

# **NATIONAL TEACHING COUNCIL**

## **A FRAMEWORK FOR PROFESSIONAL DEVELOPMENT OF TEACHERS**



### ***GUIDELINES FOR POINT BASED- SYSTEM (INSET AND PORTFOLIO)***

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This Framework has been designed by the National Teaching Council to serve as a guide for teachers and service providers to plan, design and implement appropriate Professional Development (PD) plans and programmes.

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## **PREFACE**

Demand for quality teachers in Ghana and beyond has become a global concern. This is as a result of reliance on quality education as a wheel for socio-politico-economic development of nations. Education of any nation depends on the quality of teachers who implements the educational laws and policies. Education is dynamic and streams in line with global trends in socio economic development and technological advancement.

One critical challenge found to be associated with most teachers is subject matter knowledge, action system knowledge as well as behaviour modification and class management skills. In addition, integration of inclusive pedagogies in teaching and learning strategies, reflective practice, development of teaching portfolio and action research have virtually been missing in the teaching profession and these have adversely affected the professional growth of teachers resulting to low learners' attainment of educational goals. Though the National Teachers' Standards provides the basis for professional growth of the teachers, there is the need to put these standards in action.

To do this, PROFESSIONAL DEVELOPMENT (PD) which is found to be an integral component of teacher professionalism is identified to provide ways that enable teachers keep up with the relevant and up-to-date pedagogical and subject content knowledge in their fields of expertise. Besides, PD has the potential to equip teachers with skills and competencies that will make them versatile individuals capable of delivery the educational deliverables towards the achievements of national goals and aspirations. The PROFESSIONAL DEVELOPMENT framework has therefore been developed to activate the standards enshrined in the National Teachers' Standards to provide guidelines for teachers to build their capacities to meet learning needs of their learners.

The Ministry of Education, Ghana approves of this framework and recommends for its use in all matters relating to PROFESSIONAL DEVELOPMENT of teachers, particularly, those in public and private pre-tertiary education sector. It is also recommended as a reference material for all service providers, NGOs and institutions interested in supporting teachers in pre-tertiary education sector to build their capacities. Again, it is expected that this framework will be used by policy designers and implementers, particularly, Ghana Education Service, Council for Technical and vocational Education and Training and publishers.

It is hoped that the use of this framework will help establish a strong foundation in the attainment of educational goals through quality delivery of instruction.

## ACKNOWLEDGEMENTS

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## **ABBREVIATIONS**

CBI	School Based In-Service Teacher Education and Training
CoP	Community of Practice
PD	PROFESSIONAL DEVELOPMENT
DBI	Departmental Based In-Service Teacher Education and Training
DPDT	Department of PROFESSIONAL DEVELOPMENT of Teachers
INSET	In-Service Teacher Education and Training
NQTs	Newly Qualified Teachers
NTC	National Teaching Council
PLC	Professional Learning Communities
PTPDM	Pre-Tertiary Teacher Professional Development and Management
SBI	School Based In-Service Teacher Education and Training
SBO	School Based Orientation
PD	Teacher PROFESSIONAL DEVELOPMENT



## Introduction

Broadly, Teachers' PROFESSIONAL DEVELOPMENT (PD) is a systematic and sustained process by which a teacher not only maintains, but also improves and expands his/her professional knowledge, values and skills. The Teachers' PROFESSIONAL DEVELOPMENT Framework ('PD Framework') is designed by the National Teaching Council (NTC) of Ghana and formalises a teacher's responsibility and commitment to being a professionally competent and relevant practitioner.

The Framework serves as a guideline for Teachers, Education Directors, Teacher Education Service Providers and other stakeholders on provision of quality teacher training programmes for In-Service Teachers. The Framework has identified different activities which have been grouped as Mandatory, Ranked Based and Recommended activities. The latter is also grouped into categories based on the complexity nature of the activities and level of involvement of the teacher. This is to ensure consistency in calculation of and validity in assigning credit points. Teachers at specific ranks are to access activities from both Mandatory and Ranked Based Trainings. In addition, they are required to select any of the categories within the Recommended Trainings to meet a required PD point at that rank in a 3-year PD cycle. The teacher can access trainings from the employer either at the school level through Professional Learning Communities-PLC (School Based, Departmental Based or Cluster Based) Community of Practice-CoP (Workshop for Heads of Institutions or School Improvement Officers (SIO) or teachers for a particular subject or teachers of a particular class (BS3, BS1, KG2) or teachers assigned with common roles and responsibilities. Such programmes are mostly supply driven. Teachers can also use the teachers' portal to access PD activities from Accredited Service Providers on Demand. Development Partners and NGO's working closely with the Ministry of Education are also certified to collaborate with District Education offices to provide supply driven programmes to teachers. NTC will collaborate with NIB to monitor such trainings to ensure standards are met.

The framework provides formulas for calculating PD points at their respective ranks. PD activities are documented in Teachers' Logbook as backup records which are transposed to the teacher's online account. Names of certified activities are saved in the portal for PD providers to select and award points to teachers who may attend that programme. In addition to the PD points, teachers are also required to build their own portfolio for assessment and these two (PD points and Portfolio Assessment Grade) are used to determine the professional standing of the teacher. Should a teacher meet the PD point requirements but failed in Portfolio Assessment or the other way, that teacher cannot renew his or her license and cannot practice as a teacher according to the Teacher Regulatory ACT of Ghana. Teachers who accept postings to where the employer and the National Teaching Council define as deprived area

are given additional opportunities to access 2 demand deriving PD programme which shall be organised by the employer in collaboration with the National Teaching Council without any payment by the employee except for transportation and feeding.

## RELEVANT SISTER INSTITUTIONS

These are Institutions that provide similar regulatory framework for professionals. A brief synopsis of such institutions provides foundational information to both teachers and PD providers on the need to comply with this regulatory framework.

In Ghana, the Nursing and Midwifery Council, Dental and Medical Council as well as Ghana Legal Counsel have similar frameworks that guide the professional growth of their practitioners. Again, tutors in Colleges of Education in Ghana have since 2013 have been attending PD programmes, once every week. This has enriched the professional competences of tutors in Ghanaian Colleges of Education and has translated in their professional routines.

In addition, all member countries of Africa Federation of Teaching Regulatory Authorities such as Zambian Teaching Council, Teacher Registration Council of Nigeria (TRCN) and South African Council for Educators are all operating under similar regulatory framework.

It is, therefore, not limited to Ghanaian Teachers alone, as a result, stakeholders are encouraged to embrace this framework and support its implementation to improve the academic achievements of the Ghanaian child who is the ultimate beneficiary of this framework. It is believed that the future of the young generation and our country depends on a well-equipped and skilful teacher who is abreast of the modern trends of teaching and learning. This framework has therefore been designed as the operational document of the National Teachers' Standards with the surety that teachers will build their competencies, enhance their professional values, practices and knowledge as they access the relevant PD activities specified in this document.

To achieve the purpose of this framework, NTC will enforce the implementation process which is the responsibility of the employer and other certified PD Service Providers. In addition, National School Inspection Authority (NaSIA) shall support the Department of Professional Development of Teachers and the License and Registration Departments; all of NTC to monitor teachers' training records and license.

Also, any training materials developed by or for PD Service Providers shall be submitted to Department of Professional Development of Teachers (DPDT) in NTC for evaluation and award of points before it would be used for training of teachers.

