

NATIONAL TEACHING COUNCIL

PROFESSIONAL DEVELOPMENT OF TEACHERS



INDUCTION HANDBOOK

FOR

NEWLY QUALIFIED TEACHERS

Copy Right ©2021

All rights reserved including translation. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or duplication in any information storage and retrieval system, without permission in writing from the publishers.

Published by:

National Teaching Council
Ministry of Education, Ghana
P. O. Box 247
Accra
Email: Info@ntc.gov.gh

Designed and Printed by:

Proweb
P. O. Box 0686
Osu, Accra
Tel. No.: 2044177788
Email: proweb2000@yahoo.com

ISBN: 978-9988-3-2796-5



PREFACE	7
FOREWORD	8
ACKNOWLEDGEMENTS	9
PART 1:	
GUIDELINES FOR INDUCTION STAKEHOLDERS	12
CHAPTER 1: EVENTS AND ACTIVITIES LEADING TO THE PLACEMENT OF NEWLY QUALIFIED TEACHERS(NQTs) IN SCHOOLS	15
CHAPTER 2:	
PLAYERS IN THE MANAGEMENT OF THE NEWLY QUALIFIED TEACHERS' INDUCTION	16
2.1	Introduction:
2.2	Collaborative Partnership
2.3	Collaborative Partnership Model (CPM) in Practice
2.3.1	Mentoring and Coaching Support
2.3.2	Co-ordination
2.3.3	Assessment
2.4	Contributions of Players to the Effective Management of the NQTs' Induction Programme
2.5	Contribution of the Players to the Effective Management of the Induction Programme
2.6	Other School Activities
2.6.1	Morning & Closing Assemblies/Other Official Gatherings

- 2.6.2 Delegation of Duties to NQTs
- 2.6.3 NQTs' Movement Book & Attendance Book
- 2.6.4 Roles and Responsibilities of Stakeholders in Mentoring and Coaching
- 2.6.5 Qualities Key Players Expected to Support NQTs should Possess
- 2.6.6 What is Expected of Mentors?
- 2.6.7 Role of Lead Mentors (Heads of schools)
- 2.6.8 What is Expected of Portfolio Assessors
- 2.6.9 What is Expected of Other Key Players (District Education Officers, SISOs, PTA and SMC)
- 2.7 Interaction among Portfolio Assessors, Mentors, NQTs and Other Players
- 2.8 Responsibilities of NQTs

CHAPTER 3:

COMPETENCY AREAS FOR NEWLY QUALIFIED TEACHERS

27

- 3.1. Professional Competence in a Teaching and Learning Situation: Competency Matrix for Teaching
 - 3.1.1 Competency Areas
 - 3.1.2.1 Other Competency Areas to be Developed during School Induction
- 3.2 Competences Required for Living in a New Community
 - 3.2.1 Living in a Compound House
 - 3.2.2 Adjustment to Social Norms and Culture
 - 3.2.3 Taboos and Customary Rites

- 3.2.4 Non-involvement in Local Politics
- 3.2.5 Good Moral Behaviour
- 3.2.6 Management of Personal Finances
- 3.2.7 Good Health Awareness and Practices

CHAPTER 4:

**WORK-STUDY BY NEWLY QUALIFIED TEACHERS
AND SUPPORT FROM PLAYERS IN THE
MANAGEMENT OF THE INDUCTION PROGRAMME 43**

- 4.1 Advance Preparation for Lesson Delivery
- 4.2 Lesson Delivery
- 4.3 Mentorship support to develop NQTs’ competence
- 4.4 Post-lesson Discussion (Sharing Experiences)
- 4.4.1 Some Key Issues to Note during Post-lesson Discussion

CHAPTER 5:

DEVELOPMENT OF PORTFOLIO 47

- 5.0 Introduction
- SECTION 1
- 5.1 Assessment
- 5.1.1 Portfolio Assessment
- 5.1.2 Mentor's Self-Assessment

