

GES PROMOTION HANDBOOK

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CHAPTER ONE

KNOWLEDGE ON GES AND MOE

GHANA EDUCATION SERVICE

The Ghana education service (GES) is a government agency under the ministry of education responsible for implementing government policies that ensure that Ghanaians of school-going age irrespective of their ethnicity, gender, disability, religious and political dispositions receive quality formal education.

The Ghana education service is governed by a fifteen-member council called the GES council.

Vision of GES

“Ghana education service seeks to create an enabling environment in all educational institutions and management positions that will facilitate effective teaching and learning and efficiency in the management for the attainment of the goals of the service”.

Mission of GES

“To ensure that all Ghanaian children of school –going age are provided with inclusive and equitable quality formal education and training through effective and efficient management of resources to make school –going age are provided with inclusive and equitable quality formal education and training through effective and efficient management of resources to make education delivery relevant to the manpower needs of the nation.”

Mandate of GES

“GES is responsible for the implementation of approved national pre-tertiary educational policies and programs to ensure that all Ghanaian children of school-going age irrespective of tribe, gender, disability, religious and political affiliations are provided with inclusive and equitable quality formal education.”

The vision and mission statements of GES tell what the service seeks to achieve as far as the education of the Ghanaian child is concerned. They are more or less targets of the service. It must be noted that the vision of GES is the big dream or the long term goals of the institution while the mission is the strategies for attaining the long term goals. Interestingly, the official order by the government for the GES to function is its mandate.

Brief history of GES

The Ghana education service (GES) was established in 1974 as a part of the public service of Ghana by the national redemption council under the national redemption council decree (NRCD 247). It was later amended by the NRCD 252, NRCD 357 and the supreme military council decree (SMCD 63). In the constitution of the fourth republic, the earlier legislations' have subsequently been amended by acts of parliament; act 506 (1995) and act 778 (2008).

Objectives of GES

The objective of GES are in accordance with the national policy objectives espoused in the education strategic plan (ESP). The key objectives of the service are as follows:

- a. Increase inclusive and equitable access to and participation in education at all levels
- b. Ensure provision of life skills training and management of personal hygiene, family life, gender, health, HIV/AIDS/STIs, etc.
- c. Improve the quality of teaching and learning
- d. Improve the management of education service delivery

Current programmes of GES

1. Pre-tertiary education management programme including headquarters divisions, regional and district directorates

2. Complementary basic education (CBE) programme comprising kindergarten, primary and junior high school, secondary education comprising SHS and TVET
3. Special and inclusive education.
4. Secondary education improvement project (SEIE) programme

Meanwhile, basic education has been redefined to include secondary education as part of the

GES On – going reforms

As part of efforts to promote quality pre-tertiary education service delivery, the following reforms have been or are being made:

- a. Re-alignment of the teacher education division of GES as an agency under the ministry of education (now known as the national teaching council)
- b. Re –alignment of the curriculum research and development division of GES as an agency under the ministry education (now known as the national council for curriculum and assessment)
- c. Re-alignment of the inspectorate Division of GES as an agency under the Ministry of education (now called the national inspectorate Board)
- d. Re- alignment of the Technical/Vocational Education Division (TVED) of GES as an agency under the Ministry of Education (to be named Ghana Technical Education service)
- e. Creation of new division of GES (to be called Management Service Division) which shall include special and inclusive Education Programme (SHEP)

Summary of new Education Reform

1. Kindergarten, primary school, JHS and SHS shall all be described as basic school. JHS 1,2,3 and SHS 1 shall now be referred as BS 7,8,9 and 10 respectively i.e. SHS 1 shall now be called BS 10
2. All students in JHS 1- SHS 1 shall run a Common Core Programme called CCP which comprises 9 subjects; namely – Maths, Language, Science, RME (stand – alone subject), Physical and health Education (not examinable), Career Technology, Social Studies, Computing, and Creative Art and Design.
3. A new examination called national standard assessment Test (NSAT) shall be conducted at primary 2, 4, 6 and JHS 2.
4. BECE shall be replaced by placement exams at JHS 3 to enrol students into SHS1.
5. Students in SHS1 shall continue to run the common core programme for one year thus students into SHS1 shall not select science, business or arts programmes.
6. At the end of SHS1, Students shall write a Common Core Exams into SHS 2.
7. At SHS 2, students will now have to select either a career related programme which includes vocational and technical programmes or a high school Diploma programmes such as science, business, and arts.
8. This means Elective subjects shall start in SHS 2.
9. WASSCE will be replaced by university entrance exams at SHS3.
10. Students after successful completion of SHS 3 will be rewarded a Diploma Certificate instead of WASSCE certificate.

Comments

1. The education system will be more of research, community engagement, and projects with fewer contents.

2. Computers Literacy in one of the major focus of this programme as all educational stakeholders must be in good position to provide adequate I.T. facilities for students
3. Science at the basic level comprises physical and applied science which involves more of demonstrative features. It is sectioned into the following:
 - ✓ Diversity of matter
 - ✓ Cycle
 - ✓ System
 - ✓ Forces and Energy
 - ✓ Human and Environment

It is then necessary for all educational heads to recruit more skilled and qualified science persons to run the programme as fewer concepts in the SHS syllabus have been pushed down to prepare students for their electives in SHS 2.

Collaboration with Development Partners, Private Sector and Stakeholders

The following organizations and stakeholders are partnering the GES in the implementation of its programmers and activities:

1. United Nations Children's Fund(for Education Programme)
2. United States Agency for international Development (for Partnership for Education

Project: Social Impact, Learning , Innovation, Improving Reading Performance in Primary Schools)

3. United Kingdom for international Development (for Complementary Basic Education Programme)
4. Belgium/TELEVIC (for Supply and Installation of integrated E-learning Lab for 240 SHSs)

5. Kreditanstalt Wiederaufbau (KFW)-(for Supporting Vocational Training: Voucher Programme)
6. World Bank-(for Ghana Secondary Education Improvement Project)
7. Kuwait-(for Expansion and Development of 26 Existing SHS Project)

General Functions of GES (National Level or Headquarters)

The following functions are stated in the Section 3 of the Ghana Education service Act

(ACT 506) of 1995

- Responsible for implementation of approved national policies and programmers relating to pre-tertiary education.
- Provide and oversee Basic Education, Senior High Education, Technical Education as well as Special Education.
- Register, supervise and inspect private pre-tertiary educational institutions.
- Submit recommendations to the Minister of Education for educational policies and programmers.
- Promote the efficiency and full growth of talents amongst its members.
- Register teachers and updating the register of all teachers in the public system (now the work of NTC).
- Maintain professional standards and conduct of its personnel.
- Carry out other functions that influence the attainment of the functions specified above.

Functions of GES at the Regional Level

- a. Co-ordination of work of District Education Directorates.
- b. Inspection and Supervision of pre-tertiary educational institutions.

- c. Monitoring and evaluating of schools and colleges.
- d. Posting of teachers to second cycle schools.
- e. Appointment of Boards of schools and colleges.
- f. Collection and use of educational data.
- g. Auditing of schools accounts to ensure judicious use of funds.
- h. Pre-service and in-service education and training of teachers.
- i. Works closely with the regional Co-coordinating Council of the region.

Functions of GES at the District Level

- a. Oversee the second cycle institutions with in the district on behalf on the Regional Directorate.
- b. Appointments, postings, transfers and discipline of teachers in the district.
- c. Recommend teachers promotions below the grade of principal superintendent.
- d. Construct and build syllabi for pre-tertiary schools and institutions.
- e. Control payments of teachers' salaries and entitlements
- f. Appointments of management committees for the basic educational institutions.
- g. Coordinates the work of the Districts Education oversight committees (DEOC).
- h. Disbursement of government education grants
- i. Distribute books and materials supplied by the government
- j. Build, equip and maintain schools with the financial assistance of the government, education units and other private bodies.

- k. Collection and submission of accurate data and statistics on all schools both public and private, for the purposes of planning, budgeting, monitoring and evaluation at the district, regional and national levels
- l. Advising the district chief executive or district assembly on all educational matters.
- m. Management and supervision of personnel and all schools both public and private

(Basic, senior high schools, vocational and technical institutions.)

- n. Preparation and submission of quarterly and annual reports on all educational activities in the district according to guidelines issues by the GES council and MOE to the director –general.
- o. Preparation of annual budgets of the district in accordance with the current accounting framework and submission of same to the director-general through the regional director.
- p. Any other duties that may be assigned by the regional director or by the Director –general.

Challenges of GES

- Approximately 82% of the total GES budget is allocated for the payment of salaries crowding out other expenditures.
- Inadequate furniture, especially at the basic school level.
- Inadequate supply of sanitation facilities such as gender –friendly toilets/urinals, especially at the basic school level.
- Inadequate infrastructure in over-subscribed senior high schools.
- Inadequate logistics for effective monitoring and supervision
- Inadequate TLMS and core textbooks

- Lack of teachers to handle key subject areas like mathematics physics and chemistry, etc.
- Inadequate facilities for in-service education and training
- Inadequate language experts and facilities for implementing the language policy.
- Lack of science equipment in basic schools
- Non-release of transfer grant for the staff rationalization policy.

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Delayed payment of salary arrears due to the ministry of finances policy on payment of three (3) month's salary arrears and which affects staff motivation.

THE GOVERNING BODIES AND MANAGEMENT OF GES

The governing bodies refer to councils, boards or committee established and backed by law to operate to ensure the wellbeing of GES at its various levels.

Such bodies include GES, DEOC, and SMC. Whiles the management is the various offices that run the ministries and agencies of GES. Below are the various governing bodies of GES;

THE GHANA EDUCATION SERVICE COUNCIL

The Ghana Education Service Council (GESC) is the governing body of the Service as established by the Ghana Education Service Act (Act 506 of 1995). It serves as a link between the GES and the MOE.

Composition of the GESC

- a. A chairman with extensive academic and administrative experience
- b. One representative of the Public Service Commission not below the rank of director
- c. Two distinguished educationists, one of whom shall be a woman
- d. Two eminent citizen, one of whom shall be a woman
- e. Two representatives of the Christian group made up to the Christian council the national catholic secretarial and the Ghana Pentecostal council
- f. One representative of the federation of Muslim councils and Ahmadiyya mission
- g. One member of the Ghana national association of teachers
- h. One member of the teachers and educational workers union
- i. One member of the national council for tertiary education
- j. One representative of the association of proprietors of private educational institutions
- k. The chief director of the ministry of education
- l. The director –general of the service

The members of the council are appointed by the president in consultation with the council of state. Members hold office for a term of 3 years and may be re-appointed for a second term.

Members of GESC names are listed below: Michael
Nsowah-Chairman

Dr.Salomey Essuman-Governmente Nominee

Very Rev Ama Afo Blay-Government Nominee

Anis Haffar-Governmente Nominee

Enoch Cobbinah –Chief Director –Moe

Prof.Opoku Amankwaa-Director General GES

Rev. Sister Elizabeht Amoako Arhin –NCTE

Rt.Rev.Prof.C.N. Omenyo-Christian Council

John Kwesi Nyoagbe-GNAT

Justice King Essei –Private Schools

Florence Adjei Wiredu (Mrs.) –TEWU

Michael Nimako –Public Service Commission

Ayew Morgan-Ahamdiyya Muslim Mission

Most Very Rev. J.B. Kwoffie-Catholic Bishops Conference

Function to the GESC

- a. The council has general control over the management of the service
- b. Ensure the implementation of the function of the service
- c. Submit to the minister of education recommendations for pre-tertiary educational policies and programmes.
- d. Promote collaboration between the ministry of education and the service.
- e. Conduct promotion of teachers from principal superintendent to director – general.
- f. Advice the minister of education on such matters as the minister may request
- g. Appoints DEOCS to assist the council in discharge of its functions.
- h. Approves retirement from the service arising out of incapacitation after a report from a medical board.

- i. Approves dismissals or withdrawal from the service arising out of misconduct hat

tarnishes the image of the service.

THE DISTRICT EDUCATION OVERSIGHT COMMITTEE

The Ghana education act (act 506 of 1995) makes it possible for the existence of the district oversight committee (DEOC) to ensure provision and development of quality education delivery. DEOC is the highest decision-making body on educational matters in the district and thus the governing body.

Composition of the DEOC

- a. The district chief executive (chairman)
- b. The district director of education (secretary)
- c. The chairman of the sub-committee responsible for education
- d. One representative of the schools management committees (SMC)
- e. One representative of the private schools
- f. The district social welfare officer
- g. One representative of the association of teachers (KNAT or NAGRAT)
- h. The district director of health service
- i. One representative of the district assembly who is the district
- j. One representative of traditional rulers in the district
- k. One representative each of the religious bodies
- l. One representative of the district parent and teacher association (PTA)
- m. One woman identified generally with social development in the district.

Function of the DEOC

- a. To ensure the good conditions of school buildings and other infrastructural requirements of the schools
- b. Provision of teachers, the regular and punctual attendance of teachers and pupils at the school.
- c. The proper performance of duties by staff at the school.
- d. The moral behaviour of staff, pupils and matters relating to general discipline.
- e. Complaints relating to, or from teachers, non-teaching staff and pupils.
- f. To ensure environmental cleanliness of schools and facilities therein.
- g. The supply of textbooks and other teaching and learning materials.

SCHOOL MANAGERMENTS COMMITTEE

A School Management Committee (SMC) is a corporate body with perpetual succession and a common seal, and may sue and be sued in its corporate name. The SMC is in fact, the governing body of Basic Schools in Ghana and it is established by the Education Act 2008 (Act 778) to control the general policy of schools at the basic level. A member in this committee holds an office not more than three calendar years.

Composition of the SMC

- a. The District Education Director or a representative as an ex-officio member.
- b. The head teacher or headmaster of the school.
- c. One member appointed by the District Assembly.
- d. One representative of the school's PTA.
- e. One representative of the Old Pupils Association.

- f. One member appointed by the Education Unit, (if it is a school with religious affiliation).
- g. One member appointed by the town or village.
- h. One elder appointed by the Chief of the town village.
- i. Two members appointed by the teaching staff, one from the primary and one from the Junior High School (JHS).

Functions of the SMC

- a. To submit to the Director-General of Ghana Education Service through the District Director any information returns and accounts on the school on demand.
- b. To ensure that the schools premises are kept in sanitary and structurally safe condition in good states.
- c. The committee brings to notice of appropriate authorities, town or village development committee, the state of the schools premises.
- d. To assist in ensuring discipline among the teachers and pupils, particularly in checking absenteeism and lateness to school.
- e. To assist in ensuring retention of teachers in the rural schools by assisting them Commented [Aw1]: to get some basic needs such as accommodation and food.
- f. To participate in school durbars where matters affecting the school are discussed, for e.g. during school Performance Appraisal Meetings (SPAM).

BOARDS OF GOVERNORS

Boards of governors are statutory bodies established under Education Act of 1961 (Act 87). They are established to control second cycle institutions. The boards are guided by a constitution made by the Minister for education. A member of the Board holds office for a

maximum of 2 terms of six academic years (3 years per term). The chairperson is elected annually by the members form among themselves and the Board may co-opt non-voting members for Headmaster acts as the Secretary to the Board.

Composition of the boards of governors

- a. A representative of the Director-General.
- b. The Regional Director of Education or his/her representative.
- c. The District Director of Education or his/her representative.
- d. The Head of the Institution.
- e. Two representatives of the District/Municipal or metropolitan assembly.
- f. Two representatives of the staff (one Teaching and one Non-Teaching).
- g. Two representatives of the Past Students' Association.
- h. Two members to represent historical interest (Mission or Founder)
- i. One representatives of the Parent-Teacher Association.

Functions of the boards of governors

- a. The Board ensures that the institution's premises and structures are academic friendly.
- b. The board discusses and approves the schools termly and annual budgets.
- c. The board is to assist the headmaster in performing his duties , but not to encroach upon the authority and responsibility of the head
- d. The board holds and manages all movable and non-movable property in possession of the institution
- e. It discusses audit report on the schools finances

- f. It handles disciplinary issues referred by the head of the school
- g. It discusses the headmasters situation reports on the school with reference to academic work and the general tone on the school
- h. It gives approval to major projects to be undertaken by the PTA, the schools management and the old students association
- i. The board organizes speech and prize-giving days of the school.
- j. The board is expected to send annual report on the preceding years covering all aspects of activities in the school including financial management to the minister.
- k. The board controls the general policy of the institution as provided by the MOE and the GES for the minister for education.

PARENT –TEACHER ASSOCIATION

The parent –teacher association (PTA) is an association of parents/guardians and teachers in a particular schools or a cluster schools. Any parent, guardian or teacher who is interested in his or her wards education can become a member of the pta. Members meet often at school levels to discuss schooling and its associated issues. The district director or his /her representative can attend the PTA meeting at the school levels.

Composition of the PTA

The executive of the PTA include the following:

1. Chairman (parent)
2. Vice chairman (parent)
3. Secretary (teacher)
4. Financial secretary (parent)
5. Treasurer (parent)
6. First committee member (parent)

7. Second committee member (parent)

8. Third committee member (headmaster/ head teacher)

9. Ex –officio member (school welfare officer) **Function of the PTA**

- a. The PTA assists in school maintenance and repairs of infrastructure.
- b. The PTA negotiates land for projects for the school such as school farm and field
for sporting activities.
- c. The PTA visits school irregularly to monitor pupils performance
- d. It helps in resolving conflicts and problems in and around the school
- e. It helps in maintaining school discipline
- f. It cooperates with the benevolent agencies/organizations that have interest in quality education
- g. It seeks to the children and teachers welfare by assisting in provision of accommodation and school text books.
- h. It seeks to the best performance of the children in academics and sports.

DISTRICT DISCIPLINARY COMMITTEE

The district disciplinary committee (DDC) is instituted by the district director to handle cases of misconduct and grievances referred to it by district director.

The committee is always guided by the codes of conduct of both teaching and non-teaching staff.

Composition of the District Disciplinary Committee Representative
of:

- 1. The district/ municipal/ metropolitan directors (chairman)

2. Conference of heads of basic schools (COHBS)
3. Conference of heads of assisted secondary schools (CHASS)
4. Conference of principals of colleges of education (PRINCOF)
5. Teacher association (GNAT & NAGRAT)
6. Conference of education units managers
7. Teachers and education workers union (TEWU)
8. Social welfare

Governance in GES

- GES council
- University councils
- DEOC/MEOC Board of Governors
- School Management Committees

MANAGEMENTS LEVELS IN GES

- National level management – Director General assisted by two Deputy Director Generals
- Regional level management- Regional Directors (Directors I)
- Metro/Municipal/ District Management –Metro/Municipal/District Directors (Director II)
- School Level Management
- SHS (Deputy Director)

Basic school (PS/AD II)

THE GOVERNING BODIES AND MANAGEMENT (GES)

Institution	Governing Body	Management
GES (headquarters)	GESC	Director-General
University	University Council	Vice Chancellor
REO	REOC	Regional Director
MEO	MEOC	Municipal Director
DEO	DEOC	
SHS	Board of Governors	District Director
Basic School	PTA	Head master

		SMC
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Note:

Regional Education Office (REOC)

Regional Education Oversight Committee (REOC)

Municipal Education Office (MEO)

Municipal Education Oversight Committee (MEOC)

District Education Office (DEO)

District Support Structures

The following are the District Support Structures:

DEOC/MEOC

District Disciplinary Committee

District INST Committee

District Education Planning Teams (DEPT)

District Teacher Support Team (DTST)

School Performance Appraisal Meetings (SPAMs)

DIVISIONS UNDER GES HEADQUARTERS

- Special Education
- Secondary Education
- Technical and Vocational Education Division (TVET)
- Basic Education
- Guidance and Counselling unit
- School Health Education Programme unit (SHEP)
- Supplies and Logistics
- Human Resource Management and Development (HRMD)
- Administration and Finance
- Monitoring, Evaluation and Research

RESPONSIBILITIES FOR THE UNIT HEADS AT THE DISTRICT LEVEL

The organizational structure at the district level identifies four front-line Deputy Directors. They are:

- AD/Deputy Director – Human Resource Management and Development
- AD/Director – Administration and Finance
- AD/Deputy Director – Supervision and Monitoring
- AD/Deputy Director – planning and Statistics

Deputy Director – Human Resource Management and Development

Job Summary – The head of the HRMD is expected to implement policies which relate to management, development and administration of human resources of the District Directorate.

The main responsibilities of the deputy director HRMD are as follows:

- To deal with recruitment, appointment, re-engagement and re-instatement of all teaching and non-teaching staff.
- To notify the director of vacancies and over a-staffing and take appropriate measures for approval.
- To liaise with the regional directorate and headquarters on matters concerning salary grading of all district personnel of the service
- To exercise supervisory control to ensure that promotions are done according to the conditions of service and that appropriate records are kept with copies submitted to the regional /directorates and headquarters.
- To process all applications for transfers/ release and posting
- To keep up –to date records on all teaching and non-teaching staff
- To see to the safe custody of personnel record cards and nomination papers
- To process all applications for retirement and death benefits for both the teaching and non-teaching staff.

To receive and process all application on study –leave within the policy guidelines for leave of absence and other requests for permission to travel outside the country.

- To liaise with colleague units heads to organize administrative and professional in-service training programmes.
- To receive monthly returns on teacher absenteeism, collate and bring to the directors notice percentage of absenteeism by teachers on circuit and district basis.

Deputy Director –administration and finance

Job summary –This officer is expected to co-ordinate the work of all the schedule officers.

He /she is in charge of budget, accounts, supplies and logistics.

Key responsibilities

- To preside over the meetings of the procurement committee and submit recommendations to the director for consideration and approval.
- To produce quarterly financial management reports using agreed formats.
- To produce all financial statements and returns in line with GES regulations in respect of funds provided to the directorate.
- To execute and record all payment instruction in line with GoG (Government of Ghana) regulations.
- To produce and review the Directorate Strategic Plan in line with the overall GES Plan.
- To supervise the preparation of the District Budget in line with the medium term expenditure frame work and government – wide budget process.
- To submit draft and final budget to the Directorate’s Budget Committee.
- To prepare the Directorate’s Annual Financial Report.
- To ensure that MCE/GES Strategic priorities reflect in resource allocation formula between programme areas.
- To liaise with HRMD Unit Head over establishment levels consistent with policy a budgetary requirements and Directorate’ allocation of new teacher.
- To work with the District Assembly to monitor their planned contributions to the Education budget, including assessment of the recurrent cost consequences to capital projects.

- To manage all staff of the Unit including performance appraisal, training assessment and discipline in consultation with the director to improve the work performance of all officers involved with the budget and financial administration and planning function.
- To have oversight a control of supplies and logistics including the prompt allocation and distribution of text book and other curriculum materials.

Deputy Director – Supervision and Monitoring

Job Summary – This office provides effective support to schedule officers in the Unit and also in all pre-tertiary institutions as far as supervision, management of teaching and learning, guidance and Counselling, and school, inspections are concerned.

Key responsibilities

- To ensure the maintenance of school quality standards (SQS) in all
-
- Pre-tertiary institution in the district, both public and private.
 - To monitor the supervision of the progress of teaching and learning in schools and to ensure that educational programmes and processes conform to strategic objectives and indicators as determined by MOE/GES
 - To bring to the directors notice any serious short coming and deficiencies which militate against progress innovations and good practices with the director's approval.
 - To give guidelines in consultation with the director on content of syllabuses, methodologies and skilful assessment in the various subject areas.

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- To prepare programmes for circuit supervisors and other officers in the unit in consultation with the director.
- To analyse supervision reports received from circuit supervisors and other officers in the unit and ensure that appropriate actions are taken promptly as required.
- To organize meetings/durbars at circuit centres and in the communities with the director's approval to disseminate findings and give feedback on critical issues identified in the reports (using established structured, i.e. DTST, DEPT, IECT teams etc.)
- To meet circuit supervisors and other officers in the unit at least once a fortnight.
- To receive monthly returns on teacher absenteeism, collate and bring to the directors notice percentage of absenteeism by teachers on circuit and district levels.

Deputy Director-Planning and Statistics

Job summary –this front –line deputy director collects, analyses and maintains an accurate and easily accessible database on all pre-tertiary institutions both public and private in line with guidelines as determined by the statistics, research ,implementation and public relations (SRIMPR) division of the MoE

- To devise effective ways and means for gathering essential systems data on all pretertiary institutions in the district.

To analyse the data collected and keep an up-to date database on schools to facilitate decision –making and planning

- To liaise with the regional statistics officer and SRIMPR on issues concerning data on schools
- To serve on the district procurement committee

- To provide timely information to the other 3-line unit heads, establish linkages and rapport with other schedule officers, the district assembly, and district directorate of medical services, headquarters and other district structures including DEPT, DTST, SMC, and PTA etc.

SCHEME OF SERVICE

Scheme of service refers to the various ranks or levels that a teacher may attain within the period of service in GES. It also refers to the grades of personnel in GES and these are listed in descending order below: Director –general

Deputy Director –general

- a. Access and quality
- b. Management services

Director 1 (division /regional)

Director 11 (districts)

Deputy Director

Assistant director

Assistant director I

Assistant director II

Principal Superintendent

Senior superintendent I

Senior superintendent II

Superintendent I

Superintendent II

In the past, teachers from the teacher colleges with cert a are placed at superintendent II and will be moved to next by inspection of work, satisfactory

report and recommendation on the teacher to the district director but final approval comes from the director general .however, the said teachers could offer diploma in basic education (DBE) programme by sandwich or distance learning to be at par with their colleague teachers who completed colleges of education (now university college of education). Teachers who completed college of education with DBE are placed at senior superintendent II (SS II0).