SPONSORSHIP / ADVERTISEMENT PAGE

## MANDATE OF NATIONAL TEACHING COUNCIL (NTC)

The National Teaching Council (NTC) which was established by 2008 Education Act (ACT 778) and it is mandated by Education Regulatory Bodies Act 2020 (Act 1023, section 59) to regulate teaching profession in Ghana.

The section 60, subsection (a) clauses i and ii requires the Council through its governing body to:

Advise the Minister:

- i. on matters relating to the professional standing and status of teachers; and
- ii. on the education, development and the employment of teachers.

Subsection (g) of the same section requires the Council to **ACCREDIT**, in collaboration with relevant agencies and institutions offering teacher education and development programmes.

In addition, subsection (k) requires the Council to develop and promote Continuing Professional Education in teaching profession.

Similarly, subsection (o) requires the Council to provide a framework for development of teacher education curriculum.

Subsection (p) also recommends the Council to perform any other function incidental to the object of the Council

In line with this policy direction, NTC has put in place a *Professional Development (PD)* framework that supports teachers to progress along their career path through professional ranking (levels) system.

## **PROFESSIONAL DEVELOPMENT (PD) DEFINED.**

PROFESSIONAL DEVELOPMENT (PD) refers to the process by which teachers maintain and enhance their knowledge, skills and experiences gained as they work, beyond any initial training. Furthermore, it is a record of what teachers' experience, learn and apply. Consequently, PD activities involve the development of those qualities that are required by teachers for carrying out their professional and technical duties during their teaching career.

PD is an integral component of teacher development. This includes training and education programmes organized within or outside the school environment which NTC approves as being relevant to the teaching profession and meeting prescribed standards.

## **RATIONALE FOR INTRODUCING PD ACTIVITIES**

The rationale for introducing PD activities is to provide guidance for teachers to continue to improve their competencies to maintain the integrity of the teaching profession and improve their professional status. It is envisaged that going through the listed accredited PD activities would help maintain and enhance the knowledge, skills, attitudes and experiences gained after the initial training. It is essential for teachers as professionals to preserve their professional integrity by updating their knowledge and skills to keep them abreast of contemporary issues and approaches in education.

## **OBJECTIVES OF PD**

PD for teachers is intended to:

- i. Provide a forum for harnessing ideas and experiences to improve professional competence and commitment.
- ii. Offer intellectual, emotional and social engagements for the teachers to enrich their experiences. To teach for better understanding, teachers must be intellectually engaged in their discipline and work regularly with others in their field.
- iii. Maintain high competence that is results from life-long learning.
- iv. Demonstrate the social responsiveness by encouraging members of the teaching profession to collaborate as community of experts (Professional Learning Community – PLC), be current, skilful and knowledgeable in their practice.
- v. Keep teachers in good standing and be abreast of time.
- vi. Maintain professional excellence.

- vii. Make available prospect to supplement the initial training of teachers and improve their knowledge, skills, attitude and practices to meet diverse learners' learning needs.
- viii. Assist teachers to adapt, contribute, think critically and participate actively in addressing challenges associated with teaching and learning and implement recommendations.
- ix. Augment teachers' commitment to their chosen profession.

## **IMPLEMENTATION OF THE PD POLICY**

The Pre-tertiary Teacher Professional Development and Management (PTPDM) policy outlines the importance of PROFESSIONAL DEVELOPMENT for teachers. The policy emphasizes competency-based approach which requires regular In-Service Education and Training (INSET) to develop teachers' capacities. According to the policy, teachers will be assessed based on defined competencies and evidence of professional proficiency. It is therefore the responsibility of individual teachers in Ghana to select, undertake and document relevant PD activities they partake in for the purposes of growing through the profession to maintain their professional status. Any PD activity undertaken that is not listed as indicated, should be referred to the Governing Board of the National Teaching Council for approval.

Teacher training logbooks have been developed to document teachers' training records and related PD credit points. Where the means of documenting the activities are not immediately available or there is no designated person to verify the activities, it is the responsibility of the teacher to save evidence (E.g., registration, certificate and attendance records) of the activities for submission at the appropriate time and place as may be directed by NTC.

In addition to the PD programmes attended, teachers are required to upload their portfolio records onto the PD portal for onward assessment by Portfolio Assessors.

## **PORTFOLIO ASSESSMENT**

Each Portfolio Assessor has a unique pin to access teachers' portfolio content for evaluation. The detailed criteria for portfolio assessment is documented in the teachers' portfolio document.

The Assessors can assess the records online and make entries without knowing the identity of their clients. However, their comments can be seen by their clients. Any form of correspondence between the assessor and the teacher via portal can be monitored by the administrators of the portal. The Rated scores given by the assessors is added to the PD scores accrued in the point-based system to determine whether the license of the teacher can be renewed or issued as in the case of Newly Qualified Teachers

(NQTs). It should be noted that until such a time where portfolio assessment can be done fully via the online portal, face-to-face assessment or combination of face-to-face and online would be used.

## **VALIDATION OF RECOMMENDED POINTS**

Upon meeting the portfolio standards and PD points determined by NTC, the administrator validates and submits a summary of the teacher's record to Licensing portal as a recommendation for renewal of license or issuance of license (In the case of teachers on induction). The same summary of records can also be seen by the respective teacher upon clicking on preview page in the teachers' dashboard.

The officer in charge of licensing can preview all the documents submitted on behalf of the teacher as a confirmation of the teachers' professional status to issue the license or otherwise with a reason.

### ***Components of PD***

The detailed contents and credit points of the respective programmes are determined by NTC based on the needs of the teaching profession over a given period. Basically, the PD programme covers annual conferences of registered teachers, workshops, seminars, and training on curricular knowledge, SBI, CBI and DBI as well as other training programmes approved by the NTC. Teachers must access these programmes at institutions certified by NTC.

### ***Cycle of PD and Allotment of Credit Points***

PD programmes run for a cycle of three (3) years. This implies that every registered teacher has three (3) years to earn the minimum credit points stipulated for his/her level/rank. This rule applies to teachers at all levels of the Education system, both public and private sectors including holders of administrative positions. A teacher must be physically present and receive a certificate of attendance at the end of any programme to earn credit points allotted to that category of PD. The table below shows the categories of PD programmes that must be attended and the minimum credit points to be earned within a period of three (3) years.



**Table 1: Suggested PD Points Required by Teachers on the Designated Ranks within the three (3) year Cycle**

<b>Teacher Rank</b>	<b>Equivalent Rank in the System</b>	<b>Required PD Points</b>
Service Personnel	Newly Qualified Teacher (one year Induction/ National Service before Licensing.)	25
Supt II	Rank 1	60
Supt I	Rank 2	65
Senior Supt II	Rank 3	70
Senior Supt I	Rank 4	75
Principal Supt	Rank 5	80
Assistant Director II	Rank 6	85
Assistant Director I	Rank 7	90
Deputy Director	Rank 8	95
Directors (I )	Rank 9 Attend five CPDs organised by NTC and GES.  In addition, district directors will provide school academic improvement report in the district with specific names of schools, reference point and improvement made.	100
Directors (II)	10  Attend five CPDs organised by NTC and GES.  Regional Directors to provide reports on academic progression in four (4) districts per year.	110

Note: Every teacher should have at least 34% of the PD points per year.

