to help teachers improve their professional knowledge, competence, skill, and effectiveness.
Professional Practice	The use of one’s knowledge in the teaching profession in managing the learning environment, teaching and learning, and assessment.
Professional Values and Attitudes	The principles, ideals and standards that give meaning and direction to the daily conduct of teachers.
Reflective Logs	This is a diary that contains regular entries by student teacher, detailing their experiences and emotions with regard to their learning process
School Practicum	A period of supervised practical application of previously studied subject content and pedagogies in the school setting
Secondary education	Secondary education provides learning and educational activities building on primary education and preparing for labour market entry, and tertiary education.
Self-assessment	Assessment by which the learner gathers information about and reflects on his or her own learning progress, judges the degree to which it reflects explicitly stated goals or criteria, identifies strengths and weaknesses, and revises accordingly.
Special needs education	Education designed to facilitate learning by individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an education programme.
Teachers’ Standards	Written descriptions of knowledge, skills, competencies and attitudes that teachers are expected to know and be able to do during their training and in professional practice.
STEM	The Science, Technology, Engineering, and Mathematics (STEM) fields. They are collectively considered core technological underpinnings of an advanced society

Student teacher	A person studying to become a professional teacher and who, as part of the training, observes classroom instruction or undertakes closely supervised teaching in a school setting.
Summative assessment	The assessment of learner's achievement at the end of an instructional unit, course, semester, or programme usually, although not necessarily, involving formal testing or examinations.
Technology-enhanced learning	The use of information and communication technologies as mediating devices supporting instruction, tutoring, assessment, and student learning.
Tertiary education	Tertiary education builds on secondary education, providing learning activities in specialized fields of education.
Vocational education	Education programmes that are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade, or class of occupations or trades.



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