Teachers ranked at SS II can move to senior superintendent I, also by inspection of work, satisfactory report and recommendation on teacher through the district director, the regional director and to the director –general for approval for the said rank. Meanwhile such teacher can pursue a degree programme by regular or sandwich or distance and will be moved straight to the rank of principal superintendent (PS) after completion and upgraded.

All university graduates enter the service on PS and the period of eligibility for promotion is now five years and above.

- ✓ Non graduate professional teachers or officer end at assistant director I (AD I)
 - ✓ Diploma /HND professional ends at deputy director.
- ✓ Non-professional graduate /diplomat ends at deputy director.
- ✓ Graduate professional can progress to the director –general

Note; now all ranks from principal superintendent (PS) to deputy director can be attained through a successful pass from GES promotion attitude examination contracted and conducted by university of cape coast (ucc0 in February every year if it is not revise for some years to come.

NAMES OF OFFICERS AT GES HEADQUARTERS

- Professor Kwasi Opoku-Amankwa-director general
- Lawyer Anthony Boateng-deputy director general-management service
- Dr.Kwabena Bempah Tensoh-deputy director general –quality and access

CONDITIONS OF SERVICE

Conditions of service are the benefits one derived from being an employee in GES. These benefits are made possible through consultation between the employee and the employer.

Teachers are entitled to the following benefits aside their annual salaries:

1. Responsibility allowance (heads of schools, heads of departments, form masters, council and guidance coordinators, class advisors, etc.)
2. Travelling and transport (T&T) .this is possible when a professional teacher carry out an official assignment outside his station or school.
3. Transfer grant (calculated as one month gross salary).
4. Advance to purchase means of transport
5. Leave travel allowance
6. Night allowance (chief director or chief executive gh¢49.00 per night, deputy chief executive or head of department gh¢420 per night, directors gh¢350 per night, senior staff gh¢280.00 per night, junior staff gh¢210 per night, where accommodation and meals are provided, rate abated by 1/3, trekking offices not exceeding 12 days in a

quarter full overnight allowance. Beyond 12 days allowance half the rate of night allowance.

7. Vehicle maintenance allowance (car GH¢ 210.00 per month, motor cycle GH¢ 70.00 per month, bicycle GH¢ 28.00 per month)
8. Kilometric allowance (car GH¢ 3.50, motor cycle GH¢ 1.40,
9. Allowance for teachers in the deprived areas.
10. Acting allowance (difference between the acting officers' salaries and the minimum salary of the acting post or 20% monthly basic salaries whichever is high).
11. Retention premium 9 salary advance 15% of basic salary per month).
12. Salary advance (2 months gross salary to be recovered in 12 month monthly instalment).
13. Special advance (2 months' salary advance to be recovered after 2 months grace period and shall be spread over a period of not exceeding 24 months).
14. Transfer grant /permanent posting allowance (3 months basic salary)
15. Rent advance (not exceeding the employees annual salary)
16. Advance for the purchase of household durable goods (a loan not exceeding 150% of an employee's annual gross salary to be repaid in not more than eighty-four (84) equal instalments).
17. Additional duty allowance (10% of monthly basic salary per month).
18. Allowances for directors (applicable category 4 allowance to be paid.
19. Continuous professional development (CPD): professional teachers (Gh¢ 1,200.00, non-professional (GH¢ 800.00)
20. Medic are (i. Employee, spouse and four children of 18 years and below to be covered by NHIS, ii. Payment of 50% of the cost of management of illness not

covered by NHI, III. Where a child is above 18 but below 23 years and is still in school, he or she shall be covered by the medical scheme.

21. Retiring and (death benefits I. Employee 2100, ii. spouse `1400, iii. Child 1400 all inclusive).
22. Physically challenged guide (daily minimum wage for 27 days).
23. 23. Physically challenged transport (20% of basic salary).
24. Allowance for teachers in deprived or difficult area (to be determined by GES and FWSC).
25. Maternity leave
26. Leave to attend assembly meeting
27. Membership of committee
28. Study leave with or without pay
29. Sick leave
30. Leave for examination
31. Casual (emergency) leave (not more than 10 working days).
32. Compensation (care of injury or disability etc.

CODE OF CONDUCT

Code of conduct refers to the ethics of the profession which are the best practices expected of every worker or staff in the teaching profession. They are the dos and don'ts of the teaching profession. The intention of the code of conduct is to provide guidelines for the minimum standard of appropriate conduct.

SOME ACTS OF MISCONDUCT IN THE GES

- a. Failing to prepare lesson notes

- b. Refusal to sign the daily time book
- c. Absenteeism and cutting classes
- d. Failing to set adequate amount of written and practical exercise in all the appropriate subjects
- e. Lateness to class
- f. Failing or refusing to take part in the approved co-curricular activities
- g. Carrying babies or children of school going age to school
- h. Inappropriate use of pupils or student or children for labour
- i. Giving and receiving bribes
- j. Unauthorized collection of monies, food items, toilet items, etc., from pupils.
- k. Refusing to accept posting or to go on transfer
- l. Insubordination and verbal assault
- m. Habitual drunkenness and smoking in class
- n. Involvement in examination malpractices and leakages
- o. Involvement in school /college riots, strike or demonstrations.
- p. Writing of anonymous letters.
- q. Any act that brings the name of the service to disrepute.

Some sanctions for professional misconduct

Below are some of the sanctions for professional misconduct in the service:

- a. Warning or reprimand, writing queries
- b. Suspension of allowance
- c. Stoppage of increment

- d. Disciplinary transfer
- e. Deferment of increment
- f. Reduction in rank
- g. Suspension with loss of pay
- h. Removal from GES with some retirement benefits
- i. Termination of appointment with forfeitures of retirement benefits (dismissal).
- j. Striking off name from the register of teachers (this means withdrawal of one's certificate or license to teacher with consequent termination of appointment for good).

Differences between codes of conduct, conditions of service and scheme of service Code of conduct refers to the ethics of the profession which are the best practices expected of every worker or staff in the teaching profession. They are the dos and don'ts of the teaching profession. E.g. Drunkenness, sexual misconduct, embezzlement of school funds, smoking in class, unauthorized granting of interviews to the media, unauthorized collection of monies, etc. are punishable by GES. These are the conducts which tend to bring GES into disrepute. These constitute misconduct. Conditions of service are the benefits a teacher derives from the service (benefits accrues for being a teacher) such as study leave with pay whilst the Scheme of service is the progressions and promotion in the service e.g. from newly trained teacher (Supt .II) to General (i.e. rankings that one passes through as a teacher).

Procedures for study leave with pay

- a. Applicant are to obtain study with pay application from District Regional Education offices nationwide.
- b. Applicant should complete 4 copies of application forms and attached certified true copies of certificates.

- c. The application should pass through the head of school/head of department/SISO, the District Director/Municipal Director Regional Director/at least to the Director

General 3 months before the end of the academic year for processing and approval.

- d. These documents must be added; Admission Letter, Updated personal Record form with a passport size picture, First appointment letter, confirmation later, Certificates (BECE, WASSCE &DBE),Birth certificate, current pay slip and SSNIT card.

Conditions for study leave with pay

- a. The applicant must serve a minimum of five years after completing college of education
- b. The applicant must serve a minimum of two years in deprived area.
- c. Applicants teaching critical subjects like math, English/Linguistics, Science &French quality after serving for two years.
- d. Non-professional graduate teachers should serve one year before eligible for Post

Graduate Diploma in Education (PGDE) course

- e. Members of the service returning from secondment must serve a minimum of two years before eligible for study leave with pay.
- f. Members of the service who vacate post and are reengaged
- g. Must serve a minimum of five years before eligible for study leave with pay.
- h. GES staff who are 55 years and above do not quality for study leave with pay
- i. The study leave with pay is opened to qualify both teaching and non-teaching staff.

- j. Members who are eligible for study leave with pay must serve for a minimum of 2 years after the study leave course.
- k. Teachers pursuing courses meant for non-teaching personnel will not enjoy study leave with pay.
- l. Study leave with pay will not be granted for part time/sandwich courses or programmes.
- m. Applicants for study leave with pay must have good conduct, satisfactory performance and recommendation by immediate supervisor.

SUBJECT	AGRIC SCIENCE	GHANAIAN LANGUAGE S	VOCATIONAL TECHNICAL	INDUSTRIAL ART
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English language, French, science, Maths, statistics, Chemistry, Biology, Physics, integrated science, ICT, Lab technician, Accounting, Secretariat management, Management, HRM/HRD.	Animal husbandry. Crop husbandry Horticulture Fisheries Forestry	Dagaare Dagbani Dangme Ewe Fante Ga Gonja Kasem Gurune Nzema Akuapem Twi Asante Twi	Mechanical engineering, Plumbing, Painting & decorating, Radio, tv & electronics, Electrical installation work, Wilding, Hairdressing, Computer system tech programme, Refrigeration mechanics. Fashion. Catering and hospitality. Tailoring/dressmaking. Block laying/concreting. Technical drawing. Carpentry & joinery. Publishing/Bookbinding, Photography, Furniture craft, Upholstery, Draughtmanship, Electronic	Textiles Graphic Design Ceramics Jewelry Leather Works Sculpture Visual art Others Special Education. Guidance And Counselling Physical Education/Sp Orts science, Early Childhood. Public relations,
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			Machine Rewinding, Auto body repairs, Motor vehicle Mechanics, Small engine service, heavy duty mechanics, Agric mechanics, Metal works, Building construction, industrial Mechanics.	Stores management, Purchasing And Supplying Library/Informati on Studies.
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Some Terminologies in GES

1. **Posting:** This is where a newly trained teacher or one returning from study leave is allocated a place in the region/district/school to teacher is posted to teach at Bodomase D/A JHS in the Sekyere Kumawu District in the Ashanti region.

2. **Reposting:** This is the movement of a public servant from one geographical area or location to another within the same organization or service to perform duties relating to the Class of posts that the public servant belongs. Reposting is simply, a change of unit or division within the GES. For instance, Mr.Kako was a teacher in James White D/A JHS in Maase and he is now reposted to Christian Home D/A JHS to teach in Atimatim New site within the Afrgya Kwabre South District.
3. **Transfer:** Is a movement of a public servant from one of the services within the public service to another. It is the movement of a public servant from one of the services within the public service to another or from one class of posts within the same or different service. For instance, Madam Nancy was teaching in primary School and now she is transferred to JHS teach.
4. **Re-engagement:** Re-engagement is the reappointment of employee who has stopped and is seeking re-entry. For instance, Mr. Kwame stopped teaching, travelled to Australia for greener pasture and returned seeking for reappointment into the teaching profession again.
5. **Re-instatement:** Re-instatement is when one is dismissed from the service and is cleared of his allegation he is reinstated. This is the restoration of a staff that was on interdiction for wrong doing and now exonerated.
6. **Re-activation:** When one's salary goes off the payroll and gets rectified.
7. **Secondment:** It is the transfer on loan of an employee to another related organization for a specific time period to perform a specific important from the Secondment.
8. **Engagement:** It is the appointment of a worker for a period of employment in the service.
9. **Recruitment:** recruitment is the process of finding and hiring the best and most qualified candidate for a teaching and/or nonteaching job vacancy, in a timely and cost-effective manner. It can also be defined as the “process of

searching for prospective employees, stimulating and encouraging them to apply for a teaching and/or nonteaching in GES.

10. **Incapacitation:** it is a situation where a worker is unable to perform his or her professional duties as a result of sickness or physical injuries through accident. For instance, a teacher who uses the right hand to write is amputated as a result of car accident and cannot teach again.
11. **Teacher deployment:** It is an effective deployment strategy to find ways of allocating teachers to appropriate posts, balancing the needs of schools, and the well-being of teachers.

MINISTRY OF EDUCATION (MOE) – GHANA

The Ministry of Education (MOE) is a multiport folio government ministry of Ghana, responsible for the governance and management of Ghana's education.

It is responsible for the national education curriculum, primary instituted by Ghana Education Service, which is part of the Ministry.

The Ministry of Education was established under the civil service l **Law 327 and under the PNDC law 1993** with the mandate to provide relevant education to all Ghanaians. It was formed in 1957 under the Jurisdiction, Republic of Ghana and it Headquarters in Accra, Ghana. The first Minister of Education in Ghana was J.B. Erzuah under the

Nkrumah government in 1957. Minster responsible is Dr. Yaw Osei Adutwum

Agencies of MOE

Ghana Education Service (GES)

National Accreditation Board (NAB)

West Africa Examination Council (WAEC)

Council for Technical and Vocational Training (COTVET)

The national Board for Professional and Technical Examinations (NABPTX)

National Council for tertiary Education (NCTE)

Ghana Academy of Art and Science

Funds and Procurement Management Unit

Ghana National Commission for UNESCO

National Inspectorate Board (NIB)

National Council for Curriculum and Assessment (NaCCA)

National Teaching Council (NTC)

Ghana Book Development Council (GBDC)

Complement Education Agency

Ghana institute of Languages

Nugouchi Memorial Institute

Scholarship Secretariat

National Archives

Functions of MOE

- It is responsible for the formulation of education policies at all level of education in the country.
- Allocation of resources to all agencies under it fir the implementation of policies and programmes.
- Exercising oversight responsibility over the agencies under it. □ Evaluation and monitoring of all agencies under it.

History of Education

In pre-colonial times, education in Ghana was informal; knowledge and competencies were transmitted orally and through apprenticeship. The arrival of

European settlers during the 16th century brought new forms of learning. Formal schools were built, which provided book-based education. Their audience was composed of local elites (mulattos, sons of local chiefs and wealthy traders) and their presence was limited to colonial forts on the coasts.

Castle Schools

The Portuguese intention to establish schools was expressed in imperial instruction that encouraged the Portuguese Governor of the castle at Elmina to teach reading, writing and the Catholic religion to the people in 1529. The best-known Castle Schools on the Gold Coast included one operated by the Danish at the Osu Castle formerly known as Fort Christian Borg. Other famous Castle Schools were a Dutch school at the former Portuguese fortress at Elmina and a British school at Cape Coast Castle.

18th Century

In 1765, Philip Quaque set up a school in his house at Cape Coast which will later go on to be the first formal elementary school in Ghana. The Philip Quaque boy's school has produced many renowned men and women who have gone on to make their first language "Nyansa ahyesee ne Nyamesuro" which translates to the English language as "The fear of the Lord is the beginning of wisdom".

Mission schools

The 19th century saw the increasing influence of Missionaries. With the arrival of more missions into the country came an explosion in mission schools across the length and breadth of southern Ghana. The Wesleyan and Basel missionaries established schools in Cape Coast, Accra, Anomabu, Dixcove, and Akropong all along the coast in 1830s to 1850s respectively. The Ashanti Region of Ghana will not see any form of formal education until 1831 when two Asante Princes were sent to Cape Coast Castle School to be educated at the expense of Captain George Maclean, the then governor of the Gold Coast. They were Owusu Ansah, son of his predecessor, Osei Bonsu (1800-24). The two princes were later sent to England for

further studies, for three years. By the 1840s, Wesleyan missionaries had moved to Kumasi to establish missionary schools.

By the turn of the century, Great Britain had gained influence over Ghanaian territories that led to the establishment of the Gold Coast Colony in 1874. With it came a growing number of mission schools and merchant companies, the Wesleyan and the Basel missions being the most present. The Wesleyan mission stayed on the coasts with English as main language. The Basel mission expanded deeper inland and used vernacular languages as the medium of proselytizing. With the support of the British government, missions flourished in a heavily decentralized system that left considerable room for pedagogical freedom. Missions remained the main provider of formal education until independence. Under colonial rule, formal education remained the privilege of the few.

Ghana obtained its independence in 1957. The new government of Nkrumah described education as the key to the future and announced a high-level university providing an

“African point of view” backed by a free universal basic education. In 1961, the Education and the Kwame Nkrumah University of Science and Technology was established. As a result, the enrollment almost doubled the next year. This sudden expansion was, however, hard to handle; Ghana quickly fell short of trained teachers and the quality of the curriculum (lacks in English or in Mathematics) was put into question. The fall of Nkrumah in 1966 was followed by stronger criticisms toward the expansion of education at the cost of quality. Despite the rapid increase of school infrastructures, the enrollment slowly declined until 1973. The year 1974 saw attempts of reforms. Based on the “Dozbo committee report”, they followed 2 goals: reducing the length of pre-tertiary education (The structure primary school/junior High School/Senior High School was created) and modifying programmes in order to promote more practical contents at school. Those reforms were, however, very partially implemented due to financial limitations and political instability. The economic situation of the country worsened at the beginning of the 1980's. Into an economic downturn, the country was failing at solving the deficit of teachers, maintaining the infrastructure and convincing the parents to bet on school

instead of a paid work. Gross Enrolment Ratio (GER) dropped sharper in response, falling below 70% in 1985.

The year 1987 marked the beginning of new series of reforms: The military coup of Jerry Rawlings in 1981 had been followed by a period of relative political stability and opened the way to broader international support. The Rawlings government had gathered enough funds from numerous international organizations (including the World Bank) and counties to afford massive changes to the educational system. The 1987 Education Act aimed at turning the 1974's Dozbo committee measures into reality: a national literacy campaign was launched, pre-tertiary education was reduced from 17 to 12 years and vocational education appeared in Junior High School. Education was made compulsory from the ages of six to 14. The reform succeeded in imposing a new education structure, as well as to increase the enrollment and the number of infrastructure. Yet the promise of universal access to basic education was not fulfilled. Vocational programmes were also considered as a failure. The return to constitutional rule in 1992, through still under Rawlings government, gave a new impulse by reclaiming the duty of the state to provide a free and compulsory basic education for all. The local government Act of 1993 initiated the decentralization in education administration, by transferring power to district assemblies. The Free, Compulsory and Universal Basic Education (FCBE) provided an action plan for the period 1996-2005, focusing on teacher's living condition.

It was later completed by significant acts, like the creation of the "Council for Technical and Vocational Education and Training" in order to promote vocational education (2006), or the founding of the national accreditation board (2007), introducing a national accreditation for all tertiary level institution. In 2007-08, the two years in kindergarten were added to the free and compulsory education (which is now from the age of four to 14).

Education structure of Ghana

The Ghanaian education system is divided in three parts: "Basic Education" lasts 12 years (age 4-15), is free and compulsory. Education in Ghana is divided into three phases: basic education (kindergarten, primary school, and lower secondary school), secondary education (upper secondary school, technical and vocational

education) and tertiary education (universities, polytechnics and colleges). The language of instruction is mainly English. The academic year usually runs from August to May inclusive. It is divided into kindergarten (two years), primary school (two modules of three years) and Junior High school (three years). The junior high school (JHS) ends on the Basic Education Certification Examination (BECE). Once the BECE is achieved, the pupil can pursue into secondary cycle. Secondary cycle can be either general (assumed by Senior High School) or vocational (assumed by technical Senior High School, Technical and vocational Institutes and a massive private and informal offer). Senior High School lasts three years and ends on the West African Secondary School Certificate Examination (WASSCE). Other secondary institutions lead to various certificates and diplomas. Tertiary education is basically divided into university (academic education) and Polytechnics (vocational education). The WASSCE is needed to join a university bachelor's degree programme. A bachelor's degree lasts four years and can be followed by a one- or two-year master's degree. The student is free to start a Ph.D., usually completed in 3 years.

Polytechnics are open to vocational students, from SHS or from TVI. A Polytechnics curriculum lasts two to three years. Ghana also possesses numerous colleges of education. New tertiary education graduates have to serve one year within the National Service Scheme. The Ghanaian education system from kindergarten up to an undergraduate degree level takes 20 years. The academic year usually goes from August to May inclusive. The school year lasts 49 weeks in Primary school and SHS, and 45 weeks in JHS.

Basic Education

Further information: List of schools in Ghana Basic Education lasts 12 years. The curriculum is free and compulsory (age 4-15) and is defined as “the minimum period of schooling needed to ensure that children acquire basic literacy, numeracy, and problem-solving skills for creativity and healthy living”. It is divided into Kindergarten, Primary school and Junior High School (JHS), which ends on the Basic Education Certification Examination (BECE). Kindergarten lasts two years (ages 4-6). The programme is divided into six core areas: Language and Literacy (Language Development), Creative Activities (Drawing and Writing), Mathematics

(Number Work), Environmental Studies, Movement and Drama (Music and Dance), and Physical Development (Physical Education)

Primary school lasts six years (age 6-11). The courses taught at the primary or basic school level include English, Ghanaian languages and Ghanaian culture, ICT, mathematics, environmental studies, social studies, Mandarin and French as an OIF associated-member; integrated or general science, pre-vocational skills and pre-technical skills, religious and moral education, and physical activities such as Ghanaian music and dance, and physical education. There is no certificate of completion at the end of primary school.

Junior Secondary School lasts three years (ages 12-15). The Junior High School ends on the Basic Education Certificate (BECE), which covers the following subject: English Language, Ghanaian Language and Culture, Social Studies, Integrated Science, Mathematics, Basic, Design and Technology, Information and Communication Technology, French (optional), Religious and Moral Education.

The Secondary general education is assumed by the Senior High School (SHS). The SHS curriculum is composed of core subjects, completed by elective subjects (chosen by the students). The core subject, English Language, mathematics, integrated science (including science, ICT and environmental studies) and social studies (economics, geography, history and government). The students then choose 3 or 4 elective subjects from 5 available programmes: agriculture programme, general programme (divided in 2 options: arts or science), business programme, vocational programme and technical programme. The Senior high school's curriculum lasts 3 years, as a result of numerous reforms:

Originally a three-year curriculum, it was extended to four years in 2007. However, in early 2009 this reform returned SHS to a three-year curriculum. The length of the SHS is still a disputed question.

The SHS ends on a final exam called senior school Certificate (SSSC) before 2007. A SHS ranking is established every year by the Statistics, Research, Information, Management and Public Relations (SRMPR) division of the ministry of Education, based on the WASSCE results.

Vocational and technical Education (also called “TVET”) takes different forms. After obtaining the BECE, students who wish to pursue in vocational Education have two main possibilities: Following the vocational and technical programmes as elective courses in a SHS, or joining a technical and vocational institute (TVI). SHS students follow the usual SHS three-year curriculum. They can then – provided sufficient results at the WASSCE – joins a university or polytechnic programme. TVI students usually follow a 4-year curriculum, divided into two cycles of two years, leading to “awards from City & Guilds, the pursue a polytechnic programme. The state of vocational educational sector remains however obscure in Ghana: 90% of the vocational education is still informal, taking the form of apprenticeship. The offer of formal vocational education within the private sector is also hard to define the Ministry Education recognizes its incapacity to give a clear overview of the public vocational education, many ministries having their own programmes. International schools also exist in Ghana: the Takoradi International School, Tema international School, Lincoln Community School, Faith Montessori School, American International School, Association International School, New Nation School, which offer the International Baccalaureate, Advanced Level General Certificate of Education and the International General Certificate of Secondary Education (IGCSE).

Tertiary Education

Tertiary education in Ghana has been notably growing during the last twenty years, both in terms of enrollment and infrastructures. A substantial. Part of this development comes from the private sector. Universities (6 public and 49 private institutions) offer an academic education, from bachelor to Ph.D. Students are admitted based on their performance at the W.A.S.S.C.E (West African Senior School Certificate Examination): A maximum of 24 points is generally required in order to apply to a Bachelor’s degree programme (see Grading system in Ghana). A bachelor’s degree is usually completed after four years of majoring on a specific field of interest.

Master’s degrees are of two sorts: A one-year programme concluded with a final paper based on a literature study, or a two-year programme, concluded with a final

paper based on and year of independent research. Both can lead to a Ph.D., usually achieved in three years within a doctoral programme.

Polytechnics (10 institutions) offer a vocational education. They propose three-then the possibility to follow a special 18-month programme to achieve a Bachelor of Technology degree.

Ghana also possesses many “colleges of education”, public or private. They are usually specialized in one field (colleges of agriculture) or in one work-training (colleges).

New tertiary education graduates have to serve one year within the National Service. Participants can serve in one of the eight following sectors:

Agriculture, Health, Education, Local, Government, Rural Development, Military and Youth Programmes.