Teachers shall access trainings from Table 2 to complement training points received from both Rank-Based and Mandatory activities. The selection of recommended training from Table 2 is based on either teacher's own needs assessment results or recommendation by supportive supervisor.

**Table 2: Recommended Activities for Continuous Professional Development of Teachers (Measurement will be Evidence Based)**

<b>CATEGORY A PROGRAMMES (A point)</b>		<b>CODE : CA1</b>
Participating in school- or cluster-based workshop (1 point for one workshop).	Active member of a registered teacher union or any relevant subject-based Association	Participating in a special event relevant to teacher's role
Orientation by Supervisors such as; HT/HoD/CS/DEO (for In-Service Teachers)	Using the lessons learnt from reading of journals and books to improve teaching practice or assessment which is verified by school head or any supervisor	Participating in individual conference with parents on students' performance
	Using lessons learnt from conferences and seminars to improve learning	Using analysis of learning outcomes to improve learner's attainment
<b>CATEGORY B PROGRAMMES (2 Points)</b>		<b>CODE : CA2</b>
Participating in a research project as a team member.	Attendance of a professional conference, lecture and seminar outside of workplace.	Keeping a reflective journal or diary
Participating in a school based project as a team member.	Facilitating a school-based professional development workshop.	Participating in alternative disciplinary training programmes
Development and implementation of assessment framework to promote behavioral change in the three domains	Setting End of term examination questions based on profile dimension.	Prepare, use and manage learning resources which engage students with diverse learning styles and needs activities (write up and pictures with a cover letter from Head of school).
Providing clinical supervision and giving constructive feedback.	Promoting good working relationship with subordinates and creating safe environment.	Writing of reports (e.g school report, training/workshop reports)
Attending Programmes on improving teaching methodologies and delivery	Accessing on-line educational related programmes and implementing acquired competences in classroom	Participating in school-community or school and parental engagement programmes to foster learning
A member of Lesson Study Team at the District level	Demonstrating how competencies acquired in Lesson Study Workshop was used to improve learning outcomes	As Executive member of a Teacher Union or Subject Base Association at the District level

<b>CATEGORY C PROGRAMMES (3 points)</b>		<b>CODE: CA3</b>
Acting as a staff in charge of preparing and supervising students for any competition or activity in a school term.	Taking additional responsibility as a class teacher, form master, house staff, chaplain, gardening teacher, head of department or providing counselling for students etc. in an academic year.	Presenting at a professional workshop, lecture and seminar in or outside of workplace.
Participating in setting of questions for a national or international body	Active participation as a member of school-based or district level committee established to support student learning or improvement in school administration.	Attending a short course or completion of a professional development module distance, school-based or online with a minimum of 3 hours of active learning per month.
Winning award as the best teacher at the school level in a year.	Evidence of mentoring a student-teacher/lower ranked teacher through the four pillars of mentoring and coaching framework in adopting Universal Design for Learning (UDL) methods	Integrating ICT and other technologies in school administration.
Participating in collection and management of educational data. (write up on the processes and evidence of engagement will be needed)	Applying procurement laws and financial management policies in school and office administration.	Participating in stakeholder meetings and programmes for building partnership.
Facilitating in a District Lesson Study Workshop	Demonstration evidence on how competences acquired from Lesson Study Workshop was used to support other teachers in carrying out their duties	As Executive member of a Teacher Union or Subject Base Association at the Regional level

<b>CATEGORY D PROGRAMMES (4 points) CODE : CA4</b>		
Attending a short course or completion of a professional development module distance, school based or online with a minimum of 12 hours of active learning per month.	Participating in marking of scripts for a national or international body as an Assistant Examiner	Serving as an executive member of a professional or subject-based association and performing your teaching role at the same time in an academic year.
Participating in a committee of enquiry or jury service on issues relating to education	Organizing or coordinating special events or commemorations at the school or district level.	Planning or facilitating school-based or district-level in-service training programme or workshop.
Winning award as one of the three best teachers at the district level.	Working as a coordinator or an internal examiner or assessor in any institution.	Serving on an education committee at the district level
Participating in Leadership for Learning training and developing an action plan for implementation.	Participating in management training programmes to implement desirable change in school management systems.	Participating in a curriculum training programme that is in relation with assigned level or office of operation
Facilitating in a Regional Lesson Study Conference	Demonstration evidence on how competences acquired from Lesson Study Workshop was used to improve learning outcomes in a district	As Executive member of a Teacher Union or Subject Base Association at the National level
<b>CATEGORY E PROGRAMMES (5 points) CODE : CA5</b>		
Participating in marking of scripts for a national or international body as a Team Leader	Identifying a prevailing problem in society that militates against student performance, devising ways to mitigate such and getting colleagues ascent for implementation	Winning award as one of the three best teachers at the regional level
Mentoring a newly qualified teacher/newly appointed teacher (5 points per NQT per year).	Serving as a resource person on any radio or TV programme relating to education (once a year).	Participating in a community-based services relating to education.
Planning or facilitating a short course at the school or district level.	Serving on an education committee at the regional level	Facilitating a session at an international or subject-based conference.
Demonstrating the understanding of the curriculum framework and structure, content and	Planning, monitoring and evaluating in sustainable development in education.	Participating in a training programmes which deals with ender Responsive Programmes, disability

expected outcomes of the curriculum of the grade(s) and subject(s) they teach.		Inclusive pedagogies as well as building skills on UDL and demonstrating evidence of how competences acquired were implemented in school environment.
Presenting a lesson on National Lesson Study Day	Presenting a paper on how Lesson Study has been used to improve learning outcomes	Serving on a panel at National Lesson Study Day
Facilitating a 10 workshop on Human right issues for different 3 different districts	Evidence of implementation of Human Right Strategies in classroom/school environment	Evidence and positive results on implementation of alternative disciplinary strategies in the school environment
<b>CATEGORY F PROGRAMMES (10 points)</b>		<b>CODE : CA10</b>
Participating in a committee in developing policies and guidelines related to education in general or to the practice of teaching.	Participating in marking of scripts for a national or international body as a Chief Examiner (10 points per marking session).	Leading a team of teachers to implement approaches to solve a previously identified problem in society that militates against student performance in your school.
Serving on an education committee at the national level	Presenting at a national or international conference	Winning award as one of the three best teachers at the national level
Conducting school-based research or project leading to improvement in student learning outcomes.	Writing of proposals to support school administration.	Managing educational projects and programmes at the school, district, regional or national level.
Implementing Quality Assurance and Accreditation systems in education.	Promoting female students' participation in Mathematics, Science and TVET programmes	Facilitating three gender responsive pedagogies that uses inclusive pedagogies to integrate social and education inclusion of students with disabilities (learning plan and students' task can serve as evidence)
Attending International Conference on Lesson Study	A member of organizing committee of International Education Programme	Working as Education Technical Working Committee Member

<b>CATEGORY G PROGRAMMES (15 points)</b>		<b>CODE : CA 15</b>
Publication in peer reviewed journal, contributing to a book chapter, publishing a book or working as an editor of a published book accepted by subject-based association or NaCCA	Completing an accredited education programme leading to the award of a Post Graduate Diploma/Degree	Innovation in teaching published in peer reviewed journal approved by relevant body established by NTC
writing a chapter of a book on Gender Responsive Pedagogies or Publishing an article on Gender Responsive Pedagogies in a recognised and best-selling newspaper or writing a peer review journal or paper on UDL and/or the importance of Inclusive Education	Presenting a paper on Lesson Study at World Lesson Study Conference	As a Coordinator /Director of National or International Programme relating to Education

