

ESSENTIAL SKILLS

ROLE OF TEACHERS IN THE IMPLEMENTATION OF EDUCATIONAL REFORM

- i. Curriculum Implementation
- ii. Professional Development
- iii. Assessment and Evaluation
- iv. Classroom management
- v. Collaboration and Leadership
- vi. Support for Diverse Learners.
- vii. Monitoring and Feedback

STUDENTS/CHILD DEVELOPMENT AND LEARNING

- i. Learners Growth and Development.
- ii. Learners Different Abilities
- iii. Socio-economic, Socio-cultural and Linguistic background.
- iv. Student Learning Needs.
- v. Determination of Appropriate Remediation/Referral

CURRICULUM FRAMEWORK

Curriculum materials framework is a structured plan that outlines the goals, content, teaching methodologies and assessment strategies for a particular educational level or subject.

It provides a framework for designing and implementing an effective curriculum.

CURRICULUM MATERIALS / RESOURCES

Curriculum materials and resources refers to the various educational materials that support the implementation of the curriculum. This materials are designed to facilitate teaching and learning and include textbooks, syllabi, scheme of work, teacher guides, workbooks, multimedia resources.

KEY AREAS / 4Rs OF THE PRIMARY SCHOOL CURRICULUM

i. Textbooks

Textbooks are an essential component of curriculum materials. They provide structured content, explanation, and activities aligned with the curriculum objectives.

ii. Syllabus

A syllabus outlines the content topics and learning outcomes for a specific subject or course. It provides what a detailed breakdown of what should be covered within a particular time frame.

Syllabi is designed to guide teachers in their instructional planning and provide an overview of the knowledge and skills students are expected to require.

iii: Scheme of work:

A scheme of work is a detailed plan that breaks down the syllabus into specific units, lessons and learning activities. A scheme of work helps ensure the curriculum is effectively delivered and covers all the necessary content within the allocated time frame.

ASSESSMENTS

Assessment can be defined as any systematic procedures for collecting, reviewing and using information about learners so as to make improvement where necessary.

Assessment is an ongoing interactive process in which the facilitator and the learner are involved.

It is the process of identifying, gathering and interpreting information about learners' learning.

Assessment plays a crucial role in the education process because it guides teachers on the choices of learning tasks.

Functions and Purposes of Assessment.

The central purpose of assessment is to provide information on learners' achievement.

and progress and set the direction for an ongoing improvement in the teaching and learning process.

Functions of assessment include the following.

- Assessment is used to identify learners current performance.
- Assessment aids in learning
- It is used for review, transfer and certification
- To gain information about learners specific instructional need
- To gain information about learners specific instructional needs
- It helps determine any particular learners stage of development
- It helps teachers to variate their teaching strategy.
- It helps to identify any lesson or concept which may need to be retaught or reviewed.
- It provides feedback to learners on their learning performance.

FORMS OF ASSESSMENT

Formative Assessment:

It is carried out throughout a course or project to aid learning. It is done during teaching and learning process. Formative assessment can be done during, before and after the learning.

Understand that any means through which a facilitator uses to assess his or her learners learning is called Assessment for Learning (AFL).

Formative assessment helps teachers to understand learners learning while they teach and adjust their teaching strategies accordingly. It helps facilitators to track how knowledge is growing and changing in learners in real-time.

Examples of Formative Assessment.

- Student portfolio
- Class discussion
- regular quizzes
- class exercises
- class assignments.

Summative Assessment.

Summative assessment is generally carried out at the end of the course or project, semester or unit.

It is the evaluative and primarily used to assign learners a course or grade.
This assessment occurs at the end of the an educational activity and it's designed to judge the learners overall performance.

In summative assessment, Assessment of Learning is considered.

It is carried out purposely for grading and reporting. Assessment of learning involves decisions about the merit of learners performance in relation to standards of performance. It occurs at the end of the learning unit.

Examples of Summative Assessment

- End of Semester Examination
- Mid-Semester Examination
- Final Examination eg. BECE, WAEC
- Project
- Portfolio
- Semester Exam
- Ghana Teacher License Exam.

PRINCIPLES OF FAIR ASSESSMENT

The principle for fair student assessment practices for education in Ghana contains a set of principles and related guidelines accepted by professional organization.

The following are principles of fair assessment of all learners.

The active involvement of learners in their own learning.

The provision of effective feedback to learners.
Adjust teaching to take account of the result of assessment.

Recognition of the profound influence assessment has on learners motivation and self-esteem.

The need for learners to be able to assess themselves and understand how to prove.

APPROPRIATE SOCIAL/LINGUISTIC ENVIRONMENT FOR TEACHING AND LEARNING

Socially; the school must create an environment that benefits the learner or learners. The social environment must be in such a way that learners acquire the necessary interaction with both teachers and other colleague.

Social environment includes the cultural

and linguistic background of learners. Linguistically, learners may speak and understand different languages. It is therefore up to the teacher use the common language your learners understand best.