Components of Educational System

- The structure or duration: The current structure in Ghana encompasses; 2 years KG, 6 years primary, 3 years JHS, 3 years SHS/TVET and 4 years Tertiary.
- The content or curriculum: All programmes, subjects and learning experience to be taught at each level
- The stakeholders or people: Pupils/students, Teacher, Educational administrator, Parents and policy makers
- The physical infrastructure: Classrooms, dormitories, laboratories, etc. **Pre-tertiary Education System**

This consists of the following

- Basic school level e.g. KGs, Primary and Junior High Schools
- The second cycle level (SHS/TVET)
- Special schools **Second Cycle Education**

This consists of the following:

- Three years of SHS education
- Three years Technical, Vocational, Business and Agriculture Education
- Appropriate apprentice training of not less than one year **Tertiary Education**

This encompasses the following:

- University/Technical University
- Colleges of Education (CoE)
- Institution's established by an act of parliament, or an individual or institution and accredited by National Accreditation Board

CHAPTER TWO

ACTS/LAWS THAT REGULATE GES

Two main laws that are directly applicable to MOE/GES are:

- GES Act, 1995 (Act 506)
- Education Act, 2008 (Act 778)

Apart from the two main laws there are other laws that indirectly affects or are relevant to the operation of MOE/GEs and these are:

- 1992 Constitution of Ghana.
- 1951 Accelerated development plan
- 1961 Educational Act 87
- Local government Act, 1993 (Act 462)

- Financial Administration Act, 2003(Act 654)
- Financial Administration Regulations 2004 (LI 1802)
- Internal Audit Agency Act, 2003 (Act 658)
- Public procurement Act, 2003 (Act 663)
- Internal Revenue Act 2000 (Act 595)
- Audit Service Act, 2000 (Act 584)
- National Council for Tertiary Education Act, 1993 (Act 454)
- National Accreditation Board Act, 2007 (Act 744)
- National pension Act 2008 (Act 766)
- Fair Wage and Salaries Act, 2007 (Act 737)
- Workman's Compensation Act, 1987 (PNDC Law 187)
- Children's Act 1998 (Act 560)

KEY FEATURES OF EDUCATION ACT, 2008(ACT 778)

The key features of the Education Act 2008 include the following:

- Establishment of three autonomous bodies/agencies.
- National inspectorate Board (NIB)
- National Teaching Council (NTC)
- Nation Council for Curriculum and Assessment (NaCCA)
- School library and information directorate
- District Assemblies shall manage basic schools and SHS
- Establishment of Colleges of Education or conversion of training colleges to college of education with tertiary education status.

- Establishment of the three autonomous bodies National Inspectorate Board (NIB) **now the National Schools Inspectorate Authority (NaSIA)**, National Council for Curriculum and Assessment(NaCCA) and

Functions of NaSIA, NaCCA &NTC

Functions of National Schools Inspectorate Authority (NaSIA)

- Undertake inspection of schools
- To evaluate on a periodic basis first and second cycle institutions
- To set and enforce standards to be observed at the basic and secondary levels in both public and private educational institutions

Functions of NaCCa (National Council for Curriculum and Assessment)

- To determine goals, aims, and structure of courses.
- Recommend core/elective subjects at the SHS level.
- Recommend new subjects
- Make recommendation for every linkage between pre-tertiary and tertiary education
- Approve time table arrangements

Functions of the NTC (National Teaching Council)

- It is responsible for establishing frameworks around teachers' employment
- It ensures teachers continuous professional development (CPD)
- It ensures the periodic review of professional practice and ethical standards
- It has the overall responsibility to license teachers by law

KEY FEATURES OF THE 1951 ACCELERATED DEVELOPMENT PLAN

The following are the features of the 1951 Accelerated Development Plan:

- Basic schools were established across the country
- Emphasis on education for all
- 6 weeks emergency course to train pupil teachers.

KEY FEATURES OF THE 1961 EDUCATION, ACT 87

This Act focused on the following:

- Compulsory and free primary and middle school education
- Opening of new teacher training colleges to train more professional teachers
- Building of more secondary schools all over the country
- Focus of education shifted to science and technology to enhance industrialization. The 1961 Acts, (Act 87) initiated by Dr. Kwame Nkrumah was aimed at achieving free Universal Primary Education. The Act made education compulsory and free for every child who has attained the school-going age (six years) in September, 1961.

Objective

- To make primary and middle school compulsory and free.
- All children of school-going age should be found places in school.

EDUCATION REFORMS OF 2007

The 2007 Education Reform was led by Prof Josephus Anamuah – Mensa Committee.

Objective

- Form human capital for industrial growth

- To preserve culture identity/traditional indigenous knowledge or creativity.
- Improvements in Science and Technology.

Changes made:

- Two (2) years in kindergarten was introduced into the Universal Basic Education
(KG was added to the mainstream)
- JSS and SSs were changed to JHS and SHS respectively.
- Pre-tertiary education duration became (2-6-3-4) = 15 years.
- Here, secondary education was made four (4) years.

Note: The 2008 education reforms in 2008, was the then NDC Government led by the late Prof Atta Mills that reduced the duration of SHS from four(4) years to three(3)years.

KEY FEATURES OF THE 1974 NEW STRUCTURE AND CONTENT OF EDUCATION (DZOBO COMMITTEE)

The following include what the 1974 new educational structure brought:

- Established the Ghana Teaching Service now Ghana Education Service
- Piloted the JSS concept in 1976
- The three year JSS system replaced the four year middle school system
- The 5 year secondary school was reduced to 4 years and the 6th form abolished
KG was formally introduced.

With regards to the content of education, emphasis was laid on the study of Languages, Mathematics, Science, Agriculture and Practical and Vocational subjects at the Primary and JSS levels.

Additionally, emphasis was placed on pupils participating fully in cultural activities, youth programmes, sports and games.

KEY FEATURES OF THE 1987 EDUCATIONAL REFORMS

The following are the rationale behind the reform:

- Reduced the duration of pre-tertiary education from 17 to 12 years
- Full implementation of the JSS concept
- Introduction of the Continuous Assessment
- Teaching of science was strengthened
- Introduction of technical and vocation subjects
- Introduced non-formal education

THE 1987 EDUCATION REFORM

Evans Anform Committee was set up to review education policy in 1987.

Objectives

To expand and improve the level of quality of education and make basic education free and compulsory

Changes

- The committee reduced the length of pre-tertiary education by one year.

Thus; from 13 years (6-3-4) to 12years (6-3-3)

It is clearly seen that the number of years spend in SSS was reduced by one year

KEY FEATURES OF THE 2008 EDUCATIONAL REFORM

The 2008 educational reform brought about the following:

- Introduction of ICT and Creative arts

- Mainstreaming of KG education
- Made SHS education four years

Some other key reforms/ interventions

1963 – Free textbook distribution

1964 – Continuation schools

1974 – Establishment of GES

1956 – Piloting of JSS/Experimental JSS

1995 – Free Compulsory Universal Basic Education (FCUBE)

2005 – Computerized school selection Placement System (CSSPS)

2005 – School feeding (piloted)

2008 – Conversion of Teacher Training Colleges to College of Education (COE)

2013 – Implementation of Progressively Free SHS

2016 – Conversion of Polytechnics to Technical Universities

2017 – Implementation of Free SHS

EDUCATIONAL POLICIES

A policy is a deliberate system of principles to guide decision and achieve ration outcomes. A policy is a statement of intent, and is implemented as a procedure or protocols policies are generally adopted by a governance body within an organization.

Education policy consists of the principles and government policies in the educational sphere as well as the collection of laws and rules that govern the operation of education systems. Public policies that guide the decisions and actions of government on education are as follows:

- School age policy
- ICT in education policy
- Capitation grant policy
- Complementary Basic Education (CBE) policy
- Free SHS policy
- School feeding policy

CHAPTER THREE

LEARNING THEORIES

Learning is a process that results in a change in knowledge or behavior as a result of experience. If there is no change in behavior in relation to your daily life then learning has not taking place. According to Driscoll (2005), Learning can be defined the learner's experience and interaction with ten world.

CHARACTERISTICS OF LEANING

The below are some of the characteristics of learning:

1. Learning involves change.
2. All learning involves activities.
3. Learning Requires Interaction.
4. Constitute Learning.
5. Learning is a lifelong process.
6. Learning Occurs Randomly Throughout Life.

7. Learning Involves Problems Solving.
8. Learning is the process of Acquiring Information.
9. Learning involves far more than Thinking.
10. Experience is Necessary for Learning.

PRINCIPLES OF LEARNING

Below are some of the principles of learning:

1. Participation.
2. Repetition. 3. Relevance.
4. Transference.
5. Feedback.

Participation

Learning should permit and encourage active participation of the learner.

Participation improves motivation and apparently engages more senses that reinforce the learning process. As a result of participation, people learn more quickly and retain that learning longer. For example, most people never forget how to ride a bicycle because they actively participated in the learning process.

The learning activities should be experiential rather than just informational.

Therefore, the trainers should arrange the physical surroundings to facilitate small group interaction and promote the sharing of ideas.

Repetition

An important principle of the learning to provide the learner with the opportunity for practice and repetition. To gain the full benefit of training learned behaviors must be overlearned to ensure smooth performance and minimum of forgetting at a later date. Proficiency in learning and retaining new

skills is improved when individuals visualize themselves performing the new behavior.

Relevance

Learning is helped when the material to be learned is meaningful. The learning should be problem-centered rather than content centered. People are motivated to learn when training is immediately relevant to help them solve a current problem. Learning something just because someone says “it is important” is not as motivating.

Transference

Because the training occurs in a special environment, an important question to ask is whether learning will transfer to the actual job situation. Transfer of training occurs when trainees can apply the knowledge and skills learned in training course to their jobs. If the learning in one setting does not transfer to the actual job situation, the training has failed. Three transfers training situations are possible:

- 1) Positive transfer of training when the training activities enhance performance in the new situation;
- 2) Negative transfer of training, when the training activities inhibit performance in a new situation; and 3) No observable effect of training.

Feedback

Feedback gives learners information on their progress. Performance feedback is a necessary prerequisite for learning. Feedback improves performance not only by helping learners correct their mistakes but also by providing reinforcement for learning. Knowledge of results is a positive reinforcement itself. Learning activities have more intrinsic interest if the feedback is available.

Nevertheless, performance feedback should do more than inform learners whether they were right or wrong.

Merely informing the trainees that they were wrong is not as effective as telling them why they were wrong and how they can avoid making mistakes in the future. In general, knowledge of results is an essential feature of learning, and this knowledge comes after the learner's response

Definition of theory

A theory is a set of principles or laws about phenomenon that seeks to explain the occurrences of the phenomenon and also predict its occurrences in the future.

A learning theory therefore is a set of concepts or constructs that explain how learning occurs in an organism and thus can also explain how learning occurs in an organism and thus can also predict how learning will occur in a given situation. Also known as the approaches to learning are rooted in two major paradigms; they are the behavioral approaches to learning and the cognitive approaches to learning.

BEHAVIORAL APPROACH

Behaviorism also known as behavioral psychology is a theory or learning base on the idea that all behavior is acquired through conditioning. Conditioning occurs through interaction with the environment. Behaviorists believe that our response to environment stimuli shape our actions.

Behaviorism is the view that behavior should be explained by observable experience, not by mental processes. For the behaviorism, behavior is everything that we do that can be directly observed, a child creating a poster, a teacher smiling at a child and so on, it emphasis on experience, especially reinforcement and punishment as determined of learning and behavior. Mental processes are the thoughts, feelings and motives that each of us experience but cannot be observed by other. For the behaviorism, these thoughts, feelings and motive are not appropriate subject matter for a science of behavior because they cannot be directly observed. Classical conditioning and operant condition, two

behavioral views that will discuss shortly, adapt this stance. Both of these views emphasize associative learning, which consist of learning that two events are connected (associated). For example, associative learning occurs when a student associates a pleasant event with learning something in school, such teacher smiling when the students ask a good question.

Cognitive approach

Cognitivism is a learning theory that focus on the process involved in learning rather them on the observed behavior knowledge can be seen as scheme or symbolic mental constructions and learning is defined as change in a learner's schemata.

Four main cognitive approaches to learning are discussed below:

Social Cognitive Approach: with emphasis on observation learning which explains that students learn what they observed and model after what they see other do.

Cognitive information Processing: focusing on how learners process information through attention, memory, thinking and other cognitive process.

Cognitive Constructivism: emphasizes the learner's cognitive construction of knowledge and understand.

Social Constructivism: emphasizes on collaboration with other to produce knowledge and understands.

INSTRUMENTAL CONDITIONING (THORNDIKE)

In this types of learning which is also known as the trial and error learning, Thorndike placed animals in problems solving situation where they manipulated their environment and thus precede entirely new conditioned responses. Thorndike developed three laws of learning

1. **The law of Reading:** This law state that when the learner is physiological and psychologically ready for a learning task, learning is effectively accomplished.
2. **The Law of Exercise:** it refers to the fact that the more frequent a learning task is practiced the more easier it is for the learner to recall or remember, the less often the learner exercise, the more difficult it is to recall from memory.
3. **The Law of Effect:** it refers to the strengthening or weakening of connection as a result of its consequence. The consequence of an action will determine whether the action will be repeated or not. Actions with pleasurable outcome will be repeated, while actions with pleasurable or painful outcomes will be avoided.

Education Implications

1. Since practice results in perfection, basic skills and knowledge need to be practiced or the point of over learning if they are to become available for efficient functioning use in the future. This is why drills and quizzes and other forms of distributed practice are so important.
2. The appropriate motivational techniques must be employed by the teacher to get students ready for the new learning task.
3. Teacher must also take into consideration the maturity level of the pupil when planning the learning task.

OPERANT CONDITIONING

In this type of learning, B.F. Skinner (1938) demonstrated how he could increase the frequency of any particular operant behavior by rewarding the animal for performing that behavior. Delivery of reinforcement was made contingent on performance of the behavior so that animal had to perform the behavior in order to get the reward.

He defined reinforce as any consequence that increases the frequency of some operant or desirable behavior. Skinner's reinforcement consists of either giving the organism what he wants or taking away what it does not want on the contrary, punishment is wither giving the organism what is does not want or taking away what it want.

Operant conditioning is accomplished through the following for basic mechanisms.

1. Positive reinforcement- response that are rewarded are likely to be repeated
2. Negative reinforcement – response that escape from painful or undesirable situation are likely to be repeated.
3. Non – reinforcement – responses that are not reinforced unlikely to be repeated ignoring students who call out answers without raising their hands will extinguish the tendency to call out answer without being called.
4. Punishment – response that bring painful or undesirable consequences will be suppressed, although the behavioral potential will remain and response may reappear if reinforcement contingencies should change creating the care could lead to resurgence of lateness to school?

Educational Implications

1. Student's correct response should be reinforced. Reinforcement should follow the desired responses immediately since delays render them ineffective. The common reinforce in the classroom include praises, nodding, clapping and awarding of grades and granting special privileges to students who provide the required responses.
2. Break down difficult task into manageable units and provide reinforcement after the accomplishment of each task.
3. Vary the reinforcement scheme to get behavior establishment fixed ratio and variable ratio (number of responses).

REINFORCEMENT

It is the presentation of a stimulus to an organism that increases the likelihood of a prior behavior to reoccur.

A reinforce is any stimulus that strengthens a response by;

- a. The presentation of a positive stimulus
- b. The removal of a negative stimulus

Thus, there is a positive reinforcement, as in the first instance and then negative reinforcement as in the latter. Examples of a positive reinforcement in class, students who receive grade A in a course are more likely to choose a similar course the following semester. Again, a student who receives praise or reward for showing a socially desirable behavior is most likely to show up that behavior again.

Examples of negative reinforcement include the following, removing a student from sitting his/her best friend at the back to the front seat, to prevent him/her from not concentrating on the classroom, i.e. removing him from the back seat in order to increase the likelihood for him to pay attention or concentrate on class work. Note that both positive and negative reinforcement functionally increase the occurrences of behavior

TYPES OF REINFORCEMENT

1. **Primary reinforcement:** They are those that affect behavior without the necessity of learning. For example food, water. In a sense they are natural reinforcers.

2. **Conditioned reinforcement:** they are stimulus that acquires reinforcing power because they have been associated with primary reinforce. For example praise and money, praise is also referred to as social reinforce.

PUNISHMENT

A classroom teacher may withdraw a positive reinforce (for example say that a child cannot or will not go to the movie or entrainment) or introduce something unpleasant (e.g. scolding). Skinner believed that these two types of actions constitute punishment.

Note the two kinds of punishment mentioned

1. Something aversive (unpleasant) appears after a response e.g. scolding a child for misbehavior, this is called positive punishment. Positive punishment is therefore the presentation of an aversive stimulus (event) to reduce the frequency of a behavior.
2. Something positive (pleasant) disappear after a response. A child who kicks another child while playing may be seen indoors while his/her colleagues keep playing outside. This is called negative punishment. It is the withdrawal of positive consequence which serves to reduce the frequency of some behavior and may serve as punishment.

CONSTRUCTIVISM

Constructivism is learning theory found in psychology which explains how people might acquire knowledge and learn. It therefore has direct application to education. The theory suggests that human construct knowledge and meaning from their experiences.

Constructivism's center idea is that human learning is constructed; that learners build new knowledge upon the foundation of previous learning.

Two important notions orbit around the simple ideas of constructed knowledge. The first is that learners construct new understandings using what they already now. There is no tabula rasa on which new knowledge is imprinted. Rather, learners come to the learning situations with knowledge gained from previous

experience, and that prior knowledge they will construct from new learning experience.

The second notion is that learning is active rather than passive. Learners confront their understanding in light of what they encounter is inconsistent with their current understandings, can change to accommodate new experience. Learners remain active throughout this process.

Implication of constructivism to teaching

1. First teaching cannot be viewed as the transmission of knowledge from enlightened to unenlightened; constructivist teachers do not take the role of the “stage on the stage”. Rather, teachers act as ‘guide on the stage’ who provides students with opportunities to test the adequacy of their current understandings
2. Secondly, if learning is based on prior knowledge, then teachers must note that knowledge provides learning environments that exploit inconsistencies between learners’ current understandings and the new experiences before them. This challenges teachers for they cannot assume that all children understand something in the same way.
3. Third, if students may apply their current understandings in new situations in order to build new knowledge, then teachers must engage students in learning. Bring students’ current understanding to the forefront.
4. Finally, if new knowledge is actively built, then time needed to build it.

Ample time facilitates students’ reflections about new experiences, how those experiences line up against current understandings, and how a difference in understanding might provide students with an important view of the world.

HUMANISM

The founders and proponents are Abraham Maslow, Carl Rogers, and others. Basic idea. Learning is a personal act to fulfil one’s potential. To the humanist

a learners viewed, as one with affected and cognitive needs. Emphasis on the freedom, dignity and potential of humans, learning is student – centered and personal, facilitated by teachers, and with the goal of developing self-actualized people in a cooperative and support environment.

THE CINCEPT OF MOTIVATION

Motivation is define as an internal state that arouses us to action, pushes us in p0articular directions and keep us engaging in certain activities (Elliot et al, 2000). To motivate therefore means to be moved to do something.

TYPES OF MOTIVATON

Intrinsic motivation: has been defined as;

- a. Participation in an activity purely out of curiosity, that is for need to know about something.
- b. The desire to engage in an activity purely for the sake of participating in a completing a task.
- c. The desire to contribute (Dev 1987).

Extrinsic motivation: refers to motives that are outside of and separate is not inherent in or essential to the behavior they cause, the motive for the behavior is not inherit in or essential to the behavior itself (Hoyenya & Hoyenga, 1984). If a student studies hard to do well in attest because a good grade will result in a brand new car, than the motive is not what it is intended to do, obtained knowledge

MASLOW’S HIERARCHY OF NEEDS AND ITS APPLICATION IN THE CLASSROOM

1. **Physiological needs:** such a hunger and sleep are dominant and are the basic of motivation, unless they are satisfied, everything else recedes, for example students who frequently do not eat breakfast or suffer poor nutrition generally become lethargic and non-interacting, their learning potential is extremely sensitive to their weight.

2. **Safety needs:** these needs represent the importance of security, protection, freedom from fear and anxiety students who are afraid of school, of peer, of a teacher, or of a parents have their safety needs threatened and these fears can affect classroom performance
3. **Love and belongingness needs:** this category refers to our needs for family and friends. Students who feel along, not part of a group or who lack any sense belonging usually have poor relationship with others can then effect of classroom learning.
4. **Esteem need:** These needs encompass the reactions of other towards us as individuals and our opinion of us we want a favorable judgment from others which should be based on honest achievement. Teachers should be sure to provide opportunities for students satisfy this need.
5. **Need for self-actualization:** hare Maslow was referring to that tendency to feel restless unless we are being all that we can be. Encourage students to recognize their potential and guide them into activities that will enable them to feel both competent and fulfilling.

TECHNIQUESS OF MOTIVATING STUDENTS

1. Make students active participants are learning.
2. Tell student what they need to do succeed in your course
3. Avoid creating intense completion among students.
4. Be enthusiastic about your students
5. Vary your teaching methods
6. Give students feedback as quickly a possible
7. Reward success
8. Avoid demeaning comments
9. Hold high but realistic expectation for your students

TEACHERS AND PEERS AS JOINT CONTRIBUTIONS OF STUDENTS LEARNING

The idea that teachers and peers can be joint contributors to students learning involves the concept of scaffolding, cognitive, apprenticeship, tutoring and cooperative learning (Nogff, 1998)

Scaffolding

It is a technique of chaining the level of support over the course of a teaching session, a more skilled person (teacher or more – advanced peer of the student) adjust the amount of guidance to fit the student's current performance level. When the task the student is learning is new, the teacher might use direct instruction. As the student's competence increases, less guidance is provided. Think of scaffolding provided support when needed, but it is adjusted removed as a project unfolds.

In classroom teaching, good tutoring involves scaffolding. You may look for situation in the classroom to use scaffolding. Work on given just the right amount of assistance. Don't do for student's what they can do for themselves. But do monitor their effort and smoothly give support and assistance when needed. For instance, in a Math's class, a teacher may initially solve a long-division problem while the student looks on and learn the process involved. Then, the student is asked to solve a new problem, while the teacher looks on but provides the student with some assistance or support when the student encounters a problem in the process of solving it. The teacher will subsequently keep redrawing his/ her support or assistance to the student in solving the long division problem. At a point the student would be able to solve the problem without the teacher's support.

Cognitive apprenticeship

This is a situation in which an expert stretches and supports a novice's understanding of the use of the culture's skills (Barbara Rogoff, 1990). The term apprenticeship underscores the importance of activity in learning and highlights the situated nature of learning. In a cognitive apprenticeship, teachers often strategies for students, then, teaches of skills peer support

students effort at doing the task. Finally, the encourage students to continue the work independently.

Tutoring

Tutoring also involves a cognitive apprenticeship between an expert and a novice. Tutoring can take place between an adult and a child or between a more-skilled student and a less-skilled student.

Peer tutoring

Fellow students can be effective tutors, apart from using classroom aids, volunteers and mentors (Santrick 2001). In peer tutoring, one student teaches another. In cross age peer tutoring the peer is older. In peer tutoring, one student teaches another. In cross age peer tutoring the peer is older. In same-age peer tutoring, the peer is from the same-age peer tutoring. He explains that a same –age peer and being tutored by a same age classmate is more likely to embarrass a student and create negative comparison.

COOPERATIVE LEARNING

This occurs when students work in small groups to help each other learn. Cooperative learning groups vary in size, although a typical group will have about four students. In some cases, cooperative learning is done in dyads (two students). When students are assigned to work in a cooperative group, the groups usually stay together for as long as it will take for the assignment to be completed.

Research has found that cooperative learning can be an effective strategy for improving achievement, especially when two conditions are met. (Slavin 1995).

i) **Group rewards are generated** – some types of recognition or rewards are given to the group so that the group members can sense that it is in their best interest to help each other learn. ii) **Individuals are held accountable** – some methods of evaluating a student's individual accountability, some students

night do some “social loafing” let other do the work and some night be left out because it is believed that they have little to contribute.

When the conditions of group rewards and individual accountability are met, cooperative learning improves achievement across different class and in task that range from basic skills to problems solving (Johnson and Johnson, 1999)

COOPERATIVE LEARNING APPROACHES

A number of cooperative learning approaches have been developed. They include students’ team achievement Division (STAD), learning together, and group investigation cooperative scripting.

Student-term-Achievement Division (STAD)

This involves team recognition and group responsibility for learning in mixedability group (Slavin 1994) rewards is given to teams whose members improve the most over their past performance. Students are assigned to teams of far of five members. The teacher, students months their team member’s performance to ensure that all members have mastered their materials.

Group investigation

Created by David and Robert Johnson (1994) this approach has four components (1) face to face interaction (2) positive interdependence (3) individuals accountability and development of interpersonal group skills

Group investigation

Developed by Shlomo Sharan (1992), this approach involves combination of independent learning and group work in two to six member group, as well as group reward for individual achievement. The teacher chooses a problem for the class to study, but the group members decide on what they want to study in exploring the problem. The work is divided among group’s member, who works individually. Then the group gets together, group project. The teacher’s role is to facilitate investigation and maintain cooperative effort. In shoran’s view this is the way many real – world problems are solved communities around the world.

Cooperation scripting

Students work in reciprocal pairs taking turns to summarizing information and orally presenting it to each other (Danserall, 1988). One member of the pair presents the material. The other member listens, monitors the presentation for any mistakes and gives feedback. Then the partner becomes the teacher and presents the next set of material that the first members listen and evaluate it.

The best recommended group is the heterogeneous groups with diversity in ability, socioeconomic states and gender. The reason behind this heterogeneous group is to maximize opportunity for tutoring and support, and ensures that each group has at least one student who can do the work (Langan, 1992).