## Mandatory Courses for all In-Service Teachers

S/N	Course Title	Course Code
1	National Policy on Education	MC <sub>1</sub>
2	History of Education in Ghana	MC <sub>2</sub>
3	Teacher Education in Ghana: Past, Present and Future	MC <sub>3</sub>
4	Sociology of Education	MC <sub>4</sub>
5	Professionalization of Teaching in Ghana	MC <sub>5</sub>
6	Citizenship Education	MC <sub>6</sub>
7	Education Law (Act)	MC <sub>7</sub>
8	Educational Psychology	MC <sub>8</sub>
9	Guidance and Counselling	MC <sub>9</sub>
10	Curriculum Development	MC <sub>10</sub>
11	Instructional Methods	MC <sub>11</sub>
12	Information and Communication Technology	MC <sub>12</sub>
13	Instructional Communication, Language and Communication Skills	MC <sub>13</sub>
14	Classroom Based Assessment	MC <sub>14</sub>
15	Action Research and Reflective Practice	MC <sub>15</sub>
16	Educational Leadership and Management	MC <sub>16</sub>
17	Professional Ethics	MC <sub>17</sub>
18	Education of Persons with Special Needs/Inclusive Education /Gender Equity and Social Inclusion	MC <sub>18</sub>
19	Subject Content and Methodology (e.g., challenging topics)	MC <sub>19</sub>
20	Micro Teaching/Teaching Practicum/mentoring practices	MC <sub>20</sub>
21	Social Dialogue.	MC <sub>21</sub>

*Mode of training for items 1 to 21 include: PLC (CBI or SBI) and CoP (DBI or Duty Based Training) or Demand driven training.*

**Note:** SBI/CBI/DBI (2points by three for a year making total of 6). It also holds for Office Based Capacity Building (Intra-Departmental is synonymous to DBI and Inter-Departmental is also equivalent to Cluster Based INSET, Capacity Building for staff in an institution is similar to SBI. These trainings cut across.

**Table 3: Rank Based Training for all In-Service Teachers**

1	Newly Qualified Teacher	1. Induction Training	NQT01
		2. Orientation by CS or DEO	NQT02
		3. Orientation by Head of School or HoD	NQT03
		4. School Based INSET (SBI)	NQT04
		5.	NQT05
		6. Any Other Trainings	NQT20
2	Rank 1	i. Use of reflective logs in teaching	R1-01
		ii. Motivation for self-directed study and needs	R1-02
		iii. Assessment for professional planning and growth	R1-03
		iv. Pedagogy (Basic): Teaching and learning strategies- creative approaches, group work, questioning, talk for learning.	R1-04
		v. ICT (Basic).	R1-05
		vi. School Based INSET (SBI)/Cluster-Based INSET (CBI) or Department-Based INSET (DBI)	R1-06
		vii. ICT integration in teaching and learning	
		viii. Subject Content Matter (Basic)	
		ix. Classroom Management (Basic)	
3	Rank 2	1. Orientation	R2-01
		2. Intensive Training on Social Dialogue	R2-02
		3. School Based INSET (SBI)	R2-03
		4. Cluster-based INSET or Department-based INSET (CBI/DBI)	R2-04
		5. ICT (Standard)	R2-05
		6. Data Management (Basic)	R2-06
		7. Subject Content Matter (Standard)	R2-07
		8. Classroom Management (Standard)	R2-08
		9. Any Other Trainings	R2-20



4	Rank 3	1. Guidance and Counselling (Standard)	R3-01
		2. Leadership (Standard): Leadership for Change	R3-02
		3. Mentoring and Coaching (Standard)	R3-03
		4. School Management (Standard)	R3-04
		5. Data Management (Standard)	R3-05
		6. Subject Content Matter (Advanced)	R3-06
		7. School Curriculum Development (Standard)	R3-07
		8. Pedagogy (Advanced)	R3-08
		10. Classroom Management (Advanced)	R3-09
		11. School Based INSET (SBI)	R3-10
		12. Cluster-based INSET or Department-based INSET (CBI/DBI)	R3-11
		13. ICT (Advanced)	R3-12
		14. Any Other Trainings	R3-20
		5	Rank 4
2. Leadership (Advanced): Leadership for Change	R4-02		
3. Mentoring and Coaching (Advanced)	R4-03		
4. School Management (Advanced)	R4-04		
5. Writing Technique (Basic)	R4-05		
6. Local Administration (Basic)	R4-06		
7. Monitoring and Evaluation (Basic)	R4-07		
8. Project Management (Basic)	R4-08		
9. Data Management (Advanced)	R4-09		
10. School Curriculum Development (Advanced)	R4-10		
11. School Based INSET (SBI)	R4-11		
12. Cluster-based INSET or Department-based INSET (CBI/DBI)	R4-12		
13. Any Other Trainings	R4-20		



6	Rank 5	1. Conflict resolution at school and district levels	R5-01
		2. Proposal writing for school support	R5-02
		3. Clinical supervision in schools	R5-03
		4. Leadership standards	R5-04
		5. Promoting teacher motivation for improved quality education	R5-05
		6. Basic principles in planning, data collection and management	R5-06
		7. Demonstrating understanding of roles of local government policies	R5-07
		8. Knowledge of procurement laws	R5-08
		9. Knowledge of GES and MOE organograms and working principles	R5-09
		10. EMIS data interpretation and knowledge of its implications for school improvement	R5-10
		11. 9 INSETS	R5-11
7	Rank 6	1. Policy development and reviews at school, district, regional and national levels	R6-01
		2. Change management skills (Leadership for Change)	R6-02
		3. Team building for wider organizational development	R6-03
		4. Knowledge of procurement laws	R6-04
		5. Knowledge of Educational organograms and working principles	R6-05
		6. Policy development and reviews at school, district, regional and national levels	R6-06
		7. Change management skills (Leadership for Change)	R6-07
		8. Team building for wider organizational development	R6-08
		9. Coaching and Mentoring	R6-09

8	Rank 7	1. Strategic planning and management in education	R7-01
		2. Communication skills (oral and written) for dealing with policy makers and writing a. policy documents and memoranda	R7-02

		3. Policy development and reviews at school, district, regional and national levels	R7-03
		4. Change management skills (Leadership for Change)	R7-04
		5. Team building for wider organizational development	R7-05
		6. Knowledge of procurement laws	R7-06
		7. Knowledge of Educational organograms and working principles	R7-07
		8. Mentoring and Coaching	R7-08
		9. Supportive Supervision	R7-09
		10. Need Assessment Strategies	R7-10
		11. Project Reporting Strategies	R7-11

9	Rank 8	1. Strategic planning and management in education	R8-01
		2. Communication skills (oral and written) for dealing with policy makers and writing i. policy documents and	R8-02

	ii. memoranda	
	3. Time management skills	R8-03
	4. Principles and practice of stakeholder partnership and relationships	R8-04
	5. Demonstrating understanding of labour laws and working with trade unions	R8-05
	6. Knowledge of financial regulations	R8-06
	7. Public policy formulation and promoting social accountability in education sector	R8-07
	8. Principles of dialogue and negotiation	R8-08
	9. Educational projects and programmes management	R8-09
	10. Time and stress management (balancing work and pleasure)	R8-10
	11. Planning, monitoring and evaluation in sustainable development in education	R8-11
	12. Stakeholder analyses and roles development	R8-12
	13. Implementing Quality Assurance and Accreditation systems in education	R8-13