The classroom teacher must use what is called dual coding theory which involves the use of both spoken language and visual objects in teaching and learning process.

Again, linguistically, the classroom must use or adopt the multi-sensory approach.

In this approach of teaching, the teacher must use more than one sense at a time. Some learners rely on sight to look at texts and pictures while others rely on hearing to listen to what the teacher says. Some especially the visually impaired may consider the sense of touch (tactile) method.

HOW TEACH

HOW THE CLASSROOM TEACHER MANAGE LEARNERS WITH DISABILITIES SUCH AS A LEARNER WITH SPECIAL NEEDS

Teacher must go through or attain special Education Needs (SEN) at college.

HOW TO DEAL WITH LEARNERS WITH SPECIAL NEEDS

A. The Gifted

- give them a more complex and challenging problems to solve.
- Give learners extra study options
- Always have learners in mind.

B. Sight or Visual Impairment.

- Inform parent to get a medicated glass for the learner
- Ask learners to sit in front or where he or she can see clearly from the chalkboard.
- Convey in spoken words whatever you write on the chalkboard.
- Speak audibly when teaching

C. Hearing or Auditory Impairment.

- Ask learner to sit closer to the front of the class to hear more clearly.
- Write new words on the board
- Make use of teaching and learning aids or materials for better understanding.

COMPONENTS OF LESSON PLAN

A lesson plan can be explained as a teachers detailed guide that outlines what students or learners need to learn, how the subject would be delivered and the achievement of class goals measured.

It is important to plan your lesson as it serves as a guide in the teaching and learning process.

It is the lesson plan that guides the classroom teacher to use and spend every bit of time in a meaningful way. Without the lesson plan teaching would not be effective and interesting since it may not follow the order in which the lesson supposes to be taught.

Planning a lesson involves systematic approach because each learning objective demands or need different style to teach and moreover, the materials to be used.

When planning a lesson the first thing to consider is the learners age and background.

Secondly, you must also consider the teaching and learning materials available.

Consider the time allocated to the various stages of delivery. This will help you to have an effective teaching.

Basically, there are five main component of lesson plan.

- Learning objectives
- Teaching and learning materials and resources

- Activities (Methods)
- Assessment and Evaluation
- Closure.

LEARNING OBJECTIVES

Learning objectives are what the classroom teacher want His or her Learners to achieve at the end of the lesson. It includes all the learning goals which are to be met.

TEACHING AND LEARNING MATERIALS AND RESOURCES

Teaching and learning materials are the various tools, equipments and other things that are used in the classroom and outside the classroom to aid in teaching and learning.

ACTIVITIES (METHODS)

Activities in a lesson plan are the various teaching strategies and styles employed by the classroom teacher in the lesson delivery.

use good questioning before, during and after lesson delivery.

ASSESSMENT AND EVALUATION

They are the various tasks given to learners after lesson delivery.

- Your assessment must be directly link to that of your learning objectives.

Do not assess learners outside the learning objectives stated in lesson plan.

Corrections must be done and marked before the next lesson.

CLOSURE

This component of lesson plan is where the teacher and learners reflect on the lesson.

This stage provides opportunities for learners to actively monitor their own progress.

IMPORTANCE OF LESSON PLAN

- Lesson plan tells how the classroom teacher should progress with the content of the facilitator.
- It helps the classroom teacher to select the appropriate teaching methods.
- It also helps the classroom teacher to select the appropriate teaching and learning materials for the lesson.
- A colleague teacher or headteacher can use the lesson plan to teach in the absence

of the teacher.

A good lesson plan may sustain learners attention and interest.

A good lesson plan ~~active~~ ensure learners active involvement in the teaching and learning process.

COMMUNITY OF PRACTICE

Community of practice refers to a group of individuals who share a common goal and practices or outcomes.

Ideally, the school is a community since it constitutes number of persons.

In the education system community of practice is where teachers come together to produce something meaningful to the school, the community and the nation at large.

PROBLEMS OR CHALLENGES THAT CAN BE SOLVED THROUGH COMMUNITY OF PRACTICE

- Poor reading ability among children in school
- Problem of punctuality
- Truancy
- Indiscipline among students.
- Neatness.

IMPORTANCE OF COMMUNITY OF PRACTICE

- It helps educate the group by collecting and sharing information related to questions and issues of practice.
- Communities of practice support by organizing interactions and collaboration among members.
- It cultivates by assisting groups to start and sustain their learning.
- It stimulates by serving as a vehicle for authentic communication, mentoring, coaching and self-reflection.
- It brings and ensures effective cooperation and unity.

ROLE MODEL IN EDUCATION

A role model is a person whose behaviour in a particular role is imitated by others.

TEACHER AS A MODEL

There are a number of qualities that the classroom teacher must possess to become a role model.

- The classroom teacher must be humble.
- Encourage learners to think for themselves.
- Perform voluntary work.
- Dress appropriately.
- Fulfill your promises.