Heterogeneous ability

One of the main reasons for using heterogeneous group is that they benefit low ability students. Who can learn from higher ability students? In heterogeneous groups, high ability students often assume the role of “teacher” and explain concepts to other students. In homogeneous group, high ability students are less likely to assume this teaching role. One problem of heterogeneous group is this teaching role. One problem of heterogeneous group is that when high ability, low – ability and medium ability.

Students are included, the medium – ability students get left out to some extent; high – ability and low – ability students might form a teacher – student relationship in these groups, excluding medium ability students group interaction, medium – ability students may perform better in groups where most or all the students have medium – ability’s

Team – building skills

Good cooperative learning in the classroom requires that time spent on team – building skills. This involves thinking about how to start team – building at the beginning of the term, helping students become better listeners, giving students to discuss the value of a team leader and work with team leader to help them deal with problem situations.

CHAPTER FOUR

CLASSROOM EXPERIENCE & MANAGEMNET

The concept of classroom Management

It can be explain as managing the classroom or school resources to ensure and effective teaching and learning process. These resources comprise both human (students) and material resources (tables, chairs, teaching aids etc.). In recent times, the focus on classroom management is geared towards guiding students to become more proficient at self – discipline rather them applying classroom rules and regulations to control student’s behavior. Studies have established the effective teaching and classroom management are positively related. Hence good knowledge and skills in classroom management can predict the effectiveness of one’s teaching. Teachers therefore need to acquire the knowledge and skills in classroom management in order to enhance the effectiveness of their teaching.

THE RESPONSIBILITY OF THE TEACHER IN THE SCHOOL

The teacher responsibilities are so extensive that not only is he responsible to his class but more importantly to the school as a whole. The educational process is a team affair and the teacher’s effect form part of the collective effort of the members of staff in the implementation of education programmes of the school.

Ryan and Cooper (1975) define the role of the teacher along six broad lines and these are:

- i. A mediator of learning
- ii. A disciplinarian
- iii. A parent substitute
- iv. A judge

- v. A confident
- vi. A surrogate of specific value system

TEACHER CLASSROOM RESPONSIBILITY

Apart from the general role teacher play in the school. They play very important role in their perspective classrooms. In addition to providing instruction, the teacher serves as a guide and helper to the children. Teacher creates an atmosphere in the classroom in which children gain sense of trust.

They help the children feel secure as learners and persons, guiding them in making decision and providing a rich environment for learning. The teacher's role in the classroom may be classified under instruction, evaluating student's achievement, and administration, relationship with students, guidance and counseling.

Instruction

When we think of classroom, we usually think of the instruction role (teaching) of a teacher. The conventional view of the classroom teacher is a person who transmits knowledge to pupils. Guided by the curriculum the teacher must know through various methods such as lectures, storytelling, demonstration, discussion, the use of the computer etc. to deliver his lessons.

Evaluating student achievement

Evaluation of the whole instructional programme is very crucial and it is the responsibility of the teacher to conduct effective assessment of the student's achievement.

Administrative (Management) role

At the classroom level, as in the school, teacher need to exercise efficient management over their pupils, the resources at their disposal and the various programmes of learning to ensure that learning proceeds efficiently and that desired standards of output are maintained. The administrative roles relate to

planning, policy making, organize, coordinating, management of facilities, students control, in interpreting the syllabus, time table and communication.

i. **Planning**

This involves planning the learning and teaching programme for his pupils. In this direction, the teacher should set objectives and procedures of achieving those objectives. It also involves preparation of lesson notes as well as materials and equipment's needed for the teaching and learning process. It should also include how student's behavior could be managed to ensure discipline and effective teaching and learning,

ii. **Policy – making (decision – making)**

The teacher is expected to make decision or policies concerning resources, teaching strategies and discipline. Specifically, the teacher makes policies governing students behavior, class organization, work standard, the use of equipment etc. It is however important that such policies are made within the limits of his delegated powers. In this classroom the teacher is also required to implement policies established by the school or Ministry of Education.

iii. **Organization**

One major responsibility of the teacher is organizing routine matters and instruction or student's learning activities. In his role, the teacher ensures that the entire subgroup and individuals within the class cooperate effectively. For example, it involves classroom arrangement and grouping of students to facilitate effective teaching and learning.

iv. **Coordinating**

The teacher is also expected to coordinate learning in this classroom with learning from other sources. He must also ensure that the classroom activities are coordinate with other activities of the school to avoid possible conflict. For example, he should ensure that students are not engaged in the classroom when they are supposed to be at school assembly.

v. **Management of facilities**

The teacher as a responsible administration in the classroom has important responsibility for effective and efficient management of facilities. This means he has to make the best use of all equipment's provided to help the educational objective of the school. In this connection, the teacher has to learn the correct method of operation and care of the equipment and teach students how to properly handle them. He also has to account for all such facilities.

vi. **Student control**

Effective teaching and learning cannot take place if the behavior of students interferes with proper classroom activities. Furthermore, as the teacher acts "in loco parent; he is to be concerned with the development of behavior patterns that would help make the child a member of the society. To succeed in his efforts to control the students and maintain sanity in the classroom, the teacher needs to understand the nature of the control and the most effective mean of applying it.

vii. **Student data**

It is responsible of the teacher to keep record of every student in his class. This involves the collection, recording, filling and utilizing data about the individual students in the class. The data is later transfer into the curriculum record. The teacher must also check and report the attendance of his pupil each school day and must report to the headmaster or any officer as required. **viii. Communication**

The teacher should be able to communicate effectively with students, parents and staf members. Effective communication will enable children to understand vocabulary, facts, problems and relationship between facts. The teacher must communications. This will help sustain student's interest and involvement over successive tasks. Effective communication with parents and other staff members who are all stakeholders is the education of the child enhances the work of its teacher.

ix. **Interpreting the syllabus**

The curricula as prepared by the National Council for Curriculum and Assessment reach the school and teachers in the form of syllabus. It is therefore the teacher's responsibility to interpret the syllabus by drawing the scheme of work in which he refers to specific materials that he knows reflects the implied in the general statement about what to teach.

x. **Time table**

The teacher is responsible for keeping a time – table preferably at the notice board in the classroom. Time tables are essentials if the teacher is to conduct a wellbalanced programme in the classroom. It ensures that each subject receives its due share of the instructional time and also allots to each activity the most suitable time of the day. On the part of students, it helps them to prepare for the subject they are supposed to learn for the day.

Relationship with students

The teacher's primary task is to help his pupils to develop their individual potentials for intellectual, moral and physical growth. The teacher therefore is to be just, courteous and professional in all his ways and be responsible for promoting cordial relationship between teacher and students and between students and students. Such cordial relationship between teacher and students and between students and students. Such cordial relationship can greatly enhance teaching and learning as students can go about their activity without fear.

Guidance and counseling

It is the duty of the teacher to help his pupils to develop as fully as possible aspects of their potential. Part of the guidance role of the teacher is to monitor educational progress of students and advise or assist those who are under achieving other include helping students to make educational choices of subjects, career choices which greatly influence their future.

PRINCIPLES OF EFFECTIVE INSTRUCTIONS

They are fundamental idea or issues that make the instruction process effective and efficient.

1. The principles of selection

It consists of the modification or adaptation that a teacher can make to render his programme of instruction more suitable to the conditions of his students and of the school environments.

2. The principle of objectives

This is where students are made aware of the aims and objectives of learning what has been selected.

3. The principles of activity

This is when the learner becomes actively involved in the learning process which will help him cultivate the habits of learning on their own and ultimately becomes independent of the teacher and becomes self – reliant.

4. Principles of interest

The teacher responsibility is not to create interest but to direct interest. For example, if a child is not attentive, it does not mean that he has no interest. He has but it has been directed towards other things. The onus therefore rests on the teacher to redirect his interest to what is happening in the classroom.

5. The principles of individual teaching

Since individuals differ in their ability to make the response required of them, it is important that teachers plan their lessons so that as far as possible, each learner embarks on a programme that is commensurate to his capability to react adequately to stimulate that the teacher supplies.

6. The principles of repetition

This is where learners are given a continuous practice to lay a solid foundation for the performance of higher tasks

7. The principles of correlation

Every teacher unit that is designed should be part of the whole. Knowledge as it stands should not be divided into segment. The rationale underling this principles of teaching is that teaching of any content area must be presented to the students in such a way that student will understand it as part of a whole rather than isolated units which has no correlation with and other area of study. For example topic in Government and history are easy to correlate.

TEACHING STRATEGIES FOR HELPING STUDENTS PAY ATTENTION IN CLASS

Some strategies to get your students to pay attention include;

- 1) Encourage students to pay close attention and minimize distraction. Talk with students about how important it is to pay attention when they need to remember something.
- 2) Use cues or gesture to signal that something is important. This might involve raising your voice, repeating something with emphasis, and writing the concept on the board.
- 3) Help students generate their own cue or catch phrase for when they need to pay attention. Catch phrase such as “Alert, “focus, or “zero in”. Get them to say the word when they are not focusing.
- 4) Use instructional comments. These might include “okay, we are ready to start discussing.....now, pay attention, or I am going to ask you a question about this next topic on the test next week.
- 5) Make learning interesting. Boredom can set in quickly for students and when it does, their attention wanes. Relating ideas to students’ interest increasing their attention. So does infusing the classroom with novel, unusual, or interesting exercise. Just starting off an accounting class on profit and loss accounts with a question like “how would you feel if you have to sell a good below its cost price’ is sure to capture students’ attention. Think of dramatic questions like those to introduce various topic.
- 6) Use media and technology effectively as part of your to vary the pace of the classroom. The use of media and technology such as over – head

projectors, video lessons, power – point lesson presentation etc. have a powerful influence of catching student's attention and interest for the lesson to be presented to them.

- 7) Focus on active learning to make learning enjoyable. Using media and technology effectively is not the only way to do this. A different exercise, a guest teacher/speaker in class, a field trip and many other activities can be used to make learning more enjoyable, reduce student's boredom and increase attention.
- 8) Don't overload students with too much information. We live in an information society where sometimes the tendency is to feel like you have to get students to learn everything. But students who are given too much information too fast might attend to anything. Rather teacher should identify scope of information that will be relevant to the particular class.
- 9) Be aware of individual differences in student's attention skills. Some students have severe problems in paying attention, such students suffering from attention deficiency hyperactivity disorder. You will therefore need to take this into account when presenting your materials. Before you begin an exercise, look around the room for potential distraction, such as an open window to a playground where students are being noisy. Close the window and draw the shade to eliminate the4 distraction.
- 10) Once you get students attention, another important task is to maintain it. Many of the strategies recommended so far can also help you in this area as well, such as making the class interesting surprising your students every new and then and so on. Another strategy for maintaining attention is to avoid a particular student's pattern of focusing on and calling on particular students. For example a common tendency is to call on high achieving rather than low achieving students, or to give boys more attention and request around the class in more random way. The word random as used here means that each student has an equal chance of being called on.

TEACHING STRATEGIES FOR HELPING STUDENTS REMEMBER AND STUDY EFFECTIVELY.

An important educational goal for the teacher is to incorporate more strategies instruction in the classroom. It is not enough just to teach students content knowledge. The following are some good ideas for helping student improve their memory and study strategies.

1. Motivate students to remember material by understanding it rather than rote memorizing it.

Students will remember information better over the long term if they understand the information rather than just rote rehearse and memorize it. Rote rehearsal works well for encoding information into short term memory, but when students need to retrieve the information from long-term memory. It is much less efficient, so, for most information, encourage students to understand it, give it meaning, elaborate on it and personalize it. Give students concepts and ideas to remember and then ask them how they can relate the concept and ideas to their own personal experience and meanings.

2. Assist student in organizing what they put into memory

Students will remember information better if they organize it hierarchically. Give them some practice or arranging and reworking materials that requires more structuring using for example concept mapping.

3. Give students some mnemonic strategies

Mnemonic strategies are memory aids for remembering information. Mnemonic strategies can involve imagery and words. Following are some different types of Mnemonic Rhymes. This uses rhymes composed around the concept to be learnt and remembered. Example is the month rule. Thirty days have September, April,

June and November.....

4. Encourage students to spread out and consolidate their learning Talk with children about the importance of regularly reviewing what they learn.

5. Get students to ask themselves questions

When students ask themselves questions about what they have read or an activity, they expand the number associations they make with the information they need to retrieve. At least by the JSS level, the self-questioning strategy can help students to remember.

6. Helping students learn how to take good notes

Guide students to take good notes either from a class or a text book and this benefits memory. When they do write, they read and often record it. Sometimes, go round to inspect what students write or hear.

CAUSES OF CLASSROOM DISTURBANCES:

THE TEACHER FACTOR

A few of the teacher's actions that might cause class indiscipline and discussed below

1) Teacher's unfairness

The teacher must treat all students equally, for instance, if you punish one student for disrespect, then you must punish all for disrespect. If you are not forthright or frank, a student attitude towards you will quickly degenerate into personal resentment with serious consequences. **2) Teacher's inconsistency**

The teacher's inconsistency to similar condition in similar matter can distract attention. If he/she punishes students for talking one day then ignore this behavior the next time, it amounts to inconsistency, such acts from the teacher makes students to become confused and therefore do not know how to act. Their behavior and attitude soon become irregular and erratic and these conditions encourage trouble in class

3) Teacher's failure to establish routine

As a teacher, remember that routine is your best safeguard against indiscipline. Hence the absence of a well-defined set of routine for a class can cause class

disturbance. Students must know what they should do, and where they should do it.

4) Teacher's inadequate knowledge of subject matter/content

Woe to the teacher who consistently cannot answer questions, who demonstrate a lesson only to arrive at the wrong answer. Students quickly sense incompetence and lose respect for the teacher such happening in class create a situation where students make mockery of the teacher hence causing indiscipline.

5) Teacher inability to control his/her temper

There is the temptation for the teacher to interpret all or most classroom challenges personally. Although it is difficult not to see misbehavior as personal challenges he/she should handle the issues professionally and if possible ignore a personal attack.

BEGINNING A NEW TERM

The first few days and weeks of school term are important for classroom management. You will want to use this time to:

1. Communicate your rules and procedures to the class and get students cooperation in following them and with corresponding consequences of not following them.
2. Get students to effectively engage in all learning activities. Take the time in the first week of school to establish these expectations, rules and routines will help your class run smoothly and set the time for developing a positive classroom environment.

TEACHING STRATEGIES FOR A GOOD BEGINNING OF THE SCHOOL YEAR

- 1) Establish expectations for behavior and resolve students uncertainties
- 2) Make sure that students experience success
- 3) Be available and visible to show students that you are someone who can be approached when they need information or the need arises.
- 4) Be in charge even if you have stated your rules and regulations clearly because some students will forget and others will try to test to see if you are willing to enforce the rules especially in the first several weeks of school opening.
- 5) Consistently establish the boundaries between what is acceptable and what is not acceptable in your classroom management.

ESTABLISHING AND MAINTAINING RULES

To function smoothly, classrooms need clearly defined rules. This is one of the first and most important things teachers are supposed to tell students in their first meeting. Students need to know specifically how you want them to behave.

Without clearly defined classroom rules, there can be confusion and misunderstanding in the class. To be effective, classroom rules should be established considering the following; - Establish the rules together with students.

- Adequately explain the essence of each rule and why it is important to observe them.
- The consequence for breaching each rule should be clearly stated and agreed upon by the whole class.
- The rules should be clearly written down at a place where every member of the class can see and read.

GETTING STUDENTS TO COOPERATE

You would want your students to cooperate with you and abide by classroom rules without always having to resort to discipline to maintain order. How can you get your students to cooperate? Santrock (2001) suggest three main

Strategies. (1) Develop a positive relationship with students, (2) Get student to share and (3) assume responsibility and reward appropriate behavior,

Develop a positive relationship with Students

Showing that you genuinely care about students as individuals apart from their academic work, help to gain their cooperation. Successful classroom managers also showed a caring attitude towards students (Emmer and Anderson, 1950)

Get students to share and Assume Responsibility

Some expert on classroom management believe that sharing responsibility with students for making classroom decisions (Risley and Walter 1995)

Reward appropriate behavior

Reward is part of the positive reinforcement technique and the following are some guidance for using rewards in managing the classroom.

- i. Choose effective reinforcements; find out which reinforcements work best with your students. For one student, the most effective reward might be praise, for another, it might be getting to do a favorite activity. Remember the pleasurable activities often are especially valuable in gaining students cooperation. You might tell a student “when you complete your mathematics project or exercise, you can go to the computer lab and play some computer games.
- ii. Use reward to provide information about mastery not to control student’s behavior. Rewards that important information about student’s mastery can increase the rewards that are used to control student’s behavior are less likely to promote self – regulation and responsibility.

Dealing with problem behaviors

No matter how well you have planned and created appositve classroom environment, problem behavior will emerge. It is important that you deal with them in a timely and effective manner.

Classroom management experts such as Carolyn Everton and collage distinguish between minor and moderate interventions for problem behavior.

These are discussed below

MINOR INTERVENTIONS: Some problem only requires minor interventions

e.g. students leaving their seats without permission, these strategies from Everton and colleagues can be effective in dealing with such minor problems.

- **Use Nonverbal cues:** establish eye contact with the students. Hen signals the students by placing your finger on your lips, shaking your lead or suing a land signal to stop the behavior.
- **Give needed instructions:** sometimes students engage in minor misbehavior when they have not comprehended how to do the task they have been assigned. Solving this problem involves careful monitoring of students work and providing guidance when needed.
- **Directing and assertively tell the students to stop;** establish direct eye contact with student, be assertive and tell the students to stop the behavior.

MODERATE INTERVENTIONS: some misbehavior requires a stronger

Intervention then those describe above. When students abuse privileges, bully or fight others in class, etc., the following are some moderate intervention for dealing with these types of problem as suggested by Evertson, Emmer and Worsham (2000)

- i. Without a privilege or desired activity
- ii. Create a behavior contract

- iii. Isolate or remove student

Use Others As Resources: Among the people who can help you get students to engage in more appropriate behavior are peers, parent, the head teacher or school counselor (Santrock, 2001) so use them appropriately.

FOUR CORNERS OF KINKERGARTEN (KG) CKASSROOM

A KG Classroom should have four corner-activities that promote learning through play. These are

i) A Sandy corner has trays of sand in which the KG children play with their fingers, by scribbling. Drawing or tracing. By so do they learn to manipulate their wrist in preparation towards proper writing. ii) A Shopping corner has variety of containers of household consumable items like milk, sugar, sardines, geisha, soft drinks, and others like pencils, matches,

etc. at this corner, the children learn how to buy and sell. They indirectly learn some Arithmetic (addition and subtraction), language and gestures.

iii) A make Belief corner has a variety of toys and pictures of professionals like, nurse, doctor, pupil, farmer, fisherman, policeman, driver, mother with a baby, father with the mother and children etc. here the children try to imitate these professionals and family members. By so doing they learn how to communicate orally,

iv) A nature corner has items like nets of birds, feathers, stones beehives, horns of animals, skeletons, of animals and other curious things. Here too. The KG children learn to admire a nature.

SEVEN PRINCIPLES OF TEACHING FOR TEACHERS

To achieve the above, there are principles or teaching that must engage the attention of teachers as soon as schools have been resumed. These include:

1. **Proceed from simple to complex:** as a teacher master the act of sharing and transferring knowledge from the simple to the complex.

2. **Proceed from known to unknown:** use the learner's previous knowledge to build the needed relevant previous knowledge to build the needed relevant previous knowledge for teaching the new ideas/knowledge.
3. **Proceed from part to whole:** Break lessons into smaller units before reaching the full.
4. **Proceed from particular to general:** Use real- life examples to teach lessons that connect to the general knowledge to help learners understand it. Also, inductive reasoning begins with observation that are specific and limited in scope and proceeds to a generalized conclusion.
5. **Motivate learners to learn:** Inspire learners, create the needed atmosphere for learning, and always encourage and challenge learners.
6. **Do not teach in isolation:** Ensure you connect with learners in the classroom doing lessons. Feedbacks and from learners can tell where you stand.
7. **Teach to learners' individual differences:** There are fast and slow learners. Most importantly, knowing and understand the learner's physical characteristics, intelligence, gender, ability, and learning styles of learners can help teachers.

It helps appreciate the individual differences that exist amongst your learners in every class.

This can help teach learners by considering their individual differences; you are able to better reach out to all learners.

Teachers are the essential workers now, go out there and impact in society through teaching and learning.

CHAPTER FIVE

EDUCATIONAL/ SCHOOL LEADERSHIP, ADMINISTRATION &MANAGEMENT

Many view leadership, management and administration as synonymous, but there are primary differences.

It is not unusual for firms to expect individuals to possess the skills required for each however, an individual's unique abilities will determine whether they enjoy the responsibilities and are successful

According to Astin and Leland (1991), leadership is “a process by which members of a group are empowered to work together synergically towards a common goal or vision that will create chate change, transform institutions and this improve the quality of life.

Dymas, Bordeaux, Krache, Sholseth and Amold (1979) defined leadership as “the force by which an individual exerts and influence in releasing, channeling and controlling the thoughts.

Gardner (1995) seem to affirm this definition when he states that leaders are individuals who affect the thoughts, feelings and behaviors of a significant number of individuals.

Again Gardner says of the leader” “He must be an educator, bridging the gap between the vision and the familiar. But he must also be willing to walk alone to enable his society to follow the path he has selected.

Educational leadership is the professional practical of a leader working with guiding and influencing educator in a particular context towards improving leading and other educational processes in early childhood education centers and in secondary and post-secondary institution (Michelle 2016). However educational leadership can be defined as the process of enlisting and guiding

the talents and energies of teachers, Pupils and parents towards achieving common educational goals. This term is often used synonymously with school leadership in the United States and has supplanted educational management in the United Kingdom.

WAYS FOR LEADERSHIP

Basically, there are three acceptable ways through which leadership operate:

- By law (legal leadership)
- By tradition (traditional leadership)
- By charisma (charismatic leadership)

LEGAL LEADERSHIP

This is also known as national leadership and the one who holds this position is backed fundamentally and primarily by law. In a typical secondary school situation in Ghana, we can see this kind of leadership in the headmaster, and in this basic school, the head teacher.

TRADITIONAL LEADERSHIP

As the name implies, this is the leadership that has its fundamental basis in the traditional status quo. One unique characteristics of this type of leadership is that it inheritance is by lineage.

CHARISMATIC LEADERSHIP

The basic of charismatic leadership is in the personal charisma of the leader who may initially not have any legal or traditional basis for leadership. This type of leadership has its basis in the people's devotion on an extraordinary individual who is leader by virtue of personal trust in him and his exemplary qualities.

Leadership is about exerting influence and affecting the behavior of other people to the good of the organization, so that effort to attain goals would be more effectively carried out.

POWER

Power is the ability to affect something or someone with force or character or strength. It is the energy that is inherent in an object, a person or persons that make it capable of affecting other objects or persons with unusual vigour. Power may be sought and when it is obtained, can be used to accomplish a multitude of things, positive and negative. Power may also be granted to a person. In the school set up, the head teacher, by virtue of the legal authority he obtains, gets power to enable him to carry out his duties. The classroom teacher also has power over his students as he guides them through stipulated course outlines or syllabi. Power may be manifested in several ways in a given organization.

Correction Power

It rests on the ability of the educational leader to force an employee to comply with an order through the use of threat or punishment. It is based on fear or the ability of the educational leader to use punishment (reprimands, suspensions without pay, termination of appointment, transfer etc.) for non – compliance with his/her orders/directives.

Reward Power

This is based on the ability of the educational leader to give some form or rewards to employees. In other words, it rests on the ability of the educational leader to control and administer reward to those who comply with his/her directives or complete task satisfactorily. The reward may range from monetary compensation, promotions, recognition, and leave to pursue further studies to words of encouragement. For example, Huey (1992), says nothing else can

quite substitute for a few well – chosen, well – timed, sincere words or praise. They are absolutely free and worth a fortune.

Legitimate/ Legal Power

It is the type of power that is derived from an individual's position or role in the educational institution hierarchy. The power therefore rests on the belief among the employees that the educational leader has the right to give orders based on his position in the institution.

Expert Power

This power is derived from superior competence or special ability, skills or knowledge. It rests on the belief that the educational leadership has particularly high level of knowledge or highly specialized skill set. Subordinates normally perceive their leaders as having relevant expertise that exceeds their own. They therefore see the educational leader as being more capable of analyzing and implementing educational policies and procedures more than they could. Hence, they are more willing to submit to him or her as a way of learning from him or her in an attempt at being like him or her in the near future in order to hold such a position of trust.

Referent Power

This power is derived out of the respect that employees have for the educational leader and their desire to identify with or emulate him. It has its basis in the common people's belief that this educational leader possesses certain outstanding and rare characteristics which are attractive and with which they want to identify. It may be referred to as charismatic power. When a person has an attractive or extraordinary physical appearance, impressive eloquence, outstanding friendliness, kindness or warmth and the ability to energize others they could so charm others in the community that they may even be able to have a lot of influence over them. In such cases, we might say that the people are being influenced by that referent power of this other individual.

LEADERSHIP STYLES

Leadership is craft that must be administrated to achieve the mission of the organization (Berkley, 2004). In this subsection, we will explore the various leadership styles that are available.