	1. Needs assessment strategies	R9-01
	2. Ethics and Integrity	R9-02

10	Rank 9	3. Assessment, evaluation and monitoring	R9-03
		4. Lobbying and Advocacy	R9-04
		5. Transformational leadership	R9-05
		6. Virtual leadership	R9-06
		7. Project planning and delegation	R9-07
		8. Coaching for improvement	R9-08
		9. Leading innovation, problem solving and dealing with changes	R9-09
		10. Trust building and respect	R9-10
		11. Leadership communication and time management	R9-11
		11	Rank 10
2. Motivational leadership	R10-02		
3. Delegation and team building	R10-03		
4. Digital leadership	R10-04		
5. Decision making (Analytical, behavioural, directive and conceptual)	R10-05		
6. Stress management	R10-06		
7. Employment and retirement	R10-07		
8. Emotional intelligence, teamwork and collaboration	R10-08		
9. Communication, diversity and inclusion	R10-09		
10. Accountability and stewardship	R10-10		
11. Strategic thinking, change management	R10-11		
12. Leadership for influence, legal and regulatory compliance	R10-12		

NOTE: All Ranked Based PDs must be completed in PD cycle of 3years for regular teachers.

*For any other course to be certified, it must meet the National Teachers' Standards (Training Needs) set by NTC. The core courses and training needs to be covered by PD programmes shall be designed to be appropriate for teachers at the various levels of the education system for whom it is intended. The programmes shall also reflect their daily professional challenges and subject specializations. NTC shall from time to time publish more subjects and emerging themes which may be covered in PDs.*

## **CALCULATION OF PD CREDIT POINT**

The variables involved in calculating the PD points are the rank-based, mandatory and recommended activities.

Teachers at each rank are required to accrue certain number of PD points within a PD Cycle of 3-years. According to the PD computation tables in this document, a teacher within 3 years will have to undertake all rank-based training programmes and fifteen mandatory training programmes, either of which gives two points per activity. In addition, teachers will have to access a number of recommended training programs to add up to the points accrued for rank based and mandatory. The PD points obtained from these three activities by calculation should sum up to the required training points per the rank of the teacher.

The Table 1 provides required points for the three categories (Rank Based, Mandatory and Recommended Activities) for the PD cycle (3 years).

**Table 4: TOTAL POINTS REQUIRED TO BE ACCRUED FROM EACH CATEGORY BY TEACHERS IN SPECIFIC RANK IN WITHIN THREE YEARS**

	ASSIGNED POINTS FOR A YEARS	TOTAL POINTS PER PD CYCLE			TOTAL
		RANK BASED	MANDATORY	RECOMMENDED	
RANK1	<b>60</b>	18.00	30	12.00	60.00
RANK2	<b>65</b>	18.00	30	17.00	65.00
RANK3	<b>70</b>	28.00	30	12.00	70.00
RANK4	<b>75</b>	26.00	30	19.00	75.00
RANK5	<b>80</b>	22.00	30	28.00	80.00
RANK6	<b>85</b>	18.00	30	37.00	85.00
RANK7	<b>90</b>	22.00	30	38.00	90.00
RANK8	<b>95</b>	26.00	30	39.00	95.00
RANK9	<b>100</b>	22.00	30	48.00	100.00
RANK10	<b>110</b>	26.00	30	54.00	110.00

**NOTE:** *The Newly Qualified Teachers shall accrue 25 points within a year to be qualified for full license. The 25 points shall consist of 4 points from Rank Based Activities and 21 points from the observation activities in the first four (4) weeks of the Induction Programme (Refer to the Induction Guidelines).*

*On the other hand, In-Service teachers (teachers on Rank 1 - 10) are required to have one-third of their PD cycle points in a year. Thus, teachers are required to have one-third of each of the points assigned or allocated to mandatory trainings, rank-based training and recommended activities.*

*The points expected to be accrued by a teacher in a particular rank with a year (Py) is calculated as:*



$$P_y = 1/3 (mp + Rp + rmp)$$

where  $mp$  = Mandatory training points for respective ranks

$R_p$  = Rank/duty-based training points for respective ranks

$rmp$  = Recommended activities points

Table 5 presents PD points expected to be accrued within a year by a Teacher in a Specific Rank with respect to allocated points for the three categories.

**Table 5: Calculation of PD Points Expected to be Accrued Within One Year by a Teacher in a Specific Rank**

		TOTAL POINTS PER PD CYCLE			
	ASSIGNED POINTS FOR YEARS	RANK BASED TRAINING POINTS PER YEAR	MANDATORY TRAINING POINTS PER YEAR	RECOMMENDED TRAINING POINTS PER YEAR	TOTAL
RANK1	<b>60</b>	6.00	10	4.00	20.00
RANK2	<b>65</b>	6.00	10	5.67	21.67
RANK3	<b>70</b>	9.33	10	4.00	23.33
RANK4	<b>75</b>	8.67	10	6.33	25.00
RANK5	<b>80</b>	7.33	10	9.33	26.67
RANK6	<b>85</b>	6.00	10	12.33	28.33
RANK7	<b>90</b>	7.33	10	12.67	30.00
RANK8	<b>95</b>	8.67	10	13.00	31.67
RANK9	<b>100</b>	7.33	10	16.00	33.33
RANK10	<b>110</b>	8.67	10	18.00	36.67

From information in the table above, teachers can determine number of points required to be accrued from particular category in a year out of the three categories. This will help the teacher to develop a PD Plan and work towards achievement of the objectives of such plan.

Teachers are required to access a minimum of five (5) mandatory trainings in a year and a total of fifteen (15) in the three-year cycle. Therefore, to be able to determine the weight of a mandatory course for a specific rank, teachers will have to divide the number of points required from mandatory activities in the three (3) years by fifteen (15).

For instance, a teacher in Rank 1 is expected to obtain 30 points from mandatory trainings in three (3) years. Thus, fifteen (15) mandatory activities within three (3) years should attract 30 points. This means each mandatory programme attracts a maximum of 2 points (30/15).

Moreover, for a teacher in Rank 1 who needs 6 points from Rank-based in a year as indicated in table 5, can determine the number of required rank-based activities to be accessed in a year to accrue the 6 points by simply dividing the 6 points by 2 (*weighted points for one rank-based activity*) and this gives three Rank-based trainings in a year. Thus, two points are assigned to either rank-based or mandatory activity accessed by the teacher.

Similarly, for a teacher in Rank 2, the total Rank-based points to be accrued in three (3) years out of the nine (9) Rank-based activities is 18 (2 points by 9 activities). In addition, that teacher is expected to accrue 30 points from mandatory activities.