- Maintain your integrity and honesty.
- Life long Learning
- Must have communication and listening skills.
- Must be knowledgeable and expert in your area of skill.
- Growth mindset and perseverance.

EDUCATIONAL SYSTEM, POLICIES/REFORMS

Educational System generally refers to the structure of all institutions and the opportunities for obtaining education within a country.

Basically, Ghana's Education System is divided into three categories namely:

* Basic Education.

It can also be referred to as pre secondary Education

* Secondary Education: It is also termed as Pre - Tertiary Education

* Tertiary Education.

Ghana's Education system is a 6-3-3-4 structure representing 6 years of primary, 3 years of Junior High School, 3 years of Senior High School and 4 years University course.

EDUCATION POLICY

Education policy is a guiding document that outlines major principles and guidelines that are needed to achieve education goals at all levels.

The first Education policy in Ghana was the introduction of Free Compulsory Universal Basic Education (FCUBE) which was launched in October 1996. It was implemented for a ten year period (1996-2006).

The main aim of the FCUBE was to make quality education accessible to all children who have reached the school going age.

Another aim was to reduce poverty through a free and compulsory education system for students within the basic school.

CURRENT EDUCATIONAL POLICIES IN GHANA

- * Free Senior High School (FSTS).
- * School feeding / capitation Grant.
- * National Teachers Standards (NTS)
- * Ghana Library Authority (GLA)
- * National Teaching Council (NTC)
- * Ghana Tertiary Education Commission (GTEC)

- Free Senior High School was introduced in September 2017.
- Ghana School Feeding program was ^{an} ~~initiated~~ ^{introduced} in 2005.

NATIONAL TEACHERS STANDARDS

The National Teachers Standards (NTS) is a set of guidelines that displays the knowledge, skills and competencies of teachers in the country.

It has been categorized into three main groups

- * Professional values and Attitudes which looks at professional development and community of practice.
- * Professional Knowledge.
- * professional practice.

The National Teachers Standards help teachers acquire modern quality delivery.

It was developed by the National Teaching Council (NTC).

NATIONAL TEACHING COUNCIL

The National Teaching Council is an agency of the Ministry of Education mandated by the Education Act 2008 (Act 778) to promote teacher professionalism in Ghana.

- It sets profession stands for teachers and ensures their adherence to the ethical and professional conduct.
- It conducts licensing examination and issue teaching licenses upon successful completion.

GHANA TERTIARY EDUCATION COMMISSION

The Ghana Tertiary Education Commission (GTEC) has come to replace the National Council for Tertiary Education (NCTE).

The GTEC was established by the Education Regulatory Bodies Act 2020 (Act 2023).

GTEC works to maintain and improve the standards of tertiary education, foster collaboration among institutions and support initiatives to enhance teaching and research.

TEST

Test is defined as any device for measuring ability, achievement, interest and other traits of individuals.

Test is a means of assessment and not assessment itself.

Achievement test - tests in a course or programme.

Aptitude test - test which tests for students' prognostic abilities.

CLASSIFICATION OF TEST

- * Test usage in the classroom - This simply entails what purpose test series serve in the classroom instructions.
- * Formative tests - These are tests conducted to assess progressive achievement of students in classroom instruction.
- * Summative tests - These are tests meant to assess students' overall achievement at the end of instruction.
- * Diagnostic tests - These are tests developed in order to assess behavioural problems of learners in the classroom.

- * Placement Tests— These are tests designed to place a student in appropriate position or programme.

INTERPRETATION OF TEST

- * Criterion Referenced Test (CRT) This is a test that reveals student's performance as compared to certain standard or criterion.
- * Norm Referenced Test (NRT) This is a test that determine student's performance compared to a norm group. Eg. classroom achievement test, ranking of students as first, second, third.

FORMAT

Format of a test refers to the nature of its design and appearance.

ESSAY TEST

This is a test that demands a testee to freely express his views in a written form.

SHORT

SHORT TEST

In this format, the testee is restricted in the length of answer.

OBJECTIVE TEST

This is a test in which students are asked to select the ~~appropriate~~ right choice from given alternatives or options.

Standard of Test

Standard signifies the quality of a test.

Interest scale: — assesses level of interest of an individual on certain events or objects.

Aggression scale — assesses level of one's anger in situation.

TEST ADMINISTRATION

1. Individual test — ~~Tests are~~ This is a test given to an individual alone at a time.
Examples are: interviews, personality test etc.
2. Group test — This is a test given to a group of testees at a time.

TEST DOMAINS

1. Cognitive Domain Test: This is any test that measures learners achievement in remembering, understanding, applying, analysing, evaluating and creating. Eg. achievement tests, IQ tests, aptitude test.
2. Psychomotor Domain Tests: This comprises of tests that measures individual motor skills. Eg performance tests, tests of skills.
3. Affective Domain Test: This test measures behaviour or traits. eg. Interest, attitude, perception tests.