Autocratic/Authoritarian/Dictatorial

There is a domineering style of administration where the leader alone dreams, determines and set out the policies, and also assigns tasks to member without previous consultation with them. Task and methods are imposes on members. There is very little real communication, if any between the leaders and the entire group. The leader issues directives without consideration of any other experts input first. Once the directives are given, they must be carried out without questions, lest there be serious warning or possibly dismissal. Autocratic leaders do not allow any meaningful discussion or suggestions from subordinates and other staff. Any opposing views are looked upon as attempts to overthrow their dynasty.

Democratic

This style of leadership is grounded on the basis that the organization is the responsibility of all, even though the leader has the primary role of guiding the rest of the group in approving at their collective mission. Therefore policies are arrived at through discussions and group decisions.

The leader helps his staff to operate as colleagues, collaborators, a team and partner. This style of leadership is characterized by responses of co-operation, enthusiasm, acceptance of more responsibility and recognition of the worth of each worker. The leader here considers him as first among equals.

Laissez-faire or anarchic

The terminology is borrowed from the French and literally means “let them do what they wish”. This is the style in which anything goes, so to speak. There is no hard and fast rule. The leader grants complete freedom or autonomy to the staff and members of the organization. Some of have said that this style of leadership is witnessed in situations where the wrong person is put in charge, and knowing that people put him in that position as a favour, he is turn refuses t

take action, least he offend the stakeholders. Others also believe that the one who leads in this manner feels too overwhelmed by the position he has, and so believing that it is risky to act, and so believing that it is risky to act, ends up producing more risky effects by his inaction. The leader allows individuals decisions without participation.

Transformational

A transformational leader is a person who stimulates and inspires followers to achieve extraordinary outcomes (Robbins and Coulter 2004). The leader pay attention to the concern and development needs of individual followers. They change follower's awareness of issues by helping them to look at old problems in a new way, they are able to arouse, excite and inspire followers to put out extra effort to achieve group goals. Transformational leadership theory is all about leadership that creates positive change in the followers whereby they take care of each other's interest and act in the interest of the group as a whole (Wearrilow, 2012).

Transactional Leadership

Also known as magical leadership focus on the role of supervising organization and group performance, transactional leadership is a style of leadership in which the leader promotes compliance of his followers through rewards and punishments. Unlike transformational leadership, leaders using the transactional approach are not looking to change the future; they are looking to merely keep things the same. These leaders pay leadership is effective in crisis and emergency situations, as well as when projects need to be carried out in specific fashion.

Transitional leaders use and exchange of model, with rewards being given for good work or positive outcomes, conversely, people with this leadership style can also punish poor work or negative outcomes, until the problem, is corrected. One way that transactional focuses on lower level needs (Maslow's hierarchy) is stressing specific task performance (Hargis 2001).

ADMINISTRATION AND MANAGEMENT

Administration and management, terms which are often time used interchangeable lie at the very core of the survive growth and progress of any organization be it modern or ancient, or informal, simple or complex. The administration and management process enable the organization to achieve its set goals.

Educational Management

Is a field of study and practice concerned with the operations of educational organization (Bush, 2011) It is centrally concerned with the purpose of aims of educational institutions and these purpose or aims provide the crucial sense of direction (Bush, 2003). The pursuit of efficiency may be the mission statement of managements.

Bush's 2011 educational management models linked with their leadership styles.

MANAGEMENT	LEADERSHIP
Formal	Managerial
Collegial	Transformation
Political	Transactional
Subjective	Postmodern
Ambiguity	Emotional
Cultural	Moral

Model of educational management

Formal model

It is an umbrella term used to describe a number of similar but unidentical approaches including

- i. Structural model

- ii. Systems model
- iii. Bureaucratic model iv. Rational model
- v. Hierarchical model

They all emphasize the official and structural elements of organization as a hierarchical system in which managers adopt rational and logical means of decisionmaking and its implementation.

COLLEGIAL MODEL

These models are practiced in institutions where greater proportions of the employees are professional. Collegial model emphasizes that power and decision – making in an organization should be shared among some or all members of the organization, to these model models, policies and decisions in organization are made through the process of decision which leads to consensus, organizational citizenship is highly promoted by these models. It is for this reason that Burdett (1995) says collegiality can broadly be defined as teacher conferring and collaborating with other teachers.

POLITICAL MODELS

Political models are characterized by decision making as a bargaining process. These models see an organization as consisting of sub-groups with various levels of authority and interest, policies and decision in the organization therefore stem from complicated process of bargaining and negotiations over the goals of the sub group and specific policy objectives over the goals of sub group and specific policy objectives and pursued by interest groups through formation alliances.

SUBJECTIVE MODELS

These models focus on individuals in the organization rather than subgroups, units or the total organization. Their argument is that each organization member has subjective models perceive organization as complicated entities which reflect the interpretation and understanding derived from the background,

beliefs, values and experiences of the individual organization of perceptions of these members rather than something unchanging or stable.

AMBIGUITY MODEL

These models stress on uncertainty and unpredictability in organizations. They stress that organizational objectives are problematic and that institutions experience difficulty in ordering their priorities. They believe there is a lack of clarity about organizational goals.

CULTURAL MODELS

The cultural models of educational management and leadership emphasize the informal aspects of organization rather than their official elements. The individual beliefs, values and ideologies are at the heart of every organization. Individuals hold certain ideas and values – preferences, which influence how they behave and how they view the behavior of other organizational members.

EDUCATIONAL ADMINISTRATION

The word administration is from Latin “Minister which means servant of a slave.

Fundamentally, administration has to do with offering services within an organization. Educational administration is the management of institutions designed to foster teaching and learning (Campbell et al, 1973). Among the features of educational administration are

- i. Goal and educational institution
- ii. Crucial of education to the community
- iii. Education deals directly and intimately with people
- iv. The raw material of education
- v. The nature of staff in the school
- vi. Effects of other agencies on the raw materials used by education

- vii. References groups that the school administration has to deal with.
- viii. The structure of and site of the school

GOALS AND EDUCATION INSTITUTION

Educational institutions are set up to ensure

- The teaching of literacy
- Critical thinking
- For example, students are trained to be analytical and sometimes question the status quo.

CRUCIALLY OF EDUCATION IN THE COMMUNITY

- Education produces the skilled labour needed for the running of other organization in the country.
- Hence, it is crucial to the society than any other organization
- In addition, the school is charged with the responsibility of socializing, politicizing and acculturating and so on of the child in the society.
- The school can therefore not be administered in the same way as the churches or than army.

EDUCATION DEALS DIRECTLY AND INTIMATELY WITH PEOPLE

- As a service, education deals more directly and intimately with people them other organizations.
- In a continuum of least intimate to most intimate.
- Teaching will lie further to the right than tooth – paste production and tax collection.
- The school organization involves the relationship of
- Teacher to pupil

- Pupil to pupil
- Teacher to teacher -
- Teacher to parents
- Pupil to pupil

THE RAW MATERIALS OF EDUCATION

- Education uses raw material (pupils/students) which are different from those of other organizations
- Students/pupils unlike wood, sand etc. react to the administrator as human beings and also report administrator's activities to
- Parents
- Opinion leaders and the entire community
- As young persons, students/ pupils are immature and therefore need to be handled with great care and not in the same way as the carpenter will treat a piece of wood

THE NATURE OF STAFF IN THE SCHOOL

- The staffs in the school (teachers) are most professionals and this call for special administrative techniques in handling them.
- As professionals, teachers need autonomy and collaboration in their work than the factory worker or the nurse.
- Campbell et al (1977) believe than when measured along a continuum of professionalism, the school will lie to the right of the factory and hospital.

THE PROCESS OF EDUCATION

- Education aims at teaching literacy and developing critical minds

- The process consciously and unconsciously encourages students and pupils to examine, evaluate, question and to some extent revolt against the status quo.
- The process is an eye opener and a double – edged sword.
- This therefore increases public interest in the school than the other organizations and this demands special administrative skills in managing educational institutions.

EFFECTS OF THE AGENCIES ON THE RAW MATERIAL USED BY EDUCATION

- Other organization and agencies such as the church, the media, peers etc. impact positively or negatively on students/pupils learning experiences.
- The school administrator does not only have the responsibility of administering the activities of the school, but also has to adopt strategies by which he/she can positively and meaningfully relate with the agencies in order to minimize their negative effects of the learners.
- This demands social administrative techniques from the education administrator

REFERENCE GROUPS THAT THE SCHOOL ADMINISTRATOR HAS TO DEAL WITH

- The structure of the forces that control educational is different from other organization
- For example the school board and school management committee members are mostly made up of laymen in education such as PTA members and religious leaders.

THE STRUCTURE AND SITE OF THE SCHOOL

- The school is part of the system of units physically dispersed in the communities or the country.
- In some situations, the school facilities are physically suited in the middle of the community and most of the time without fence wall.
- The members of the community continuous see which is going on in the school.
- Some parents bring their children to school and pick them form the school on daily basis.
- The makes the school open and part of the community.

THEORIES REGARDING THE FUNCTIONS OF ADMINISTRATIONS

Classical Organization Approach

Frederick Taylor

The underlying principle of this approach is Taylor's scientific management moment. The gather of this theory, Frederick Taylor, had taken up many jobs or vocations, ultimately setting with engineering. From this technical background, Taylor came up with the idea that human beings could be programmed in such a way as to perform efficiency and effectively like machines in factories. In this – man – the machine perspective of Taylor, it was believed that in any organization, specially the individual, in order to achieve the optimum output, workers must be offered a minimum of moral and monetary motivation and unfailing amount of constant directions (Drucker, 1952). Later in the principles of scientific management, Taylor's ideas were refined. These principles stated that all the workers in any organization need to be provided with clearly defined daily task. This was, the worker would not laze about nor lie in wait after every tiny task performed. This was also seen as an effective way of monitory work in an organization, and it was seen as an easier way of apportioning praise or blame, reward or punishment as the need arose. To Taylor the worker ought to be provided with standardized conditions and

appliances, this way he could more efficiently accomplish his given task. Again the principle was the assumption that given the necessary tools the worker has to be able to achieve the assigned task. Obviously one's pay would be determined by the extent to which one was able to perform one's task.

Henry Fayol

He was a French mining engineer and like Taylor, followed the scientific approach to administration. According to Fayol, the tasks of the administrator in any organization consisting the following.

Planning

The leader ought to study and arrange the general overviews and plan of the task in the organization.

Organization

The administrator has to build up the necessary materials and the human organization of the business by organizing both these resources (human and material)

Co-Ordinating

The administrator is to unite and correlate all the activities in the organization
Control

The leader needs to see that everything is done in accordance with the rule laid down. Fayol believed that the administrator is the chief executive of the organization, and his position requires of him to develop a structure, hierarchical in nature, and clearly specific roles and responsibilities to the various sectors and level of the operation.

Maintenance of discipline and free flow of communication are the responsibilities of the administrator.

Luhur Gulick

He came up with POSDCORB as the work of the administrator.

Planning

Involves decision-making about the activities or programmes for the existence, survival, growth and progress of the organization for the present and the future.

Organization

It is the delineation and enumeration of the activities required to carry out the plans, the groupings of these activities the assignment of such activities to units such departments with their respective administrative heads and the delegation of authority assistant or juniors to carry out the activities.

Staffing

Staffing is the task or recruiting, selecting, training and supporting key personnel that will help the organization accomplish its goals

Directing

Considered by many scholars as another way of defining what supervision, leading and communicating in leadership positions entail, directing is understood to be the leader's capacity to organize, encourage and inspire staff to perform their various functions to the best of their abilities in order to allow the organization achieve its goals and objectives.

Co-ordinating

Coordinating is the process of bringing related activities together, with the view to carefully arranging them side each other for coherence and to avoid chaos.

Reporting

Reporting is about sharing of important information with those who matter in the organization. The leader is obliged to share relevant and true information

with those above him in the hierarchy, and he is also required to provide his colleagues and

Subordinates with the relevant information they need

Budgeting

Budgeting is a financial plan that underlies an action, translating ideas and plans into a resource allocation that reflect an institutions priority (Keith, 1991).

When there is a budget, leaders are less likely to over speed. Money is usually better accounted for when budgeting is in place.

THE TONE OF A SCHOOL

The tome of a school refers to conditions under which teaching and learning take place in a school. It may also be explained as the prevailing atmosphere in a school that influences teaching, learning and the moral training of the pupils. A tome may be good or bad. A good tone promotes effective teaching and learning while a bad tone militates against effective teaching and learning. A good Tone has the following features;

- i) Open administration – delegation of duties and decentralization of activities.
- ii) Discipline on the part of both teaches including the head and pupils.
 - a. Regularity and punctuality at school, classes and all school gathering.
 - b. Preparing and submitting lesson notes for vetting at that right time.
 - c. Teaching with correct teaching and learning material.
 - d. Setting quality and enough class exercises, making and entering the marks into the continuous assessment book.
- iii) Teacher's and pupil's active involvement in co-curricular activities
- iv) Observance of “doe and don'ts of the school, GES rule and regulations.

- v) Free flow of information among the head, teacher and pupils (vertical and horizontal communication) through durbars, school gathering, and notices placed on notice boards and circulars.
- vi) vi) Good environment sanitation and toilet urinal and recreational facilities.
- vii) vii) Healthy teacher/pupil relationship as well as head teacher/teacher/pupil relationship.
- viii) viii) Availability of canteen facilities

A bad tome is just the opposite of the above. It is a sign of closed administration. Closed administration creates suspicion and rumor mongering that often creates tension and unrest which otherwise could have been avoided.

Management Tools

Management tools are device used by heads of schools to monitor and evaluate performance of teaching and learning outcomes. These include:

- i) Charts indicating names, qualification, ranks and the teachers registration numbers, contact mobile number and location of residence.
- ii) Classification/Subjects allocation chart. iii) Time Table that ensure judicious and efficient utilization of the official contact hours.
- iv) Attendance register for pupil/student to monitor pupils and student attendance
- v) Attendance registers to pupil/ student to monitor pupil and students attendance.
- vi) Teacher's time book to monitor teacher's attendance and punctuality school. vii) Movement book to monitor teacher's movement outside the school.

- viii) Suggestions box to provide feedback and suggestion to enable the school administration to improve on its performances.
- ix) The school organogram

LATEST ADMINISTRATION AT GES

Latest administrative changes at the Ghana Education Service*

The Ghana Education Service (GES) has made changes to its mode of administration at the Metropolitan, Municipal and District Education offices. According to the GES, the changes are meant to make the various processes teachers go through to get their concerns heard and issues resolved.

The GES has carefully crafted guidelines that have been instituted to make sure its members enjoy a hassle-free procedure concerning the various issues, one way or the other, face at the workplace. Notable among the changes include;

Writing of letters to Office

All letters ending at the office should be only one copy. Letters ending at Regional office and national should be 3 and 3 copies respectively. This means that all letters written to the National Headquarters must be addressed through the District Education Directorate, Regional Education Directorate to the headquarters.

Qualification for Study leave.

Teachers from colleges of Education post to the basic schools are to be in the teaching field for 3 years (Towns) and 2 years (deprived area) before applying for study leave. This applies to sandwich and distance students.

Permission before Embarking On Further Studies

Teachers are expected to ask permission from their respective education directorates before embarking on any further studies.

The teachers are expected to add copies of their admission letters to their permission letters to create the awareness of the GES of their further studies either via regular, Distance or Sandwich.

Teaching in S.H.S

Teachers who are interested in teaching at the SHS are expected to obtain Degrees in their respective fields. Teachers with Degrees in Basic Education or its equivalent are not expected to teach at the SHS. Obtaining a degree in a respective field has nothing to do with the mode of education. That's Regular, Sandwich or Distance Education.

Casual Leave

Casual Leave is 10 Days for the whole academic year i.e. 3:3:4 for first: second: third term. No teacher will be given the full 10 Days leave in a term unless critical moment. Teachers with poor performance in terms of attendance will be denied.

Such letters should be written early in order to obtain approval early.

Maternity Leave

12 weeks are allotted for nursing mothers immediately they deliver. Additional 2 weeks when they are twins. However, in case of emergencies, a Medical Report must be produced for extension of days. NB: Legitimate husbands also have 5 days off in order to take care of the wife.

Promotions

Henceforth, all promotions will be approved by Director General of GES. There will not be mass promotion anymore where all teachers will be promoted to SSI.

Things they will look for include;

- ¹ Attendance
- ² Output of work
- ³ Involvements in co-curricular activities
- ⁴ Lesson notes preparation

Validation

Since GES is part of Public service in Ghana, the validation should be used to suit the rules of the public Service.

Teachers who absent themselves from school without written permission should be validated with issues. Controller upon seeing that will affect deductions. Under no circumstance should a validators(s) cover up for a teacher. When such validator is caught, he/she will be sanctioned and the teacher affected will also pay for the days absent and other penalties.

Transferred teachers should be added as mission stuff. They should see the IPPD

Coordinator for transfer of management unit

Transfer and Re-posting

Henceforth, there will not be transfer until the office gets new teacher for replacement.

Utilization of Revision Week

Revision week should be utilized well in order not to make the week go waste.

Teaching must go on.

Staff Meeting

Staff meeting for the beginning of every term should be done Monday, a day before reopening.

CHAPTER SIX

SCHOOL ASSESSMENT, MEASUREMENT, EVALUATION & TEST

Assessment: It is the process of obtaining information that is used for making decisions about students, curricula and programme. It includes the full range of procedure used to gain information about student learning. These procedures may be formal thus pens and paper test and informal thus observation.

Similarly, Amedehes & Asamoah-Gyimah (2019), defined assessment as ‘a process for obtaining information that is used for making decisions about students, curricula, programmes, and educational policy’

Purpose of Assessment

- For instructional management decision
 - For Selection Decision
 - For Placement decision
 - For guidance and Counselling decision
 - For Certificate decisions
 - For Motivating Students
 - For Grading Students
 - For Guiding Pupils
 - For Classification Decision
 - For Planning and Organizing of Instruction
- Principle of Assessment**

These include the following:

- Specific what is to be Assessed
- Select an Assessment Procedure which is most relevant to the purpose

- □ Characteristics Performance to be assessed.
- Use a Variety of Procedures to obtain Comprehensive Information on the Students
- □ Be Aware of the Limitations of the Assessment Procedure You May Use
- □ Assessment is a Means to an End, and not an End in itself. **Types of assessment**

1. **Assessment of learning:** It occurs at the end of the year or at key stages. It is summative evaluation. It is often associated with a letter grade or number for grades e.g. report cards. It is the purpose of Assessment that typically comes at the end of a course to determine the extent to which instructional goals have been achieved and for grading and certificate of students at the end of a course.
2. **Assessment as learning:** Students are able to learn about themselves as learners and become aware of how they learn. It involves self and peer assessment. It provides students the opportunity to use the feedback to improve learning and is a formative assessments.
3. **Assessment for learning:** It is ongoing, diagnostic and formative. In assessment for learning teachers use assessment as a tool to investigate what their students know and can do, and what confusions, preconception or gaps they might have. It is not used for grading.

Continuous Assessment: It is the formative evaluation procedure which deals with the systematically finding out the overall gains the students have made in terms of attitudes, values, skills, abilities and knowledge.

Characteristics of Continuous Assessment

1. It is cumulative: final grade is the sum of all the marks the individual has attained throughout the programme
2. It is Formative: The instructional programme is broken down into smaller unit, teacher teaches a unit and then assesses the students on that unit and if they

MASTER it, he moves on and if they don't get re-teaches it again. It gives instant feedback.

3. It is systematic: The information is not collected anyhow but in an orderly manner. The teacher as well as the learners must or should know the volume the information the information will be collected.
4. Guidance Oriented helps an individual to know his strength and weakness. It helps to develop talents.
5. It is Comprehensive: It covers the three domains of human personality thus cognitive, Affective and Psychomotor

MEASUREMENT AND EVALUATION

Measurement is a process of systematically quantifying or attaching numbers to behavior or performance of pupils e.g. awarding marks for exercise or neatness. Such as a score of 50% to a student in an examination or determining the weight of a man as 78.8kg. The four (4) general scales of measurement include nominal, ordinal, interval and ratio scales.

Evaluation: Evaluation as a concept generally involves gathering information on a person, programme or process and trying to make a value judgment about the effectiveness of what is being evaluated. It also involves making judgment on the status of the individual in relation to some standards or expectation for e.g. if a teacher awards a score of 90% to a student in an examination and remarks or passes a comments such as Excellent, Good, Poor etc.

Note: It must be established that, the two terminologies Measurement and Evaluation are often used interchangeable yet they are not the same, though related.

Importance of measurement and evaluation (assessment)

1. It makes learners know their level of performance
2. It exposes the strengths and weaknesses in learning
3. It is used in determining the learning potentials of the individual

4. It helps to determine the extent to which educational goals are being achieved
5. It helps to diagnose learning difficulties

Types of Evaluation

1. **Predictive evaluation:** It is also known as placement evaluation. It makes it possible to predict the suitability of pupils for courses and careers with certain degree of information that will help pupils to be placed at the course suitable for their ability, e.g. of predictive evaluation are aptitude tests and entrance examination.
2. **Diagnostic evaluation:** This is used to identify the strengths and weaknesses of pupils in order to find out what further teaching is necessary. It enables the teacher to understand the learner's needs or problems.
3. **Summative Evaluation:** Summative Evaluation is carried out at the end of a course of instruction to find out the extent to which instructional objectives have been achieved.
4. **Formative Evaluation:** This is carried out as instruction progresses so that instruction can be programmed to meet pupils' level and educational needs. In other words, assessment goes hand in hand with teaching and learning from the beginning of an instructional programme to the end of the programme.

Summative Evaluation is based on the assumption that:

- The objectives of the programme of the programme are achieved □ The teaching and learning process has been conducted efficiently.
- The teacher student material interaction have been conducive to learning
- The teaching technique, learning materials and visual aids are adequate and have been judiciously used
- There is uniformity in classroom conditions for all learner

Test: A test as a concept is defined as any device which is used to measure the behavior of a person for a specific purpose. The two main categories of tests are subjective (e.g. essay) and objective (e.g. T/F) tests.

Uses of a test:

- Selection and Placement;
- For Evaluation;
- For research

Purposes; for assigning grades; for diagnosing learning problems etc.

Types of Test:

Achievement test;

Diagnostic test;

Aptitude test;

Criterion and Norm-Referenced Test; Classroom test etc.

Basic analysis and interpretation of test scores in the classroom

Having discussed the various forms of test technique that the classroom teacher can use to assess his or her pupils, there is the need now to point out that such test must satisfy certain criteria. Two of such criteria are Reliability and Validity

Reliability

A test is said to be reliable to the extent that it provides the same estimate of performance each time it is used.

In classroom tests that are reliable, high scoring individuals tend to score high again if given a second chance to take the test. And low scoring persons tend to score low again.

Validity

A test is said to be valid if it tests what it is supposed to test. Validity tells how well attest measures what it is intended to measure.

Note: For a test to be valid it must necessarily be reliable However in a test which answers are supposed to be typed out, if the time given is too short you will be testing speed rather than comprehension. Such a test is not valid.

When talking about validity, the following are some points or purpose for validity

Content validity

Predictive validity

Construct validity

Concurrent validity

Validity and Reliability of Assessment Results

Validity: This refers to the extent to which an assessment measures accurately what it is intended to measure. E.g.:- If you weigh yourself on a scale and the scale tells you that you weigh 150pounds; whilst in reality you weigh 135 pounds then the scale is not accurate and is not a valid scale; because it failed to measure exactly what it was supposed to measure.

The 3 main types of Validity Evidence used in establishing assessment results include the following:

Content-related validity evidence

Criterion-related validity evidence

Construct-related validity evidence

Content-related Validity Evidence: Is related to how adequately the content of a test samples the domain about which inferences are to be made. E.g.:- If 100 words are sampled from a population of 500 words and a class three (3) pupil is able to spell all of them correctly, it is assumed that the child would be able to spell all of them correctly.

Criterion-related Validity Evidence: Looks at how a test can be used to infer or predict an individual's standing on one or more outcomes other than the assessment procedure itself.

There are **two sub-categories**. These are Predictive and Concurrent validity.

Predictive Validity: Is used to predict later their performance at the university level.

Concurrent Validity: When the data on test scores and the criteria score are collected at the same time. E.g.:- Passing paper-and –pencil test on driving and being asked instantly to drive the car.

CONSTRUCT

A construct is a skill, attribute, or ability that is based on one or more theories. They exist in the human brains and are not directly observable. E.g.: intelligence, motivation, anxiety etc.

Construct-related Validity Evidence: refers to how well a test measures the construct that it is designed to measure. E.g.: Mathematics test measures scores that are interpreted as showing some students' Mathematics problem-solving ability should show evidence of the test actually measuring problem solving ability of the student.

Reliability: Reliability refers to the consistency of Assessment scores over time on a population of individuals or groups. It refers to the degree to which students results are the same when:

They complete the same task on two different occasions; they complete different occasions; two or more assessors' score (mark) their performance on the same task.

Obtained score: Obtained score is either the sum of the number of correct or right from selection test, or the sum of the ratings from open ended task. An obtained score contains errors.

The basis of the theory of reliability is an assumption that an obtained score for an individual is made up of two components. The equation for Obtained Score is $X_i = T_i + E_i$. Where X_i = Obtained score, T_i = True score and E_i = Error score.