Therefore, the remaining activities will be accessed from the recommended activities based on computation in the points requirements table for each rank. Which means, the required points for recommended activity (*rpm*) for a teacher in any rank is calculated by making *rpm* the subject of the point based formula:

$$Py = Rp + mp + rpm$$

where *mp* = Mandatory training points for respective ranks

*Rp* = Rank/duty-based training points for respective ranks

*rpm* = Recommended activities points

Therefore, for rank 1 which requires 60 points in 3 years, the recommended training points can be calculated as

$$rpm + 30 + 18 = 60$$

$$\Rightarrow rpm = 60 - (30 + 18)$$

$$\Rightarrow rpm = 60 - (48)$$

$$\Rightarrow rpm = 12$$

Teachers are to bear in mind that they are required to meet one-third of their training points in a year to maintain their professional standing status for a particular year.

### **Mode of TCPD Delivery in terms of the three Categories**

Teacher Continuous Professional Development activities can be accessed either from Supply Driven or Demand Driven Source dependent upon the availability of such activities. Teachers are not restricted to access training from only one source and are also not obliged to access every paid PD activity.

### **Payment for Demand Driven TCPD Programmes**

Demand Driven Programmes are those organised by Certified Service Providers. The Service Providers are individuals or organisations whose training contents have been approved by NTC as relevant for

teachers. Teachers in most cases are required to pay for such training programmes out of their professional development allowance.

In such situations, teachers have the right to negotiate for their own payments and also decide on which one they may want to attend.

## Supply Driven TCPD

Teachers at levels where the academic calendar operates for three terms (Trimester) can have minimum of three supply driven trainings per term making a total of Nine (9) trainings per year and Twenty-Seven (27) per the 3-year PD cycle. Similarly, teachers at the levels where academic calendar operates for two terms (Semester basis) shall have a minimum of Six (6) supply driven PDs for a semester, making a total of Twelve (12) per year and 36 per the 3-year PD cycle.

However, teachers should note that training programs must be accessed proportionally from all the training categories based on the PD point calculation, meaning, trainings must be accessed from all categories.

## Relevance of Point Based System

### ➤ **Renewal of License**

The license of every teacher shall be renewed every three (3) years. To retain the license, an individual teacher must earn the stipulated minimum credit points of the current rank within three (3) years prior to license renewal date. However, teachers are required to meet one-third of their training points in a year to determine their professional standing status for a particular year.

### ➤ **Criteria for Selection**

Teachers are advised to continue to participate in PD programmes after earning the minimum credit points. This will help them to be abreast of current trends in education and also have comparative advantage over colleagues should it come to selection for Ghana Teacher Prize award and any other selection processes where PD points can be used as a determiner.

In addition, teachers who fail to obtain the minimum PD points on the third year of the current rank shall not be recommended to renew the teacher license and would therefore not be recognized as a teacher of good professional standing.

## Appeals

Any teacher whose license is not renewed for failure to achieve the minimum number of PD points and feels unfairly treated may appeal the decision in accordance with the provisions of the NTC regulations.

## Focus of PD

For the content of a PD to be acceptable to NTC, it must be drawn from the list of training needs and related subject matters that enhance the pedagogical skills of the teacher.

## **Criteria for Selecting PD Service Providers and Procedure for Registration of PD Service Providers**

All individuals, institutions, agencies and ministries intending to organize PD for teachers shall have such PD programmes accredited by NTC. The purpose of the accreditation is to:

- i. Ensure quality.
- ii. Maintain a centrally coordinated database on PD of professional teachers in Ghana.
- iii. Comply with the provisions of the Education Act 2008 (ACT 778), Section 7 which mandates the Council to determine knowledge and skills required for the teaching profession in Ghana.

The procedure for the accreditation of PD Service Providers shall not in any way restrain capable individuals, institutions, agencies or ministries from making their contributions towards uplifting the quality of teachers in Ghana. For this reason, the accreditation process shall be made stress-free for all stakeholders that comply with the procedures.

For accreditation, an individual, institution, agency or ministry aspiring to be considered as PD providers shall submit application to NTC's office, either by applying via on-line or through NTC's postal address. The application should have a written proposal that demonstrates in-depth knowledge of the National Teachers' Standards, PTPDM Policy, Child Learning and Educational Reforms in Ghana. In addition, the prospective Service Provider should submit evidence of previous experience of organizing In-Service Education and Training (INSET) for teachers and knowledge of portfolio development. These documents should be accompanied with relevant company certificate, tax identification number /tax certificate and training contents for the prospective participants.

## **Mode of Application**

Any individual or group of individuals interested in providing PROFESSIONAL DEVELOPMENT programmes should visit [www.tpg.ntc.gov.gh](http://www.tpg.ntc.gov.gh) and follow the procedure. Upon meeting the requirements for certification, NTC shall issue a certificate to qualified applicants who pay their subscription fee.

## *Annual Review Meeting*

All PD service providers shall attend Annual Review Meeting (ARM) with the Council to evaluate and improve upon their services. The ARM will also provide opportunity for Service Providers to

communicate their success and challenges for redress. In addition, the occasion will also be used to recognize PD Service Providers whose activities would meet the targets set by NTC.

#### Renewal of Certificate

Accredited PD Service Providers shall renew their Certificate once every year as a way of ensuring quality and compliance. The renewal fee is published among the fees and charges which would be available on NTC website.

#### Compliance after Accreditation and Certification of PD Service Providers

Accredited PD Service Providers shall at least, one month before the commencement of the programme, formally notify NTC and attach the following information to the notification letter:

- i. Date and duration of the programme, ii. Synopsis of the programme. iii. Names, contact addresses, telephone, email and qualifications of the facilitators.
- iv. Venue of the programme.
- v. List of instructional facilities available for use at the venue of the programme.
- vi. Sponsors of the programme/participants. vii. Fees (if any) payable by teachers.

NTC shall convey in writing to the individual, institution, agency or ministry, the accreditation status of any programme submitted. As part of the accreditation conditions, the organizers of approved PD shall forward the particulars of registered teachers who participate in any of their programme to NTC immediately after the programme through the unique portal address that would be issued to a particular Service Provider. Organisers shall also send to NTC a feedback on the quality of the PD obtained through carefully designed questionnaire administered on participants at the close of the programme. Another condition for the recognition of PD programmes is that organizers shall NOT charge unduly high participation fees.

#### *Non-Compliance and Penalties*

It should be noted that it is an offence to organize PD programmes without accreditation and certification from the National Teaching Council. A breach of such condition shall attract a penalty of three (3) folds of accreditation fee after which the due process would be followed for such individual (s) to be recognized and certified. Defaulters who fail to pay the penalty shall be summoned to court of law for the law to take its course.

## **Organizations expected to promote PD**

The bodies expected to play leadership role in qualitative PD programmes include the following:

- i. Ministry of Education
  - i. Ghana Education Service
  - ii. Ghana Tertiary Education Commission
  - iii. National Council for Curriculum and Assessment
  - iv. National Inspectorate Board
  - v. National Council for Tertiary Education
  - vi. Recognized Teacher Unions
  - vii. Accredited Colleges and Universities

## **Submission of PD Information**

1. Participating teachers shall endeavour to crosscheck their PD records/training logbooks/portfolio records with NTC as means of validation of the data submitted by organizers of PD to NTC.
2. PD Service Providers shall log the training type (training code) in the Teachers 'Training Logbook and subsequently use the on-line portal system to complete digital log after each PD programme organised.
3. Entries of PDs such as SBI, CBI or any other forms organised within GES structures (Regional, District, Cluster, School or Department) shall be made by the organising authority (Regional Director's Rep, District Director's Rep, CS and Head of institutions). In private schools, training points relating to SBI, CBI and DBI shall be verified by NTC through the assigned compliance officers. Moreover, the immediate supervisor of the teacher shall log any self-initiative made by the teacher to promote teaching and learning in the Logbook. Teachers Logbook shall be submitted to the respective District or Regional Directors (in the case of GES) who would be given unique access to enter the accrued points upon verification. The digital log shall be open to Directors one (1) month before vacation and shall be closed three weeks after vacation. This means, directors have seven (7) weeks to make entries of training logs. Front desk officers may be appointed by a director to support the entries at school levels.

## ***UNIQUE CASES***

Licensed Teachers who are not practicing teaching shall be required to submit evidence of workshops, trainings and seminars attended which relate to the teaching profession. If such is not provided for renewal, the teacher concerned may be requested to attend PDs related to the current rank before readmission into the profession. Also, in situations where employers are not able to provide required number of supply driven activities for teachers, they (teachers) are required to rely on other available means to accrue the needed points.

Teachers who accept postings to ‘deprived areas’ shall be given training worth of 10 points by the employer (district) without payment of any training fee by the teacher. This is to serve as part of incentive mechanism to attract teachers to and retain them in such places as may be defined by the employers and employees. The purpose of this arrangement is to motivate teachers to accept posting to every part of the country.

### **The Role of Employers of Teachers**

The employers of teachers have been very active collaborators of NTC in the drive to professionalise teaching. It is expected that they shall continue to motivate their teachers to actively participate in PD as professionally required by NTC. The employers can do this by:

- i. Granting teachers leave to attend PD programmes.
- ii. Liaising with NTC to bring to the notice of teachers relevant information pertaining to PD from time to time.
- iii. Rewarding teachers who excel in PDs.
- iv. Making participation in PD one of the criteria for enjoying certain benefits at work.
- v. Making participation in PD a mandatory condition for promotion.
- vi. Organize mandatory trainings for teachers including SBIs, CBIs and DBIs.
- vii. Liaising with NTC to occasionally provide supply driven trainings to teachers.

The benefits of teachers’ active participation in PD are immense for employers as they are for the education system. PD is the benchmark and primary condition for teachers to remain fit to discharge their duties many years after initial training. Therefore, supporting PD for teachers implies empowering them to render unmatched services to both the organization and humanity. On the other hand, depriving teachers of PD opportunity amounts to stifling their productivity and promoting quackery in the profession. To make it easy for teachers to access professional development programmes, NTC shall certify private individuals or organizations who meet the laid down criteria of PD service providers to send the trainings to the door steps of teachers.

***The application form for PD service providers is provided below.***

**APPLICATION FORM FOR PROFESSIONAL DEVELOPMENT SERVICE PROVIDERS**

Name of the Service Provider:	
Postal address (support with Digital address):	
Exact location of office:	
Name of contact person:	
Phone number:	
Fax:	
E-mail:	
Registration Number from Registrar Generals Department (if any):	
Tax identification Number (TIN)	
Nationality of the Head of the Company:	
Passport Number of the Head of the Company:	

**Submit the following in support of your application.**

1. A broad outline of the curriculum for PD activities that indicate:
  - a) Target group
  - b) Competences to acquire at the end of the training and their relevance to the teacher
  - c) How such training can improve learners' achievement score
2. Training manual (s)/module(s) that specify(ies):
  - a) Topics of Units and their respective Sessions
  - b) Topical and sessional objectives
  - c) Content for the teacher
  - d) Duty specific related activities preferably, in case studies and scenarios
  - e) Topical and sessional reflections for the trainees
  - f) Self-assessment questions
3. Profile of all facilitators.
4. Relevant credentials of all facilitators.
5. Indicate your target group (eg. Teachers. in Rank 1, Rank 2 or all Ranks)
6. State the facilities available for the presentation of PD activities (Lecture rooms etc).
7. State the method of recording and keeping attendance (Teacher's INSET Logbook is mandatory in addition to our digital register for teachers).



8. Attach a copy of the proposed attendance register.
9. Attach a copy of the attendance certificate that will be provided on completion of the activity.
10. State the method to be used for obtaining feedback or evaluation of the programme.
11. Specify the intended mechanism for monitoring attendance and active participation (per hour or per session) for the duration of the activity.
12. State the organizations/institution's involvement or experience in teacher professional development.
13. Complete the declaration template.

### **Declaration**

I agree to:

- exercise integrity and ethical behaviour in the allocation of credit points for learning activities,
- record the name, professional registration number and the credit hours for every participant at each PD activity,
- validate participant's attendance for the entire event,
- provide participants with attendance certificate or evidence of completion of PD activity,
- submit an annual report on activities undertaken to NTC and GES,
- safeguard the records for at least two (2) years, be subjected to quality assurance checks as may be deemed necessary by the NTC from time to time.
- attend Annual Review Meetings with Stakeholders to ensure compliance and quality delivery.

Name:

Sign:

Role in the organisation:

Date:

## **Certification of Facilitators**

In addition to the accredited PD Service Providers, there shall be accredited and certified facilitators who shall register with an identified service provider or the National Teaching Council. The duties of these facilitators shall be mainly to lead discussions as well as transfer of skills and knowledge during PD programmes. There shall be Category “A” facilitators and Category “B” referred to as; Associate facilitators (AF) and Independent Facilitator (IF) respectively.

### **Associate facilitator**

An Associate facilitator is the kind of facilitator who is registered by Service Providers to solely assist such an attached accredited service provider. The A2F shall render service(s) to only the attached Service Provider that sought accreditation for the said facilitator.

### **Requirements:**

The service provider on behalf of any person who wishes to be registered as an associate facilitator shall provide the following requirements for accreditation and certification:

- i. Full name of the proposed facilitator
- ii. Valid address
- iii. Academic and professional qualifications
- iv. Valid certificates.
- v. Evidence of not less than 5 years of working experience.
- vi. Evidence of Training History of training
- vii. Brief report on facilitation competences with relevant certificates
- viii. Proficiency in Microsoft office suit

### **Independent Facilitator (Autonomous Accredited Facilitator-A2F)**

An Independent Facilitator is the kind of facilitator who is registered directly with the National Teaching Council (NTC) and renders services to any service provider that needs the expertise of such facilitator.

### **Requirements:**

1. Full name of the proposed facilitator
2. Valid address

3. Academic and professional qualifications
4. Valid certificates.
5. Evidence of not less than 5 years of working experience.
6. Evidence of Training History of training
7. Brief report on facilitation competences with relevant certificates
8. Proficiency in Microsoft office suit **Registration Fees:**

1. Associate Facilitators (AF) -----Gh¢200

2. Accredited Autonomous Facilitators (A2F) -----Gh¢2,000

## **CERTIFICATION OF SERVICE PROVIDERS AND ACCREDITATION OF NTC PROGRAMMES**

Any group of individuals or companies interested in operating as service providers shall apply to NTC for certification by login to <https://tpg.ntc.gov.gh> to select organization set up and follow the processes to make the necessary inputs, including payment of approved fees and charges.

It is a requirement that, one of the organizational heads or the head of the company shall be a professional teacher with not less than 10 years working experience. Upon successful completion of application, service providers shall submit their programmes to NTC for approval and accreditation before they organize such programmes for teachers.