True Score: A true score is that portion of the obtained score that remains when the error score is subtracted or taken away.

Error Score: An error score is that portion of the obtained score that remains when true score is subtracted or taken away.

Constructing Achievement Tests (CATs)

Constructing Achievement Tests (CATs) includes the following:

Planning Classroom Tests

Four principal Stages in Planning Classroom:

- Constructing the test
- Administering the test
- Scoring the test
- Analyzing the test results

Constructing the Test:

The following must be considered in constructing the test:

Define the purpose of the test

Determine the item format to use

Determine what is to be tested

Prepare scoring/marking key

Review items

Write directions

Evaluate the test

Evaluation

Multiple-Choice Tests

In constructing multiple choice test, the following must be considered:

Types of Objectives Classroom tests

The multiple Choice Items

Guidelines for Writing Multiple Choice Items

Limitations of Multiple Choice Items

True-false tests

The Test-false items

Suggestions for Writing Better True-False Tests Items

Advantages and Limitations of the Matching Tests

Nature of Matching Tests

Suggestions for Constructing the Matching Tests

Advantages and Limitations of the Matching Tests

Matching and Completion Types Tests

Short Answer Items

Suggestions for Short Answer items

Advantages and Limitations of the Short Answer Items

Crafting Essay Items

Consider the following:

Characteristics of Essay test Items

Suggestions for preparing good essay test

Advantages and Limitations of the Essay Items

Scoring Essays

Analytic and Global Methods of Scoring Essays

Holistic Scoring Suggestion for Scoring Essays

Comparison of Essay and Objective Test

Assembling Classroom Tests

Review and Assessment of Test Items

Guidelines for Assembling Tests

Arranging the Test Items

Test Taking Directions

Testing Materials

Testing Administration

Appraise Classroom Tests (Items Analysis) What is item Analysis?

Item Difficulty

Item Discrimination

Norm-Referenced interpretation of Test Scores

This refers to the performance of a pupil on a test as compared to that of other pupils in the same class. E.g. Ama is the best reader in her class.

Forms of Norms-Referenced Interpretation e.g. when a teacher uses terms such as Afia performed better than Esi.

Uses of Norm-Referenced Interpretation e.g. for selection and placement

Criterion-Referenced interpretation of Test Scores

These tests measure a test taker's performance as compared to a specific set of standards or criteria or predetermined standard.

e.g.:- To obtain criteria or predetermined standard.

e.g.:- To obtain grade 'A' in an exam a student be able to score 80%.

TAXONOMIES OF EDUCATIONAL OBJECTIVES

There are 3 main types of taxonomies of educational objectives and these are Cognitive, Psychomotor and Affective Domains.

Blooms Taxonomy: deal with the cognitive, affective and psychomotor domains

COGNITIVE DOMAIN

The cognitive Domain is multi-level of classifying thinking according **to six levels or process of complexities as follows:**

Knowledge: deals with the ability to remember previously learned material such as dates, definitions, terminologies and specific facts or events e.g. Ghana gained her independence in 1957.

Comprehension: This is the ability to stay or write what someone else has said or written in a different way without distorting or changing the meaning e.g. the student went home without an exeat. The students went home without permission.

Application: The use of abstracting's in particular and concrete situations. This level of complexity, the individual does not only know, and understands but also able to apply the knowledge and understating to solve relevant problems. E.g. A

student applying her knowledge in subtraction to give the right change to a customer who buys an items from her parents' shop.

Analysis: The ability to separate or breakdown materials or concepts into parts components parts so that its organizational structure maybe understood. E.g.:- Distinguish between Measurement and Evaluation.

Synthesis: Putting parts together to form a whole .e.g. organizing parts of a simple electrical circuit to produce light.

Evaluation: Making judgment about the value of a material based on the personal values or opinions resulting in an end product, with a given purpose. E.g. students examining two or more different ways of solving simultaneous equations problems and providing a justification as to the correctness of each solution

AFFECTIVE DOMAIN

Affective Domain: This domain deals with/involves our feelings, emotions and attitudes. The domains is categorized into 5 subjoins, which include, receiving phenomena, responding, valuing, organization, characterization

Receiving phenomena: is the awareness of feelings and emotions as well as the ability to utilize selected attention. E.g.:- Listening attentively to a friend.

Responding to phenomena: responding to the phenomena is the active participation of the learner that is required for effective participation e.g. Participation in group discussions.

Valuing: is the ability to see the worth of something and expresses it e.g. An activist shares his ideas on the increase in salary of laborers.

Organization: Ability to priorities a value over another and create a unique value system e.g. A teenager spends more time on her studies than with her boyfriend.

Characterization: The ability to internalize values let them controls the person's behavior.

PSYCHOMOTOR DOMAIN

Psychomotor Domain: This domain comprises utilizing motor skills and coordinating them. **The seven categories under this include:**

Perception: The ability to apply sensory information to motor activity. E.g. A cook adjusts the heat of the stove to achieve the right temperature of the dish.

Set: The readiness to act. E.g.:- An obese person displaying motivation in performing planned exercises.

Guided Response: is the ability to imitate a displayed behavior or to utilize trial and error means to succeed e.g. a person follows the manual in operating a machine.

Mechanism: The ability to convert learned responses into habitual actions with proficiency and confidence e.g. the ability to operate a gadget without the help of a manual.

CHAPTER SEVEN

CURRICULUM

The school Curriculum framework comprises a set of interlocking components including: essential learning experiences, generic skills, values and attitudes and key learning areas. The framework sets out what students should know value and be able to do at the various stages of schooling.

A Standard Based curriculum is a body of knowledge and set of competencies that form the basis for a quality education. It defines what students should know, understand and be able to do and including the accompanying teaching content. The curriculum identifies six core competence and these have been used to guide the development of the Assessment Framework. The six competence are:

1. Critical thinking and problem solving
2. Creativity and innovation
3. Communication and collaboration
4. Cultural identity and global citizenship
5. Personal development and citizen leadership
6. Digital literacy

The tertiary curriculum framework sets out the conception of standards and the learning outcomes to be captured in the subject curricula that are to be achieved by all learners.

The National Pre-tertiary Education Curriculum Framework is the policy guideline against which the school curriculum will be reviewed and revised.

Pre-tertiary education

Pre-tertiary-education accreditation is a type of quality assurance process used in the country under which services and operations of pre-tertiary schools and educational institutions or programs are evaluated by an external body to determine if applicable standards are met.

What are the general features of the school curriculum?

The School Curriculum Framework comprises a set of interlocking components including: essential learning experiences, generic skills, values and attitudes and key learning areas. The framework sets out what students should know, value and be able to do at the various stages of schooling.

The Curriculum Framework identifies six core competences and these have been used to guide the development of the Assessment Framework.

These competences underpin the knowledge and skills that learners are expected to develop through the pre-tertiary curriculum.

Teachers will familiarize learners with the competences as part of their regular class practice.

SOME OF THE APPROACHES TO ASSESSING THESE COMPETENCIES

Assessing critical thinking and problem solving would require the following:

- Coursework (practical and hands-on activities)
- Use of a range of question types focused on specific themes
- Distill desired values the learners are expected to demonstrate and facilitate learners use in context.

Assessing Creativity and Innovation would require the following:

- The use of individual and group projects
- Bringing school and local community problems to learners attention for discussion and action
- Showing evidence of creativity and innovation by coming up with new ideas □
Creating products that solve a given, real world problem.

Assessing Communication and Collaboration would require the following:

- Teachers may create a scenario that enables learners to identify what they can do and communicate with others in response to a problem or issue through, for example, role play, debate, drama or reflective dialogue.

Assessing Cultural identity and global citizenship may require the following:

- The assessment processes require teachers to create activities that would bring learners awareness to their culture
- The activities should also guide learners to relate their beliefs systems within a global context.

□

Furthermore, learners should be assessed to demonstrate skills that show how they are able to apply global best practices in their local context.

Assessing persona development leadership would require:

- Learners should be assessed to demonstrate self-esteem, self-awareness and understanding of values that would make them show self confidence in different situations.
- The assessment should enable learners to apply self-knowledge under conditions that would demonstrate leadership as required of them.

Assessing Digital Literacy would require the following:

- The assessment will facilitate learners to show practical skills in digital communication (including but not limited to word processing; use of social media; collaborative use of search engines etc.)
- Learner will also show evidence of their understanding of the risks and dangers in the use of internet and technology as well as how to avert or mitigate these risks and threats.
- The National Council for Curriculum Assessment (NaCCA) has introduced a New Standard-Based Curriculum for Basic Schools in Ghana.
- The first phase of the Curriculum is at its implementation stage and is from Kindergarten to Basic 6.
- The New Curriculum has come with some changes in ways of doing things, ranging from names to activities.

□

Below are some of the changes; New Terminologies and Changes in the New

Standard-Based Curriculum for Basic Schools □ First, the term Syllabus has been changed to Curriculum.

- The Curriculum contains instructions, methods and contents to be taught in the classroom. It is used by the teacher (facilitator) as a guiding material during classroom instruction.
- Second is the term, ‘Stands’ which refers to ‘Sections’, ‘Units ‘or Aspects ‘to be taught in class.
- In the Languages, such as English and Ghanaian Language, the term relates to ‘ASPECTS’, that is , oral Language (Listening and Speaking) etc., while in other subjects such as Science, the term relates to ‘SECTIONS/UNITS”.
- The Third terminology that has changed is ‘TOPICS’ which is nor referred to as ‘SUB-STRANDS’
- In addition, ‘GENERAL OBJECTIVES’ are now known as ‘CONTENT STANDARDS’ with ‘SPECIFIC OBJECTIVES’ known as ‘CONTENT INDICATORS’.
- Teaching and Learning Activities are now known as ‘EXEMPLARS’ with RELEVANT PREVIOUS KNOKNOWLEDGE (RPK) now known as ‘LEARNERS’ ENTRY BEHAVIOUR’.

Other changes include ‘CURCUIT SUPERVISORS’ now referred to as ‘SCHOOL IMPROVEMENT SUPPORT OFFICERS’, responsible for inspecting and monitoring the work of teachers in all schools.

- The introduction of a Lesson is now referred to as the ‘STARTER’

- - School-Based INSET (SBI) is now known as Professional Learning Community
 - Cluster based Inset now Professional Learning. Community
 - Teachers now Facilitators
 - Students/Pupils now Learners
 - Teachers Guide now Teacher Resource pack.
 - Scheme of work now Scheme of Learning
 - Detailed Learning Plan with relevant terminologies e.g. ‘starters’, ‘strands’, ‘sub-strands’, ‘content standards’, ‘content indicators’, exemplars’, ‘learners ‘entry behavior’
 - Teaching and Learning Materials now Teaching and Learning Resources
- What is basic curriculum framework?**

The Basic Education Curriculum Framework (BECF) is the outcome of extensive stakeholder engagement, a national needs assessment study, deliberations from a national curriculum reform conference and several benchmarking studies.

- The BECF has been developed to actualize the curriculum reforms. □ How do you teach the new curriculum?
- Learning to Build Your Curriculum
- Describe your vision, focus, objectives, and student needs.

□

- Identify resources.
- Develop experiences that meet your objectives.
- Collect and devise materials.
- Look down the specifics of your task.
- Develop plans, methods, and processes.
- Create your students experience.

Rationale for reviewing the Curriculum

Fundamentally, the review of the curriculum to respond to a national priority of shifting the structure and content of the education system from merely passing examinations to building character, nurturing values, and raising literate, confident, and engaged citizens who can think critically. And as an outcome, to raise the quality of education at the pre-tertiary level, with emphasis on science and mathematics as fundamental building blocks for success in either tertiary education or early entry into the work place. The review of the curriculum is to address the inherent challenges in the existing curriculum and ensure that the content of the national curriculum can be internationally benchmarked.

Overview of the current Curriculum

- The previous pre-tertiary education curriculum: follows the objective based curriculum design model and is officially defined by subject syllabuses.

The then curriculum emphasizes the use of official syllabuses, textbooks and teacher's handbooks, which were the only curriculum materials available to teachers.

-
- Classroom activities were generally textbooks based, even though there were not enough textbooks for all school learners.
- It emphasized an activity-based approach which involves inquiry, creativity, manipulation, the learning and teaching activities in classrooms tend to favour an expository or didactic teaching approach which was largely teacher-centered.
- It also made provision for the use of Ghanaian languages and the medium of instruction for kindergarten and the first three years of primary school through which learners were to learn the mechanics of reading and writing in their local Ghanaian language, as a necessary prerequisite for introducing learners to a foreign language.
- Made use of School-Based Assessment (SBA) with a focus on class Assessment Tasks (CATs) as a replacement for continuous assessment in order to make assessment more comprehensive (i.e. to cover more applications and affective qualities).

DEFINITIONS FOR CURRICULUM

Curriculum can broadly be defined from two main viewpoint perspectives and descriptive points of view. However, to get a clearer picture of the concept, both viewpoints need merging in order to come up with a situation definition for the concept. Below are sample definitions of curriculum from, **prescription perspective**;

1. Bobbitt (1918; 43) states that “Curriculum is the entire range of experiences, both direct and undirected, concerned in unfolding the abilities of the individual”.

□

2. Tyler (1953) defines Curriculum as all the learning experience planned and directed by the school to attain its educational goals.
3. Curriculum means the planned interaction of pupils with instructional content, materials, resources, and processes for evaluation, (2010).

Note: Prescriptive (Curriculum) definitions provide us with what “ought” to happen, and they more often than not take the form of a plan, and intended program, or some kind of expert opinion about what needs to take place in the course of study. Among the definitions given or proposed by past experts operating on the premises of descriptive are given as below.

1. Caswell & Campbell (1935) define curriculum as all the experiences children have under the guidance of teachers.
2. Ragan (1960) also perceives curriculum as experience of the child for which the school accepts responsibility.
3. The set of actual experience and perceptions of the experience that each individual learner has of his or her program of education (Hass, 1987).

4. Silva (2010) sees curriculum as an emphasis on what students can do with knowledge, rather than what units of knowledge they have, is the essence of 21st – century skills.

Note: The descriptive definitions of curriculum go beyond the perspective terms as they create the impression that the curriculum is not merely about how things ought to be rather how things are in classrooms (Ellis, 2004). Another term that could be used to define the descriptive curriculum is.

EXPERIENCE

The following authors tend to define curriculum from perspective and descriptive points of view;

1. Curriculum refers to all the learning which planned and guided by the school, whether it is carried on in groups or individually inside or outside of the school (Kerr, 1968).
2. It can be described as all the learning experiences that learners are to go through under the guidance of the school at the end of an educational programme.
3. Curriculum can broadly be defined as the totality of students' experiences that occur in the educational process.
4. Curriculum can be seen as a group of subject or course study arranged in particular sequence for instructional purpose in school.

Note: these proposed definitions tend to acknowledge the fact that curriculum encompasses both processes (plan) and experience in the context of education.

COMPONENTS/ELEMENTS OF CURRICULUM

According to Brady (1995), elements of curriculum generally entails four (4) elements; objectives, contents, methods, and evaluation. Since curriculum is planned for a particular educational programme, it is therefore highly anticipated to have at least some of these major components.

1. Statements of philosophy of the educational programme
2. Objectives, aims and goals of the programme
3. Subject matter or content.
4. Learning experience
5. Mode of instruction (instructional strategies, teaching, methods, techniques etc.
6. Assessment and evaluation of the programmes (evaluation approaches).
7. Duration for the programme
8. Outcomes

Basically, the curriculum must include all subject matter, teaching strategies, learners' experiences and assessment of students which a particular school plans for its students which is developed by the member of its own curriculum committee. The curriculum is well planned, guided and designed by the government of the educational institution. It is aimed at both physical and mental development of the student. It is the overall learning experience that students go through during a particular course of study.

TYPES OF CURRICULUM	EXAMPLES OF CURRICULUM
<ol style="list-style-type: none"> 1. Subject-based/oriented curriculum 2. Core curriculum 3. Hidden curriculum 4. Official curriculum 	<ol style="list-style-type: none"> 1. English, Mathematics, ICT, Science, History, Geography, Economics, etc. 2. English, Mathematics, ICT, Science

5. Unofficial curriculum	3. Sports, Music language, moral etc.
6. Objectives-based	
7. Standard-based curriculum	
8. Experience-based curriculum	
9. Competence-base curriculum	

Curriculum Frameworks

Every curriculum regardless of its type ought to follow series of guidelines. These guidelines are referred to as the curriculum frameworks. In Ghana, there are currently only two curriculum frameworks driving pre-tertiary education and tertiary education (particularly teacher education). They are

- a) The pre-Tertiary Education Curriculum Framework (PECF)
- b) The National teacher Education Curriculum Framework (NTECF)

SYLLABUS

Etymology: the word “syllabus was derived from modern Latin “syllabus” meaning

“list”. It was originally curved out from the Greek word “syllabus” meaning “parchment table or table of content”. The change from “sylla” is explained as hypercorrections by analogy to “which means “bring together” or “gather”

Definition: The syllabus or specification is an academic document that communicates information about a specific subject and defines expectations

and responsibilities. The syllabus may also be defined as a document that consists of topic or portion covered in particular subject.

A syllabus can be tailored for a class or number of classes e.g. Classes 1-3 or 4-6. A syllabus is considered as a guide teacher as well as to the students. It helps the students to know about the subject in detail. While it is parts of their course of study, what expectations of students are, etc. it contain general; rules, policies, instruction, topics covered assignment, projects, and so no. the syllabus is prepared the National Council for Curriculum and Assessment (NaCCA). Formerly Curriculum Research Development Division (CRDD).

EXAMPLE:

- a) Teaching syllabus for English Language for Junior High School 1-3
- b) Teaching syllabus for Mathematic, for JHS 1-3 old syllabus.
- c) Teaching syllabus for Religious and Moral Education for JHS 1-3
- d) Standard – based curriculum for English Language Primary 1- 6
- e) Standard – based curriculum for Mathematics Primary New Syllabus.
- f) Standard – based curriculum for Our World Our People According to Hoesny (20130), syllabus has 17 possible functions which include:
 - 1. Describing course content scope
 - 2. Communication course focus
 - 3. Suggesting prerequisites
 - 4. Detailing logistics
 - 5. Identifying course goals
 - 6. Sequencing/scheduling instruction
 - 7. Identifying performance objectives
 - 8. Constituting a contract

9. Identifying reference material
10. Providing modifications base
11. Motivating students
12. Permitting self-monitoring
13. Facilitating optional learning activities
14. Establishing evaluation system
15. Advertising/promoting/recruiting clientele
16. Serving as an articulation tool
17. Meeting accreditation requirements

PERSPECTIVE OF CURRICULUM

Curriculum could be understood from four perspectives;

- i. Curriculum as a body of knowledge to be transmitted (syllabus)
- ii. Curriculum as an attempt to achieve certain ends in students (product)
- iii. Curriculum as a process; and
- iv. Curriculum as praxis (Kelly, 1999).

Curriculum as body of knowledge to be transmitted (syllabus) ➤

Curriculum is equated with a syllabus and curriculum is seen as a:

- A concise statement or table of the heads of a discourse;
- The content of a treatise; and
- The subjects of a series of lectures.

- In such a case, curriculum will be associated with an examination body such as the West Africa Examination Council and will contain series of headings

with some additional notes which set out the areas that may be examined

Curriculum as an attempt to achieve certain ends in students (product)

➤ Curriculum is an attempt at achieving certain ends in students.

- It set out how the objectives and the contents of what are to be taught and might be learned.
- Curriculum involves a detailed attention to what students need to know in order to work or enjoy their lives.

Curriculum as process

- Another way looking at curriculum is via process.
- In this sense, curriculum is not a physical thing, but rather the interaction of teachers, students and knowledge.
- In other words, curriculum is what actually happens in the classroom and what people do to prepare and evaluate what goes on in the school.
- This model emphasizes on a number of elements in constant interaction with the nation teachers.

i. Enter particular school and situations with an ability to think critically in-action.

- And an understanding of their roles and the expectations others have of them; and
- A proposal for action which sets out essential principles and features of the educational encounter.

Curriculum as praxis (informed, committed action)

- Curriculum as praxis is, in many respects, a development of the process model.
- It is driven by general principles and places an emphasis on judgment and meaning making.

- It makes a continual reference to collective human well-being and how to emancipate the human spirit.

NATIONAL PRE-TERTIARY EDUCATION CURRICULUM

Aims

This aim of the National Pre-Tertiary Education Curriculum of Ghana is to turn out graduates who are good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible local and global citizens.

Objectives

The curriculum framework has been formulated with the following broad objectives in mind, which will form the basis education level.

- Provide learners with board up-to-date knowledge, skills, values and attitudes in both existing and new subject disciplines and in a range of foundation literacies.
- Develop in learning the ability to apply what they have learned with confidence and competence in the world of work
- Instill in learners the ability to apply what they have learned with confidence, and competence in the world of work
- Encourage learners to fully participate in the leaning process and to promote learning as lifetime endeavor.
- Encourage and support teachers to engage in creative educational system where individual strengths and potentials are valued and maximized, regardless of ethnicity, religion, gender, geographical location of disability.
- Encourage learners to learn mathematical fundamental building block to learning other subjects.

- Instill in learners the importance of making responsible choices regarding the environment and climate.
- Promote financial literacy to include the development of entrepreneurial skills for all learners.
- Encourage learners to learn a Ghanaian language and a modern foreign language as part of becoming a global citizen.

Core Values

- Respect
- Diversity
- Equity
- Commitment to achieving excellence
- Teamwork/collaboration
- Truth and integrity

PEDAGOGY

Pedagogy refers to the interaction between teacher, learners and the learning environment and learning tasks.

PEDAGOGY APPROACHES

Teacher-Centered Pedagogy – it positions the teacher at the center of the learning process and typically relies on methods such as whole-class lecture, rote memorization and chorus answers (i.e. call –and –response).

Learner-Centered Pedagogy- it draws on learning theories suggesting learners should play an active role in the learning process. Learners therefore use prior knowledge and new experience to create knowledge.

New terms to note in the New Curriculum

1.	Syllabus	Curriculum
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2.	Section/Units	Strands
3.	Topics	Sub-strands
4.	Circuit Supervision	School improvement Support Officer
5.	Cluster based inset	Professional Learning Communities
6.	Teacher	Facilitators
7.	Students/Pupil	Learner
8.	Teacher Guide	Teacher Resource Pack
9.	Scheme of Work	Scheme of Learning
10.	Lesson Plan	Learning Plan
11.	TLMs	TLRs
12.	Units	Strands
13.	General Objectives	Content standard
14.	Specific Objectives	Indicator
15.	Tr/Lr activities	Examples
16.	RPK	Entry behavior
17.	Topic	Title
18.	CBI	PLC (Professional)Learning Community
19.	Introduction	Starter

20.	Head teacher	CEO
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COMMON CORE PROGRAMME (CCP)

The common Core Programme (CCP) is the second phase of the Pre-Tertiary Curriculum review which stated in 2017, with the KG and Primary years programmed currently being implemented by the Ghana Education Service since 2019. It is a continuation of the KG- Primary 6 Curriculum introduced in September, 2019. The Common Core Curriculum is a carefully designed programmed of nine subject for learners in Basic 7 to Basic10 (JHS1-SHS1) as part of learning experiences to prepared them for past-secondary education, the world of work of both. It is a four (4) year programme comprising of nine(9) subjects which are maths, languages (English, Ghanaian Language, Arabic, and French) Science, RME, Physical and Health Education, Career Technology, Social Studies, Computing, Creative Arts and Design.

THINGS TO KNOW ABOUT THE CCP

- It is standard-based curriculum that seeks to develop the 6 key competencies of learning including critical thing and problem solving in learners.
- The NSAT will be conducted in JHS 2 to generate data for improvement at all levels of managements and implementation.
- Placement exams into SHS will be conducted at the end of JHS 3, however, the mode and format is likely to change to reflect the CCP demands.
- Before SHS2, students take common Core Exams to guide them in choosing a combination of courses for High School Diploma Programmes (HSDP) or career – related programmes (CRP)
- From SHS 2-3, students decide either to purse career related programme or an academic one or both.
- Project work, community service and engagement will be integrated as part of a comprehensive learner assessment that emphasizes Doing.

REASONS FOR THE INTRODUCTION OF THE COMMON CORE

PERGRAMME

The curriculum is designed around building character and nurturing values, in addition to ensuring a seamless progressing for all learners from JHS to SHS and create clear pathways for academic and career-related programme Basic 11 (SHS 2) to basic 12

(SHS 3)

Common Core Programme (CCP) seeks to address the shortfalls in the current school system in relation to learning and assessment and promote better high school education that meets the varied learning needs of the young people in the country.

LEARNING AND ASSESSMENT UNDER THE COMMON CORE

PROGRAMME (CCP)

The new reform access knowledge, skills, attitudes and values with emphasis on what learners can do, adding that in the 21st Century it is no longer tenable for students to memories facts and figure (ROOT LEARNING) without being able to apply knowledge innovatively to solve everyday problems. Again the learners will do personal projects, community project and or community service as part of a comprehensive assessment programme designed under the National Pre-Tertiary Assessment framework. An external Assessment called the national standards Assessment Test (NSAT) will be conducted in JHS 2 (BASIC 8) to appraise national level indicators to promote learners progression, as captured in the National Pre-Tertiary Curriculum Framework published by NaCCCA in 2018.