In submitting the programmes for approval and accreditation, the following information shall be provided;

- (i) Profile of facilitators with evidence of claim (for facilitators who are not certified by NTC) or profile of certified facilitators quoting their certificate number (s)
- (ii) Objective of the training programme
- (iii) Means of verification of the achievement of objectives
- (iv) The training modules
- (v) Target group and location

Upon completion of every training, it is expected that the training report would be submitted to NTC through [cpd@ntc.gov.gh](mailto:cpd@ntc.gov.gh). In the report, service providers should attach copies of attendance sheets and evidence of the achievement of the objectives

## **JURY OF CERTIFICATION AND ACCREDITATION**

The jury shall consist of three officers in the CPD department and two other staff from other departments whose services may be needed at the discretion of the head of CPD

### **Renewals:**

Facilitators will be required to pay 50% of their registration fee as annual subscription fee in order to renew their status. Failure to renew the accreditation status within three months of expiration is considered as fresh registration and shall attract payment of registration fee at that time.

### ***Training***

There shall be a mandatory orientation workshops for AF and A2F in every six months. These workshops would be delivered through interpersonal interface or virtual mode. The training contents shall base on reports compiled from monitoring and evaluation reports of accredited PD programmes organised within a six (6) month period.

Participants will be required to register as paid participants for the training and failure to comply attracts withdrawal of accreditation.

In addition to these mandatory trainings, the National Teaching Council shall, from time to time advertise to the general public for interested persons to register and be trained as PD programs facilitators.

### ***Illegalities***

It is an offence for:

1. An organisation to engage the services of non-accredited facilitator
2. An organisation to engage the services of persons with an invalid facilitator status
3. An individual to facilitate at PD sessions without accreditation
4. An individual to facilitate with an invalid accreditation status

## Publicity

Persons certified by NTC as accredited facilitators shall have their names published on NTC portal. Teachers who attain facilitators' status shall have additional points recorded on the portal for any training they facilitate.

### ***GUIDELINES FOR CERTIFYING TEACHER TRAINING CENTRES***

#### INTRODUCTION

The National Teaching Council (NTC) is an agency mandated by the Education Act, 2008 (Act 778), Section 9 to improve professional standing and status of teachers.

For this purpose, the Council has developed National guidelines for Registration of Training Centers that will be used to facilitate PD programmes. In order to simplify the process for applicants, the Council has produced guidelines and procedures for approval of such Centers. The registration procedures are:

#### ***Registration of Training Centers:***

- 1) Apply on-line or manually by completing and submitting application Form to NTC.
  - 2) Receive feedback from NTC
  - 3) Make payment of registration fee of GH¢\_\_\_\_\_ through bank details that will be provided after registration or follow the suggested payment options to proceed with registration.
  - 4) Submit receipt of payment to NTC or enter payment code to proceed registration.
- NTC will then conduct site visitation followed by approval or otherwise.

#### Conditions:

- a) Reasons for using such facility in a locality should be presented.
- b) Premises and rooms should be well ventilated.
- c) Availability of effective and efficient Lightening and sound systems.
- d) Availability of both modern and indigenous technologies that are likely to be used by teachers in carrying out their roles and responsibilities
- e) Premises and environment should be conducive for learning.
- f) Availability of security systems to safeguard and protect participants (teachers) and their properties
- g) Ability to accommodate participants with physical disabilities

Application processes would be completed within three (3) months after its submission to the Council.

# NATIONAL TEACHING COUNCIL

## APPLICATION FOR PROGRAMME ACCREDITATION

### PROFESSIONAL DEVELOPMENT (PD)

"Guiding the Profession, Boosting confidence of the public"

(Certified PD Service Providers and Teacher Training Institutions are to submit this form for approval before a teacher training programme is either advertised or mounted)

Please refer to the guidelines when completing the application form.

Database Details:

Please fill in the section of the form as you wish it to be displayed on the "Approved Activities Database". This is an online database, accessible to practitioners through the NTC website.

EVENT/TITLE.....  
.....

Is it multidisciplinary or single subject? (Please underline the relevant answer)

Start Date ...../...../..... Finish Date: ...../...../.....

Name of Venue: .....

Venue Locality: .....

If this event would be repeated without any change to the programme or to the speakers, please add additional dates and venue below

Date(s) ..... Venue .....

Fee(s) to be charged to the participants:  
.....

Number of hours (excluding break times) ..... Max 6hrs per day

Provider Organization:  
.....

Contact Name:  
.....

Contact E-mail ..... Contact Tel.

Number.....

Target Audience

Target Audience – Professional Roles (tick to apply)

- Education Consultants
- Trainers
- Administrators
- Classroom Teachers
- Subject teachers (specify).....
- Others (specify).....

[Please note that events aimed primarily at training non-licensed teachers do not qualify for verifiable PD credit approval]

Level of Target Audience

- \_ International
- \_ National
- \_ Regional
- \_ District
- \_ School
- \_ at all levels

Module type: (Indicate as apply)

**Leadership and Management**

Indicate sub-specialty.....

**Teaching and Learning**

Indicate sub-specialty.....

**Teacher Education and Professionalism**

Indicate sub-specialty.....

**Classroom Management**

Indicate sub-specialty.....

**Preparation and Usage of Teaching Learning Resource**

Indicate sub-specialty.....

**Crosscutting Issues**

Indicate sub-specialty.....

**Content Training**

Indicate sub-specialty..... Other (specify) .....

Non-Classroom related training (please tick as appropriate)

- Fire and Safety
- Stress management
- Retirement orientation
- Social Dialogue and ethics
- Other.....

Financial Declaration

Name(s) of sponsor(s) if not provider organization:

.....

Please list the Learning Objectives for the event below. The objectives should reflect measurable outcomes, and use action verbs such as "evaluate", "identify", "review", etc. For example, "To train teachers on how to develop test blueprint".

1. ....
2. .... 3.
- .....
4. ....
5. ....

Which teaching methods will be used? (Please tick as appropriate)

- Lectures
- Tutorials
- Discussion Group
- Hands-on
- Demonstrations
- Integrated pedagogical approaches
- Other (Please specify)

.....

How will you measure whether participants have achieved the desired Learning Objectives?" .....

.....

.....

Check Lists

PD providers of approved events are required:

- To keep a record of the names of the people who attended.
- To provide attendance certificates to participants.
- To provide evaluation forms to delegates.
- To have read the Guidelines for providers



Have you included in your application?

\_ A full programme of the meeting, including an hourly breakdown and details of the sessions

\_ A complete list of the speakers including information about what posts they hold, where they are based and what speaking experience they have, particularly in relation to the topic to be presented. \_ All the sections in this application form and the required fee

Correspondence Details

If you want your correspondence details to be different from those in the first section, please give details below:

Name:

.....

E-mail ..... Tel: .....

Address

.....

.....

.....

Completed application form and programme should be sent to:

The Executive Secretary

National Teaching Council,

P. O. Box MB, 247, Accra, Ghana

For Office Use Only

This event is approved for verifiable PD credits for the year 20\_\_

Fee payable for event: .....

Mode of payment: Cheque No..... Cash...../Electronic

Payment ID

Received by: ..... Date ...../...../.....

PD credits for full attendance..... Verifiable

Date.....

Event Code Number.....

Director's Comments :

.....

.....

.....

Signature: .....

Date:.....

Additional Comments

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