Placement exams into SHS may be conducted at the end of JHS 3 (Basic 9). At the end of the CCP, the Common Core Examination will be conducted; to guide

learners in choosing a combination of courses either for academic or career-related path –way once they are already in the Senior High Schools.

Teachers who competently guide and structure classroom activities are more effective than teacher who emphasis their disciplinary role (Brophy, 1996)

Hence all teachers are expected to manage the classroom for effective learning. Apart from students, teachers are expected to manage their time, teaching aids and context of their subjects as well.

CURRUCULUM DEVELOPMENT

Curriculum refers to all the courses of study and the contents offered by an educational institution. Curriculum is perspective which merely specifies what topics must be understood and to what level to achieve a particular grade or standard. **Factor that are considered when preparing or designing curriculum for school include;**

- i. Age-maturity levels to understand what is to be taught
- ii. Culture of the people in order to understand the environment and the way of life.
- iii. National aspirations (needs of the society or national direction for example, study of science and technology, ICT etc.
- iv. Child Centered activities (needs of the Child) instead of subject centered so that the pupil will be able to develop their inherent talent.
- v. Sequence of topics to be taught e.g. addition, division, multiplication etc. in Arithmetic.
- vi. Changes in technology
- vii. Identification of resources (Human and Material)

CURRICULUM AND CO-CURRICULUM ACTIVITIES

Curriculum activities include the examinable subjects that are taught in the classroom, science laboratories and workshops. These subject come under

science, Arts, Business, Vocational and Technical programmers. A planned and approved Time Table is drawn to indicate duration and when each subject is taught. They have GES planned and approved syllabi to follow. The syllabi indicate specific topics to be taught. Curriculum therefore provides both formal and informal experience through acquisition of skills and positive values for individual empowerment (capacity building)

CO-CURRICULUM ACTIVITIES refers to the other school non-examinable disciplines/subjects that are taught outside the main office time table. These include Games and Sports, Culture, Clubs and Societies, School worships and other School gatherings. Co-Curriculum activities are part of the entire approved disciplines of the school, hence the name co-curricular. So, teachers who are scheduled to handle these activities should not expect an additional remuneration because they are part of a school programme and do not attract any remuneration. Co-Curriculum Activities indeed teach and courage spirit of competition, tolerance, co-operation and team work among Pupil and students. The activities also seek to instill discipline, that is, respecting the rules governing games and sporting activities among pupil and students. They indeed teach moral education. So, in the absence of moral education on the official teaching time table the school still teaches moral education through the cocurricular activities as well as the academic subjects like literature and history.

PADAGOGY AND CONTENT

Pedagogical knowledge deals with the teaching process including the ways of representing and formulating the subject that makes it comprehensible to other.

(Methodology)

Content deals with specific topics or subject matters (curricula) that are taught. These may be changed from time to time since the society is dynamic. Today's needs may be irrelevant in the next couple of years.

If teachers were to be successful they would have to confront both issues of pedagogy and content simultaneously. In other words, the two should be blended

so that the teachers will be able to interpret the subject matter and find ways present it and make it accessible to learners.

Effectively method helps the teacher to make his or her pupils/students understand that subject.

METHODOLOGY

In Teaching Education emphasis is placed on “how to teach” in order to lead the pupil to understand and assimilate what is imparted or taught with little or no difficulty. The teacher is expected to use principles of teaching and either adopts inductive or Deductive method to teach what is to be taught.

SKILLS

For effective teaching and learning to take place, the teacher needs to acquaint himself with some comp temporary skills-modern Technology with is the collective of body techniques, skills, methods and processes used in production of goods and services and also for research purpose (the use of computer and internet). Those skills include;

- i) Ability to use the computer to access information on the internet and manage class records
- ii) Skills and verbal communication
- iii) Sills in research for information ‘
- iv) Skills in class management.
- v) Application of the appropriate methodology and principles of teaching.

Generally there are two main approaches (methods) to teaching. These are
INDUCTIVE and **DEDUCTIVE**

INDUCTIVE METHOD leads the pupil/ student to discover what is to be established (principle) through questioning and answers, and experiments.

DEDUCTIVE METHOD make a statement or facts about something (state a principle) and pupil/ student are led to prove the variety of the statement through questioning and answers, and experiments.

ILLUSTRATION: Teaching the topic “Properties of Metals

Under the inductive method, an experiment is conducted, pieces of metal and non-metal e.g. Copper and wood of the same length e.g. 12cm will be subjected to heating at the same temperature and the same length of time. When measurement is retaken immediately they are removed from the furnace, it would be observed that the copper has increased its length by perhaps, 1cm while the wood has retained its original length. From the results, pupils can conclude and establish the metal expand when heated whereas non-metals do not.

Application: Spaces left in between rails when constructing rails lines are allowed for expansion since the rails are metals therefore expand as they are exposed to the heat of the sun.

Deductive method will however state that ‘metals expand when heated’. Pupil will be asked to conduct experiment with pieces of metals and non-metals as done above to prove the validity of the statement.

Inductive method has an advantage over a deductive method as the pupil do not easily forget their findings or discoveries.

PRINCIPLES OF TEACHING

Principles of teaching are rules or foundations followed when teaching a new topic or when teaching. These rules offer pupils the opportunity to participate actively. These principles are;

- i. Proceeding from known to unknown (familiar to unfamiliar).
- ii. Easy (simple) to difficult (complex).
- iii. Concrete (real objects) to abstract (imaginary)

SOME SPECIFIC METHODS OF TEACHING

i) Dictatorial method of teaching is used on pupils/students who have a low art- ability. This method dictates exactly what to do in a step by step manner and includes lot of directions at every step. This method is recommended for use a KG and primary 1 level. ii) Didactic follows a consistent scientific approach or educational style to engage the pupils mind – a theory and practical application of teaching and learning.

This is recommended at JHS level. iii) A demonstrative method of teaching combines participation, demonstration, recitation and memorization. It is a method of teaching that realizes heavily upon showing the learner a model performance that is live, filmed or electronically operated. It is effective when the pupils/students are shown how the job is expected by using the actual tools, machines and material they are expected to work with. This method can be used at JHS, Primary and KG.

iv) Creative method is a style used to tap the inherent talent of the Pupil/student. This method stimulates the pupils/students. It takes into the account the culture and aspiration of the county. The teacher combines different methodology to stimulate the pupil/students with ideas. This recommendation at primary, JHS and sometime at SHS levels.

v) Interactive teaching involves giving students some things to do. Getting back what they have done, and assimilating it yourself so that you can decide what will be best to do next. This method can be uses at KG a Primary levels.

vi) In language teaching there is a theory of stimulus-Response-Reward, propounded by Skinner that means the teacher speak the word or sentence from

the pupil to repeat or responds and rewarded or applauded or punished depending on weather response is correct or wrong.

There is another theory by one Chomsky which states that language teaching and learning must be based on rules, structure of language for better understanding of reading and write. Language expects/specialists recommend the as more effective method of teaching language.

METHODS OF TEACHING

Others methods of teaching are listed below

1. Problem solving method
2. Play way method
3. Story telling method
4. Lecture method
5. Discussion method
6. Field trip/excursion method
7. Assignment method
8. Project method
9. demonstration method

QUALITIES OF A GOOD TEACHER

1. Good class control
2. Good characters
3. Keeping the diary
4. Neatness
5. Kindness
6. Mastery of subjects
7. Effective communication
8. Initiating contact with parents
9. Able to face reality flexibility

ROLES OF A TEACHER

1. Learning facilitator
2. School leader
3. Curriculum specialist
4. Instructional specialist
5. Classroom supporter
6. Resource provider
7. Mentor

TEACHING SKILLS

1. Patience
2. Confidence
3. Communication
4. Enthusiasm
5. Creativity
6. Dedication
7. Organization

CHAPTER EIGHT

CONTEMPORARY ISSUES IN EDUCATION

Free Compulsory Universal Basic Education.

It is a comprehensive program design to provide good quality education for all children of school-going age in Ghana at Basic education Levels-Kindergarten, Primary and junior High; School (JHS). It is one of the Ministry of Education policies on education.

FCUBE programme has been prepared and it is being implemented in fulfilment of the 1992 4th Republic Constitutional demand that the Government, within two years of the coming into force of the Constitution, should prepare a comprehensive programme and implement within the following 10 years a free, Compulsory Universal Basic Education.

Ghana's long term vision is to become a middle income country (enjoying a reasonably high standard of living by the year 2020 reviewed to 2015). A nation-wide, relevant basic education has been identified as a key strategy of the government's development plan to achieve the vision 2020, Hence the FCUBE.

The FCUBE programme is not quite different from the on-going education reforms programmes at the basic level. It is rather to strengthen those programmes to address the main constraints that the Reforms faces at the basic levels-Primary and J.H.S.

The constraints are:

- i) Poor teaching and learning resulting in poor performance of children throughout the basic level.
- ii) Inadequate access to education service. iii) Weak management capacity at all levels of educational system. iv) *Unsatisfactory* financing arrangement for the education sector.
- v) Primary school education was not reformed to enhance JSS education.

FCUBE programme therefore focuses on three main areas (objective):

- A. **Improving quality teaching and learning** particularly in the public basic schools thereby reducing the poor performance of pupils. The strategy here is to:

- i. Enhance specific teaching skills through pre-service at Teacher Training Colleges and school-based in-service training of teachers.
 - ii. Improve teacher morale and motivation through incentive programmes.
 - iii. Promote quality of learning and pupil/student performance through curriculum reviews and improve teacher-pupil instructional contract time.
 - iv. Ensure adequate and timely supply of teaching and learning materials to all schools.
 - v. Improve teacher-community relationship through the school management committees.
- B. Improving the efficiency and effectiveness of management performance
- i. The strategy here ensures:
 - i. Management reforms (decentralization and creation of the 4 frontline ADEs /DDS & Circuits)
 - ii. Discipline and accountability in school.
 - iii. Effective supervision of teaching and learning by the frontline managers (the head teacher).
 - iv. Elimination of teacher absenteeism, lateness and misuse of instructional time.
 - v. Building of high morale of the personnel by GES.
 - C. Ensuring access and participation by:
 - i. Expanding infrastructure facilities (Classrooms and workshops) and services to enhance access to education for all children of school going age.
 - ii. Enhancing equity (fairness) in the provision of educational service and facilitate for all with particular focus on girls and the disadvantage children.
 - iii. Addressing issues of enrolment and retention for all children of school-going age through the basic education by eliminating all barriers particular those that imitate against girl-child education.

A policy on girl-child education in Ghana is being implemented by GES through the creation of girl-child units headed by girl-child education coordinators at Headquarters, Regional and District Directorates.

The main beneficiaries of the FCUBE programme are all children in Ghana and the Ministry of education. The Ghana Education Service is the chief implementer. However, a number of international funding agencies provide teaching and financial support.

These development partners include;

- i. The World Bank through the International Development Association.
- ii. United States through (USAID)
- iii. United Kingdom through the Department for International Development (DEID)
- iv. GERMAN Government through (KfW and GTZ)
- v. The European Union (EU)
- vi. United Nations Children Education Fund (UNICEF)
- vii. United Nations Education, Science and Culture Organization (UNESCO)
- viii. United Nations Development Programme (UNDP)
- ix. Africa Development Bank (ADB)
- x. Japan International Co-operation Agency (JICA)
- xi. Canadian International Development Agency (CIDA)

THE GIRL CHILD EDUCATION

The government's policy on girl-child education in Ghana is documented in the Free Compulsory universal Basic Education Programme (FCUBE) OF 1999. The third component of the programme (Access and participation) stressed the need to

have gender equality in enrolment of all children of school going age, and to ensure high retention rate for the girl0child during the period of Basic Education.

The objective of promoting girl0child education is to achieve women empowerment to solve gender imbalance that exist in our social set up. This gender gap or imbalance is attributed to social and cultural barriers that have discouraged women and girls from seeking equal opportunities in all aspect of life. (Turn to Units on Advancement of Woman's Status and Gender Balance respectively for further information).

In pursuance of the policy on girl-child education, the Ghana Education service and the government have put in place some interventions. These include;

Creation of girl-child education units at GEs Headquarters in Accra, Regional and district officer. They ate headed by Girl-child coordinators. In school, model female teachers have been given the schedule of girl-child education.

- i. Workshops and seminars are organized periodically to sensitize the girl-child coordinators to find strategies for creating girl-child education.
- ii. The Girl-child co-ordinators are encouraged to work closely with the communities. They therefore attend local gatherings where they are given the platform to explain the need to send the girl-child to school and ensure that they complete the Basic Education course, (retention).
- iii. The Capitation fee and the school feeding programme that have been introduced in the schools aim at encouraging and supporting parents to send the girl-children to school.
- iv. Government supports the NGOs that include Girl-child Education in their programmes. Some NGOs operating in the most deprived areas provide school uniforms and stationery to the girls.
- v. District Assemblies includes girl-child education in their annual budget. The District Education Oversight Communities collaborate with the Education Directorates.

- vi. The GES organizes Science, Technology and mathematics Education clinics (STME) for girls during vacations to make them generate interest in the subject considered to be boys subjects and to remove the phobia or fear for the subjects.
- vii. The Government has been appointing deserving females to high positions include; Head of educational Institutions, Banking, Revenue Collection (Ghana Revenue Authority), Judiciary , Police, Ministry of State and Legislature.

Other strategies to accelerate promotions of Girl's Education may include;

- i. Role model outreach programmes to impact on both parents and the girl-child.
- ii. Interaction of girl student with the communities.
- iii. Organizing Girls' Education Week celebration.
- iv. Formation of Girls' Clubs.
- v. Education on adolescent reproductive health and life skills.

Barriers/ causes of low girls' enrolment

- i. Parents negative attitude towards girl-child education. Parents believe that girlchild belong to the kitchen and to raise children.
- ii. Inability of come parents to pay school levies and provide uniforms and foot other educational costs.
- iii. Low awareness of the importance of girl's education
- iv. Long distance from home to school.
- v. Inability of some parents to provide adequate basic necessities such as food for the children.
- vi. The poor families either give their girls to early marriage or to serve as housemaids to earn some income for family

THE FREE TEXTBOOK SCHEME

The Free Textbooks Scheme is one of the packages under the 1987 educational reforms. It aims at providing free textbooks to pupils in the pre-university schools in furtherance of the government's policy on basic school-free and compulsory education for all children of school going age.

The scheme, though laudable, has the following setbacks that militate against effective teaching and learning.

- i. Books supplied to schools are found to be too inadequate to enable each pupil possess a copy.
- ii. The few books supplied very often do not reach the school at the right time for use.
- iii. Some subjects such as Ghanaian language, technical and vocational do not have standard textbooks.
- iv. Some of the textbooks, particular those written locally are found to contain not enough materials to cover the syllabuses.
- v. Pupils have to be guaranteed by parents before they are allowed to carry textbooks home for studies.
- vi. Some parents, particularly, those in rural areas find it difficult to pay for the textbooks user fee. The head teachers unfortunately, are held responsible for non-payment. The government has however absorbed all lives with effect from the 2005/6 academic year.

Solution: With reference to items (i) to (v), the Government should ensure that textbooks are available in the shops to enable parents buy them for their wards. However, in the deprived areas, the pupils should continue to enjoy improved services of the free textbooks scheme with support from the GET fund.

Textbooks written locally should be well edited to ensure good quality materials.

COMPUTERIZED SCHOOL SELECTION AND PLACEMENT SYSTEM (CSSPS)

The computerized School Selection and Placement System (CSSPS) seek to replace the manual system of selection and placement of qualified BECE candidates into Public and Private Senior Secondary School, Technical and Vocational Institutions.

REASON FOR CHANGE TO CSSP

The Ministry of Education, Ghana Education Service (GES) and other stakeholders in Education including parents have identify the following short coming in the current Manual Selection and Placement System.

- Human errors arising from long and two stage admission processes an loss of cards
- Apparent lack of transparency in the selection and placement processes.
- High administrative cost-organization selection session in all the regions of the country.
- Loss of public confidence arising from many stories of perceived malpractices.
- Anxiety and frustration among parents during the selection and post selection period;
- Alleged abuse by some Heads of Senior Secondary School/Technical Institute of their discretionary powers to select candidates.
- Admission stories told by some students to follow students to follow students which bother on nepotism, favoritism and preferential treatment that are ingredients for indiscipline.
- Disadvantage of using grades instead of raw scores.
- Restriction to one region in terms of choice of schools
- The well-endowed school had the privilege of admitting very good students.

BENEFITS OF CSSPS

- i. Candidates can select schools from the ten regions and/or any district of their choice thus removing regional restrictions.
- ii. Delays in the selection and placement of candidates will be removed. iii. Human errors as loss of cards and photographs of candidate will be removed. iv. The yearly regional meetings will stop and the GES will make financial savings. v. The risk the parent face searching for schools for their wards will be a thing of the past.
- vi. The selection and placement will be more transparent and verifiable to win back public confidence and support.
- vii. It will ensure a more efficient and effective use of human and scarce financial resources of GES.

OPERATIONS OF CSSPS

- i. Scores of BECE candidates and not GRADES are processed for election.
- j. **ii.** Scores of the following subject are used:
 - English language
 - Mathematics
 - Integrated Science
 - Social Studies, for Senior High School students, and Pre-Technical Skills for Technical students.
 - Student's best scores in two other subject

Candidates are required to write all subjects to qualify for selection. iii.

The computer automatically does the selection and placement of candidates, based on candidates' performance and choices [school and programmes] made.

iv. The printed list of results list of results of the election and placement are dispatched to all Senior High Schools/Technical and Vocational Institutes; and

copies made available in all Senior High Schools, Regional and District Offices of GES on time. Result may be accessed online.

- v. With effect from 2011/2012 academic year 30% of each schools admission should come from community in which the school is situated.

ARGUMENT AGAINST THE CSSPS/CHALLENGES

After the introduction of the CSSPS, the following challenges have been identified

- i. One time vibrant Old Students' Association of some key Senior High Schools in the Country that supported their Alma Matas with provision of infrastructure, and teaching and learning material are collapsing. Most members of the Association have become disinterested in attending meetings to deliberate and contribute positively towards the development of such schools. Similarly, other stakeholders and friends of the schools are unwilling to make contributions. The reason being that the CSSPS does not make room for incentive/protocol admission to enable their wards to benefit from their contributions.
- ii. The CSSPS is also alleged to be experiencing abuses at the Secretariat in Staff to include/allocate candidate to schools of their choice without the due process, especially after the release of the first placement list.
- iii. The CSSPS is defeating the community Senior High School concept introducing under the Educational Reforms of 1987 that aimed at providing door-step access to Senior High School education at Community level-Day schooling system. iv. Parents become traumatized when the "Computer" places their wards in school located far away from their wards in school located far away from their Region, and especially when such schools do not have boarding /hostel facilities.
- v. Frustration of both parents and candidate as a result of the cumbersome process that they have to encourage to get their wards process that they have to encounter to get their wards place if they are not placed during the first placement.

FREE SENIOR HIGH SCHOOL POLICY OF 2017

The free SHS policy covers the following programs run at the secondary school level;

- General Arts
- General Science
- Business
- Vocational/Technical
- Agriculture
- Visual Arts

It should be noted that students who repeats a class will have to be responsible for the extra years that they stay in the school. Sources of funding for the free SHS come from the Consolidated Fund. It is however envisaged that to sustain the policy part of funding will come from the heritage fund of the Oil Revenue.

THE LOGO OF FREE SHS

The logo depicts two pupils placed inside an open book with the following inscription. On the top of the logo is written FREE SHS. At the bottom of the logo is written ACCESS EQUITY” ‘QUALITY’

BENEFITS

- i. The free SHS policy is to make it possible for almost all brilliant but needy JHS graduate to receive senior high school education. Under the scheme parents do not pay any fee to be school of his ward.
- ii. To reduce reasonably the large number of JHS graduates found on streets selling dog chairs, sachet water, etc. in urban center.
- iii. To reduce Rural Urban drift of JHS graduate who did not have access to Senior high school education.

- iv. To improve quality of the country' labour force on completion of the SHS at the age of 18+ when they are employable. **Challenges**

In the short term, the following challenges may be envisaged or identified;

- i. Infrastructure deficit.....inadequate classrooms, laboratories, workshop, dormitories, dining hall and kitchen.
- ii. Inadequate supply of qualified professional teachers. iii. Large class size as a result of over enrollment and limited number of classroom accommodation.
- iv. Large enrollment at the boarding will create supervision challenges. v. Likely irregular release of funds to the schools.
- vi. The above listed challenges are likely to affect negatively or compromise the quality of teaching and learning outcomes.
- vii. In addition to the above listed challenges, the challenges of the CSSPS are still valid.

Components of the free SHS POLICY i. Free Tuition ii. Free boarding fees iii. Absorbed fees

- . Admission
- . Library
- . Computer lab
- . Utilities
- . Uniforms
- . Examination
- . Teaching and learning materials

- Sports and culture
- Science Resource Center
- Science Resource Center
- One HOT meal for the day students served in the schools.

DEBOARDINISATION

The Government deboardinisation policy under the 1987 New Education Reforms demands that all existing boarding institutions, particularly, second cycle institutions and any new school to be opened should be day institutions.

That is, the institutions will not provide accommodation and meals for students. Students will have to commute between their wards to be in the Boarding House.

Advantages;

- i. Beboardinisation will make it possible for the institution to increase their intakes to an appreciable level. There will be no dormitory space constraints.
- ii. Student's disturbances arising from the dining hall will be completely eliminated.
- iii. Boarding subsidies provided by the government will be saved and used on provision of infrastructural materials.
- iv. Parents, particularly those within the lower income group will be saved from paying lump sums of boarding fees at the beginning of each school term.
- v. Peer-group negative pressures on students in boarding schools will be saved eliminated.
- vi. Parents will have the opportunity to supervise their ward's learning activities at home in the evening

- vii. Informal learning by children at home will have its fair share.

DISADVANTAGES

- i. Deboardinisation will not enable pupils from other Region or distance places to attend schools outside their regions, Students may therefore appear to be inward looking.
- ii. It will not promote national unity as boarding system helps to integrated students from different ethnic groups.
- iii. Pupils from deprived areas will not have access to a favorable environment and basic facilities particularly tables, chairs and lighting for their studies at home.

THE CAPITATION GRANTS SCHEME

Capitation is an amount which is fixed at the same level for every pupils in the basic school. The Ministry of Education introduces the capitation grant scheme at the beginning of the 2005/2006 academic year for all Public Basic Schools. The scheme aims at removing one of the main problems (reasons). That deter particularly the poorest parents from sending their children to school. This problem is the payment of levies that many Districts charges as means of raising funds to run their schools. Such funds are mainly for school repairs, cultural and sporting activities, even though under the FCBE programme basic education is supposed to be free the levies serve as financial barrier to access to basic education.

Under the capitation grant scheme, every Public Basic School receives an amount of ¢4.50 per pupils enrolled per year.

The use (utilization) of the capitation grant is designed to empower the schools to effectively use the money given to plan and carry out quality improvement activities, that is, Schools Performance Improvement Plan (SPIP).

This includes:

- i. Enrolment drive
- ii. Provision of teaching and learning material
- iii. Payment of sports and cultural levies.
- iv. School management (including T& T, Sanitation and Stationary) v. School and cluster based In-service training
- vi. Minor repairs vii. Supports to needy pupil.
- viii. Community and relationship

The SPIP is to be prepared by the Head teacher and staff to cover the whole academic year, but broken down into terms. The school management committee approves and oversees the implementation.

The SPIP is taken to the District Director of Education for review to ensure that the activities stated are in line with Education strategies Plan and other priority areas of education.

Management of the capitation grant

- i. A special Bank Account capitation grant is opened at the District level.

Signatories are the District Director of Education and the District Accountant. ii. The District Director opens a separate bank account for every school into which the District pays the School's share of the grant. The Head teacher and his Assistant Head are the signatories.

- iii. At school level the chairman of the SMC and the Head teacher endorse request for funds and they are jointly responsible for the efficient utilization of the funds in the best interest of the school and attainment of the activities of SPIP.
- iv. A capitation grant Cash Book is maintained by the school for accountability/auditing.

- v. Monthly and quarterly reports are expected to be sent to the District Education office by the Head teacher and the chairman of SMC. The district Director of Education (DDE) and Director-General (DG) on the operations of the capitation grant.
- vi. Key players in the management of the Capitation Grant includes
 - a. A district Director provides oversight
 - b. A District Accountant maintains proper books of accounts.
 - c. A circuit Supervisor does the day-to-day supervision of the implementation of the SIIP.
- vii. SMC/Head teacher and
- viii. Assistant Head teacher ensure effective utilization of the capitation grant of the SPIPs.

NATIONAL LITERACY ACCELERATION PROGRAMME (NALAP)

The national Literacy Acceleration Programme (NALAP) is a comprehension nationwide project aimed at improving the language literacy of school pupil's. The NALAP approach seeks to make pupils in the Basic Schools literates in their development stages and also helping them to read and write in their mother tongue and in basic schools in the Greater Accra and Central Regions.

To make the programme a success the teaching skills of teachers at pre-service (Colleges) and in-service levels are being sharpened for effective teaching of literacy in school. Text books in selected local languages as well as other teaching and learning materials and guidelines had been designed.

Some people believe that to make the project more beneficiaries the study of local languages should be extended to the Junior High Schools and also to the core subjects at the secondary level.

The concept of using the local language to prepare children at their early development stage for a smooth transition to English and equipping them with simple skills for reading and writing for understanding is not new. It was in use until the 1987 Educational Reforms.

THE BEST TEACHER AWARD SCHEME

The best Teacher Award Scheme is to the teaching profession among teachers at the pre-tertiary level. The strategy objectives of the scheme is to improve quality of teaching through assessment of teachers for awards and consequently improve pupil/students achievement and teaching styles. It is now called **Ghana Teacher Prize**.

WHO qualifies? All classroom teachers in Primary, Junior Secondary, Senior Secondary, Vocational and Technical Institution and Teacher Training Colleges in both public and private institutions are eligible for awards.

CRITERIA FOR SELECTION

- i. **Professional competency** that a teacher must adopt for effective teaching.
- ii. **Personality factor**; this includes the teacher's moral, social, emotional and spiritual characteristics that give positive manifestation of his role as a teacher and model personality to the pupils/ students.
- iii. **Contribution to the community**; this includes the teacher's participation in and contribution to the social, educational, economic and moral life and development of the local community in which he works in particular and the large community in general.

OTHER CONSIDERATION

The teacher must;

- i. Have taught for a minimum of ten years.

- ii. Have shown innovativeness and creativity in the teaching and learning process.
- iii. Be well informed about educational policies and issues as well as educational management and administration.
- iv. Have made efforts to upgrade his academic and professional qualification.
- v. Have made significance impact on the community and is looking upon as an opinion leader.

SELECTION PROCESS

Outstanding teachers may be selected by any of the following to face either the District or Regional Selection Committees.

- i. Circuit Supervisions
- ii. Heads of Institution
- iii. Colleague teachers
- iv. Pupil/Students
- v. Application by Teachers themselves
- vi. Recommendation from Community in which the teachers work.

The Regional Committees select candidates for the National Selection committee.

THE PRIZE

The Prizes include a House, a Saloon Car, Foreign Educational Trips, Motor Bikes and valuables Household items such as Gas Cookers, Refrigerators, Television Sets, and Personal Computer etc.

EDUCATION PROCESS AND PROGRAMMES

Education process refers to actions or steps followed to provide pupils/students with knowledge and skills. Generally the steps include;

- 1. Planning – deciding what to so

2. Implementation – how to do it.
3. Evaluation- assessment of the outcomes to let the teacher know his or her performance as well as that of the pupil/students, and the necessary corrective measures.

The process further involves:

- Providing information through the various education media such as in-person teaching, books, tapes, internet etc.
- Re-enforcing through exercise that gets the pupils involved.
- Clarifying and reviewing materials. (Answers to the exercises and then giving with explanation to clarify the information and help to review materials)
- Testing to verifying-learning. Answer to test measure success of instruction.

Educational Programmes are the various disciplines that students pursue at the

SHS level. General Arts, General Science, Business, Visual Arts and Vocational/Technical

PRINCIPLES OF EDUCATION

Concept of Personality and Morality

Personality refers to individual difference in characteristics patterns of thinking feeling and behavior. These are either visible or experienced such as emotional attributes. Impression that a person exhibits on other may be pleasant or unpleasant. What goes into personality includes how a person communicates verbally, body language, interpersonal relationship and his peers. He feels happy to be always at school to learn to achieve greater heights. He is likely to take up responsible positions in nation building in the future.

Morality refers to code of values to guide man's choices and actions that determines the purpose and the course of his life. Cherished values practices of a society constitute morality. Any deviation may constitute immorality. For example if smoking of Indian hemp is frowned upon by the society then it is immoral to do it.

Schools teach moral education outside the official curricula time table. For example honesty, tolerance, patience, punctuality and time management are taught through games and sports by observing rules and regulations governing them. Code of conduct for second cycle institutions also teacher's morality.

Literature in languages, storytelling, clubs and societies, school worship etc. also teaches morality. A child who observes and adheres strictly to cherished values and practices of his school is likely to remain for the full duration of his course and again the benefits that the school offers and also able to co-exist with people in his community.

INDIVIDUAL DIFFERENCE AND LEARNING PROCESS

Individual differences refer to characteristics patterns of thinking, feeling behavior. Two main factors accounts for individuals differences. These are innate potential attitude to the child (showing love and affection, protection and care), peer influence (peer group) family background, and the general conditions that prevail in the community (environment) in which the child lives.

The above factors impact on the child to make him different or unique, which in turn affect his learning abilities either negatives or positively. Teacher are therefore required to treat each child as unique to enable him develop his potentialities. Teachers should vary their methods of teaching to take care of both slow and fast learners. Individual teaching is necessary.

The concept of individual differences in talents and interest is the bases for planning and selection of electives subjects at Senior High School Level.

Human nature is explained as the way of thinking, feeling and acting that are common to most people. It may also refer to as the fundamental dispositions and

traits of humans. It is difficult change human nature because individual sees himself as unique, has needs, acts to satisfy the needs, and wants to associate with others.

So, teachers ought to take into consideration the concept of human nature as they engage pupils or students to make teaching effective. So, in teaching the child, the teacher should select the appropriate methodology in order to create an enabling environment for the learner to practice what he learns. The methodology should be that of child centered – (creative). Normally, at age six a child begins to become aware of social requirements and is ready to begin the actual primary one programme.

EARLY CHILDHOOD EDUCATION

Early childhood Education is a term that refers to educational programmes and strategies geared towards children from birth to the age of about eight. This period is widely considered the most valuable and crucial stage of early children education often refers to a pre-school care programmes. The programmes include, children with special needs and learning disabilities.

The first 2 years of a child's life are spent in the creation of a child's first 'sense of self', most children are able to differentiate between themselves and others by their second year. This different is crucial to the child's ability to determine how they should function in relations to other people. Parents can be seen as a child's first teacher and therefore an integral part of the early learning processes. Rousseau, a psychologist recommended that teacher should exploit individual child's interest in order to make sure each child obtains the information most essential to his personal and individual development. There are 5 development domains of childhood development

- **Physical:** The way, in which a child develops biological and physical functions, including eyesight and skills.
- **Social:** the way, in which a child interacts with others. A child develops an understanding of his responsibilities and rights as a member of the family and the community as well as ability to relate to and work with others.

- **Emotional:** the way, in which a child creates emotional connections develop when children relate to other people and share feelings.
- **Language:** the way in which a child communicates, including how he presents his feelings.
- **Language:** the way in which a child communicates, including how he presents his feelings and emotions. At 3 months, a child employs different cries for different needs. At 6 months he can recognize and initiate the basic sounds of spoken language. In the first 3 years, a child needs to be exposed to communications with other in to pick up language. “Normal” language development is measured by the rate of vocabulary acquisition.
- **Cognitive skills:** the way in which a child organizes information. Cognitive skills include problem solving, creativity, imagination and memory. They embody the way in which a child makes sense of world.

EDUCATION AND SOCIALIZATION

Education is the process of receiving or giving systematic instruction especially at school to enable a child. Pupil/student acquires a body of knowledge or specific skills.

- i) Education deals with helping individual to develop his innate potential by adding value.
- ii) Empowering individual to add value to his environment and utilize the environment judiciously for today and tomorrow.
- iii) Contribute to national development in diverse ways.
- iv) Education help build just society.
- v) Education brings about socialization, co-existing, peacefully understanding the values, belief, expectations of the society.

Eternality of education therefore refers to the benefits that society receives and enjoys when an individual is educated.

Socialization is a term used by social psychologists, sociologist, and educationalists to refer to counting process of acquiring the culture of a particular society, the norms, values, behaviors and social skills appropriate to one's position so as to become a full member of the society.

EDUCATION OUTCOMES AND MEASUREMENT

Education outcomes refer to results that comes of school activities such as

- i) Teaching and learning in the classroom.
- iii) Co-curricular activates
- iv) iii) General personality development

Examples of outcomes are

- i. Academic excellence-high quality grades for further studies.
- ii. Moral uprightness-tolerance, honesty etc. learnt from co-curricular activities such as games and sports and by observance of School code of Conduct.
- iii. iii. Self – discipline
- iv. iv. Leadership qualities
- v. Self – reliance/self – employment
- vi. vi. Ability to take good decisions. vii.
Readiness for job market
- viii. Career development e.g. some credit corps students join the Armed forces after leaving school.

The above may be used as criteria for measurement of education outcomes or educational system.

Determinants or Factors that affect education outcomes include the general tone of the school and the following;

- i) Discipline among both staff and students, e.g. attendance and output.
- ii) Leadership quality of the head of the school. iii) Government quality;-
 - Free flow of information both vertical and horizontal
 - Delegates of duties
 - Rules and regulations to control the conduct of the school community.
 - Respect for divergent views
 - Procedures and structure for redress of grievance etc. iv) Classroom facilities such as tables and chairs, chalk board, ventilation etc. v) Teaching and learning materials vi) The use of appropriate methodology and skills for teaching different subjects. vii) Class size, large class size affect teaching negatively.
- viii) The health status of both staff and students-good health promotes effective teaching and learning. ix) Environment and physical facilities. Good and friendly school environment tend to retain both staff and students in the school for hours.
- x) Financial status of the parents affects the pupil's performance in school.
- xi) Co-operation between the school, parents and all stakeholders. xii) Government policies e.g. capitation, School Feeding Program etc.
- xiii) Location (site) of school; schools sited at commercial areas or close to industrial areas disturbed by noise making and pollution of the environment.

Modes of communication

Communication is giving exchanging or transmitting information to a person.

The following are the forms of communication;

- i. Oral / verbal language
- ii. Written language
- iii. Drum language iv. Facial expression
- v. Body movement
- vi. Gestures
- vii. Sign language is used by the deaf and dumb.
- viii. Braille is used by the blind.

Oral and written language are often used in our everyday life. In the classroom situation both oral and written are used side by side during lesson delivery. Oral language is used to introduce the subject matter and written language is used in the assessment of the pupil. This assessment takes the form of written exercises or class written exercise or class written test/ examination

Written communication has the following advantages over oral/verbal communication.

- i) It serves as documentary evidence for future reference, e.g. Certificate, testimonies, and agreements.
- ii) Written communication promotes distance learning in that information could easily be accessed from libraries, archives, internet and lesson notes.

CHAPTER NINE

PUBLIC ADMINISTRATION AND MANAGEMENT IN GHANA PUBLIC SERVICE COMMISSION

Public Service commission of Ghana I established by Acts 482 of 1994 with the following

- i. To advice Government on the criteria for appointment to public offices as well as persons to hold or act in public offices.
- ii. To promote efficiency, accountability and integrity in the public service through proper record keeping.
- iii. To conduct examinations and interviews for appointment to posts and for promotions in the public services or within public corporations to ensure uniformity of standards of selections and qualifications.
- iv. To advice government on the principles and procedures for determining salaries and other conditions of service within the public Service.
- v. To identify, explore and promote the recruitment of suitable personnel into the public services acting in collaboration with educational authorities.

MEMBERSHIP

1. The commission shall consist of;
 - a) A chairman, a vice-chairman and three other members who shall be fulltime members of the commission.
 - b) The chairman of a National Council for Tertiary Education
 - c) Three other persons with extensive experience in the operation of the Public Service.
2. The president shall act in consultation with Council of State appoint the Chairman and the other members of the commissions.

3. Members appointed under paragraph (b) and (c) subsection (1) of this section shall hold office on part-time basis only and shall hold office for such period as shall be specified in the letters of appointment.

FISCAL POLICY

In governance, fiscal policy is the use of government revenue collection (taxation) and expenditure (spending) to influence the macroeconomic conditions in the country such as;

- i. To improve unemployment rates
- ii. Control inflation
- iii. Stabilize business cycle
- iv. Influence interest cycle
- v. To bring about infrastructure development as well as other social development – education, health, food, shelter etc. at affordable

The ministry of finance and economic planning controls Fiscal policy with collaboration of other agencies connected with management of the economy.

MONETARY POLICY

Monetary policy is the process by which the monetary authority of a country controls the supply of money, often targeting a rate of interest for the purpose of promoting economic growth and stability. The official goals usually include relatively stable prices and low unemployment. Monetary economics provide insight into how to craft optimal monetary policy.

Monetary policy is referred to as either being expansionary or contractionary, where and expansionary policy increases the total supply of money in the economy more

in the economy more rapidly than usual, and contractionary policy expands the money supply more slowly than usual or even shrinks it. Expansionary policy is traditionally used to try to combat unemployment in a recession by lowering interest rates in the hope that easy credit will entice business into expanding. Contractionary policy is intended to slow inflation in order to avoid the resulting distortions and deterioration of asset values. Monetary policy differs from fiscal policy, which refers to taxation, government spending and associated borrowing. This is the work of the Bank of Ghana with the collaboration of other agencies connected with management of the country.

THE MINISTRY OF FINANCE AND ECONOMIC PLANNING

The Ministry is an agency of the Government and in collaboration with the Central Bank; the government's bank prepares the government Fiscal policy and presents it in an annual budget statement to Parliament for discussion Debate and approved for appropriation.

BANK OF GHANA

The bank of is charged with the responsibility as a regulator;

- i. To regulate, supervise and direct banking system and credit system to ensure the smooth operations of a smooth and sound banking system.
- ii. To monitor and regulate inflation, interest rate and foreign exchange rates.
- iii. To supervise the activities of the commercial banks and other non-banking financial institutions
- iv. To serves as banker to the government
- v. To issue and manage the county's currency-notes and coins.

AGENCIES THAT HELP MANAGE THE ECONOMY

In addition to Bank of Ghana and Ministry of Finance and Economic planning the following agencies and institution help in the management of the county's economy.

- i. Ghana Revenue Authority (GRA) that mobilises revenues for the government.
- ii. Controller and Accountant – General's Department that disburses monetary allocations to government agencies.
- iii. Statistical Service Department that collects and manages data for making government decisions.
- iv. Ministry of Employment and Labour Relations that is in charge of labour related issues.

NATIONAL COMMISSION ON CIVIC EDUCATION

National commission on Civic Education is established by 1992 (Acts 452) and charged to perform the following functions.

- i. To educate the Ghanaian Public the principles and objectives of 1992 constitution as the fundamental law of the people of Ghana
- ii. To educate and encourage the public to defend the Constitution at all times against all forms of abuse and violation.
- iii. To educate the people their civic responsibilities and appreciate their rights and obligation to vote and choose their leaders at elections.

COMMISSION ON HUMAN RIGHTS AND ADMINISTRATIVE JUSTICE (CHRAJ)

The commission on Human Rights and administrative Justice exists to protect fundamental human rights and ensure good governance for every person in Ghana. The Commission was given a broad mandate to achieve this mission by the 1992 Constitution mandate is threefold. It encompasses;

1. A National Human Rights Institution

2. An Ombudsman, and agency which ensures administrative justice.
3. An anti-corruption Agency for the public sector.

The Commission was vested with this broad and inclusive mandate for several reasons, international Standards for National Human Right Institutions, including the Pares Principles, Recommend that National Human Rights Institution in developing countries be given a broad mandate within the constitution, so that can use their limited resources to the greatest possible effect. Additionally, an issue of administrative injustices and corruption often occurs along with human rights and abuses, and one body can more effectively address all three (3) situations.

FUNCTIONS

The commission is entrusted with the following functions

1. To investigate complaints of violations and fundamental rights and freedom injustice, corruption, abuse of power and unfair treatment of any persons by a public office in the exercise on his official duties.
2. To investigate complaints concerning the functioning of the Public Service Commission, the administrative organs of the State, the offices of the Region Coordinating Council and the District Assemblies, the Armed Forces, the Police Service and the Prisons Service in so far as the complaints relate to the failure to achieve a balance structuring of those service or equal access by all to the recruitment of those service or fair administration in relations to those services.
3. In investigate complaints concerning practices and actives by persons, private enterprises and other institutions where those complaints allege violations of fundamental rights and freedoms under this constitution.
4. To take appropriate actions to call for the remedying, correction and reversal of instances specified in paragraphs (1),(2) and (3) of this clause though such means as are fair, proper and effective measures include-
 - i. Negotiating a compromise and the finding on it to be reported to the superior of an offending persons

- ii. Causing the complaint the finding on it to be reported to the superior of an offending person.
- iii. Bringing proceedings in a competent Court for a remedy to secure the termination of the offending act or conduct or the abandonment or alternation of the offending procedures and
- iv. Bringing proceedings to restrain the regulation by challenging its validity if the offending action or conduct is sought to be justified by subordinate legislation or regulation which is unreasonable or otherwise ultra vires.
- 5. To investigate all instances of alleged or suspected corruption and the misappropriation of public moneys by officials and to take appropriate steps, including reports to the Attorney-General and the Auditor-General, resulting from such investigations.
- 6. To educate the public as to human rights and freedoms by such means as the Commissioner may decide. Including publications, lectures and symposia and
- 7. To report annually to parliament on the performance of its functions.

Limitation on the commission's mandate

While on institution, body or person is excluded from the commission's mandate, the Commission has no mandate to investigate under the following conditions. The commission has no mandate to investigate under the following conditions. The

Commissions cannot investigate matter;

- i. That is pending before a court or judicial tribunal
- ii. Involving relations between the government and any other government or international organization or
- iii. Relating to the exercise of the prerogative or mercy.

The Commission is not a judicial body and cannot review decisions that have previously been decided by competent courts but have their own system of review and appeal. The Commission's mandate is designed to enhance to scale of full

governance, democracy, peace and social development by protecting and enforcing fundamental human rights and administrative justices for all in Ghana. Through its various duties, the Commission hopes to help create a free, just equitable society in which human rights and human dignity are respected, governance is transparent, and power is accountable.

HUMAN RIGHTS

Every human being has some fundamental right to enjoy.

These rights cannot be taken away or infringed upon by any individual person, group or the Government of the day without the due process of the law. In Ghana, the Commission on Human Rights and Administrative Justice (CHRAJ) handle human rights abuses.

These rights include the rights to

- i. Live
- ii. Good health
- iii. Education
- iv. Possess property legally
- v. Belong to any religion
- vi. Belong to any association provided that the association does not engage in antisocial activities
- vii. Justice
- viii. Exercise one's franchise
- ix. Freedom of movement

x. Expression one's views on issues without attacking personalities.

HHUMAN RIGHT IN EDUCATION

As regards the rights to education, one has the following;

- i. The right to attend any school be it a public or a mission- affiliated school
- ii. The right to pursue any programme of one's choice
- iii. The right to study to any level iv. The right to education facilities in the school
- v. The right to boarding status.

All rights within education have limits in that one has to satisfy the laid down requirements

THE RIGHTS OF A CHILD/CHILD ABUSE

Every child has the right to

- i. Live
- ii. Food
- iii. Clothing an shelter
- iv. Protecting and affection
- v. Good health
- vi. Education

Child abuse refers to cruel, severe or unjust handling or use of a child less than 16 years of age by an adult. (Child exploitation and sex abuse), simple put, denying a child of his or her rights, according to the United Nations

International Children's Fund (UNICEF) the problem of child abuse is worst in Asia especially Thailand, India, the Philippines and Africa. It is also growing in the Eastern countries. The following acts constitute child abuse.

- i. **Defilement:** this is sexual activity with a girl-child. The victims are mostly the girls under 16 who serve as housemaids or step-daughters. The male adults tend to use them as close substitutes for their wives. In some cases the little girl child is fingered. A boy child may also sexually abused if his genital organs are played with by an adult.
- ii. **Child Labour:** This is a situation where children under 18 are made to undertake economics activities to supplement domestic budget. Such activities include, hawking, selling of cooled water, pushing trucks, farming etc. such children often are unable to go school regularly, and in most case become drop outs
- iii. **Over Stretching:** Very often children who stay with their step- mother are over tasked. They are made of undertake domestic chores from as early as 4:30 a.m. to as late as 11:00.p.m each day. They have very little rest
- iv. **Physical Assault:** This involves beating, manhandling, tampering with genital organs and depriving the child of food for long hours.
- v. **Neglect:** Lack of parental care leads to street children who tend to engage in all sort of anti-social activities such as smoking and sniffing hard drugs(wee and cocaine respectively) and practicing of pick pocketing, armed robbery and prostitution in the case of the girls.
- vi. **Child prostitution:** Some girls' under18 are either encouraged or forced into prostitution so that some income would be earned to support the family and the girls themselves.
- vii. **Mutilation of genital organs of the girl-child:** This involves removing of the clitoris of the girl-child (Female circumcision) communities in Ghana and elsewhere.
- viii. **Child pornography:** In certain situations, girls under 18 years are used to produce books and films on sexual activities in indecent ways so as to stir up sexual feelings.

- ix. **Child trafficking:** Some people unlawfully trade in children under 18 years for domestic and sexual purposes. This may be termed as child slavery.
- x. **Incest:** Sexual activity with one own girl-child (daughter).
- xi. **Abduction:** Girl-child sent to serve at shrines (Trokosi System)

Effect

- i. Child abuse does not help the child to develop his or her potentials f or his or her own benefits, and that of the family and the nation.
- ii. The child who is abused is unable to develop his or her total personality in order to be respected by the society. He or she becomes an outcast, and depressed.
- iii. The child who is abused may grow to become a threat to the community in which he or she lives. He or she becomes destitute and deviate.
- iv. Spread of AID and other sexually transmitted diseases as a result of defilement, and child prostitute.
- v. Child prostitution and pornography activities may lead to bareness when they become adults.

Remedies

- i. Ghana National Commission on children, Department of Social Welfare, some Non-Governmental Organization, the 31st December Women's Movement, National Council on Women and Development, feder4ation of Women Lawyers, all in Ghana and UNICEF are helping to educate parents pm the dangers of, and the need to protect their children from child abuse.
- ii. These legislature on defilement and rape in Ghana, Offenders are severely dealt with.
- iii. The United Nations International Children's fund (UNICEF) has been organizing international conferences on child labour and defilement to educate the world on the need to respect the right of the child.

SINGLE SPINE PAY POLICY

The aim of the Single Spine Pay Policy (SSPP) is to attract, retain and motivate Public Service workers to enhance effectiveness in service delivery and improve productivity.

The objective of the policy are as follows;

- i. To promote equity in the administration of public service pay. ii.
To establish principle for matching ways increase to productivity
- iii. To improve the public services to compete with the private sector in attracting and retaining key staff needed for improved service delivery as well **Educational Aims:** This is a purpose stated at the highest level of generality, which reminds us of our ideals and directs the construction of goals and objectives. Goals can be achieved in longer periods of time (Long term) e.g. Ghana as a nation could aim at creating a computer literate society.

Educational goals: Educational goals are more definite than aims. They are stated in a way that gives direction and purpose for the overall planning and execution of education and document the content in the form of syllabus and textbook for use by teacher and learner. **Educational Objective:** These are usually specific education intentions which delineate either general or specific outcomes. It takes a relatively shorter – time to achieve objective as compared to goals and aims e.g. translating what has been documented in the test books or syllabus into teachable units.

Education Outcomes: These are the products of learning experiences. In other words, they are the end results of learning e.g. knowledge, Understanding, Application of knowledge, Thinking Skills, General Skills, and Attitudes etc.

Complex Overt Response: The ability to skillfully perform complex patterns of actions for e.g. ability to type a report on a computer without looking at the keyboard.

Adaptation: The ability to modify learned skills to meet special events. E.g. A designer uses plastic bottles to create a beautiful dress.

Origination: Creating new movement patterns for a specific situation for e.g. A Choreographer creates a new dance routine.

CHAPTER TEN

TIPS AND STRATEGY FOR MULTIPLE CHOICE TESTS*

These are some test taking strategies which will be beneficial

1. Read the entire question

Read the multiple choice question in its entirety before glancing over the answer option.

Teachers often think they know what a question is asking before reading it and jump straight to the most logical answer. This is a big mistake and can cost you dearly on multiple choice exams.

Read each question thoroughly before reviewing answer options

***2*. Answer it in your mind**

After reading a question, answer it in your mind before reviewing the answer options. This will help prevent you from talking yourself out of the correct answer

***3*. Eliminate wrong answers**

Eliminate answer options which you are 100% sure are incorrect before selecting the answer you believe is correct. Even when u know the right answer first eliminated those answers you know are incorrect will ensure you answer choice is the correct one

***4*. Don't waste time on questions you don't seem to have an idea immediately**

***5*. Make sure you answer about 50% of the questions at your first attempt and be very sure of scoring *all*. These are questions you know their answers at a glance.**

***6*. Of the remaining 50% take your time to read and analyze them and still ensure you have up to 50% of them also answered. These are questions you need to think about before deciding on the answer.**

7. For the last set of questions you have left, just choose the answers randomly because these are questions you have no idea about and can't do anything about irrespective of the time given.

8. Select the best answer

9. ADII and above are management positions which mostly require decision making so some questions are just to test your decision making abilities. Such questions seem to have **all** the options correct but there is a **best** option out of the lot and that is what they look out for.