PART 2 OBSERVATION GUIDE 52

INTRODUCTION

SECTION I: PERSONAL DETAILS

SECTION II: NQTs’ OBSERVATION EXPERIENCE

FIELD EXPERIENCE LOG

WEEK ONE	(INTERVIEWS)	55
ACTIVITY 1:	PRE-INDUCTION OBSERVATION ACTIVITIES	
ACTIVITY 2:	ENGAGEMENT WITH THE HEAD TEACHER	
ACTIVITY 3:	FIRST CLASSROOM EXPERIENCE OF INDUCTION	
WEEK TWO		
SKETCHING THE CLASSROOM ARRANGEMENT FROM ONE-POINT PERSPECTIVE		62
WEEK THREE		
NEWLY QUALIFIED TEACHERS' GUIDELINES FOR LESSON OBSERVATION		64
WEEK FOUR		
OBSERVING LEARNERS WITH SPECIAL NEEDS		68
PART 3:	INSTRUCTIONAL MANUAL FOR TEACHER PORTFOLIO ASSESSMENT	73

PREFACE

This book offers practical guidance to Newly Qualified Teachers during the induction period and how to meet the In-Service Teachers' Standards. Based on the mandate of the NTC in line with licensing of teachers, this book provides guidelines on how to demonstrate competencies in the NTS. It is structured in three parts: Guidelines for induction stakeholders, Observation Guidelines for NQTs and Portfolio Assessment Guidelines.

FOREWORD

The Induction Handbook for Newly Qualified Teachers (NQTs) provides guideline for hands-on training for newly qualified teachers to enhance their career development and prepare them for employment.

This handbook has been developed as a professional tool to guide Newly Qualified Teachers, mentors, portfolio assessors and other stakeholders in education to identify in clear and precise terms what NQTs are expected to know and demonstrate.

This book sets a clear baseline of expectations for the professional knowledge, practice, conduct, attitude, rights and obligations expected of NQTs during induction. All NQTs on induction will be assessed based on the guidelines in this handbook.

These guidelines are designed to improve the quality of NQTs delivery and should therefore be used as a reference tool for induction stakeholders including teacher educators, practising teachers, head teachers, mentors, school inspectors and all who are working to support the career development of NQTs. The guidelines will also enable teacher educators and others to direct their efforts appropriately to the areas NQTs need most support. The development of this handbook is consistent with discussions on both National Teacher Standards and Continuous Professional Development (CPD) framework as well as teacher professionalization processes occurring nationally and led by the National Teaching Council.

It is recognised that intensive sensitization and training programmes on induction will be needed to prepare NQTs, mentors, portfolio assessors, Directors, NSS and relevant stakeholders to effectively and efficiently prepare NQTs to deliver during induction.

It is, therefore, expected that, with dedication and commitment, teacher education delivery in this dispensation will make a difference. In this regard, it is envisaged that all stakeholders will embrace the guidelines and use it as a tool to support career development of NQTs.

God be our helper.



Dr. Christian Addai-Poku
Registrar, National Teaching Council

ACKNOWLEDGEMENTS

The National Teaching Council (NTC) would like to express its appreciation to those who contributed to the development of this handbook. Most importantly, we are grateful to the Ghana Education Service, the Ghana National Association of Teachers, National Association of Graduate Teachers, Coalition of Concerned Teachers-Ghana, All Teachers Alliance Ghana (ATAG), Association of Private Schools, Assessment Consortium, Right To Play, Transforming Teaching, Education and Learning (T-TEL), Japan International Cooperation Agency (JICA), and PTPDM Project for supporting this effort. The NTC is also grateful to the project team members who independently developed this guideline and digitised it.

The following is the list of persons who contributed to this document in diverse ways:

Supervisor

Dr. Christian Addai-Poku, Registrar

Technical working group:

Prof. George Kankam,	Consultant
Lawrence Sarpong,	Technical Team Leader
Dr. Emmanuel Adjei-Boateng,	Technical Advisor
Rev. Dr. Alexander Edwards,	Technical Member
Bernard B. Kuug,	Technical Member
Patrick Nii Sackey, CCT	Technical Member
Kwame Dagbandow,	Technical Member
Kwabena Gao,	Technical Member

Review team

Nana Baffour Awuah	Director, Pre-Tertiary; MOE
Bernard Kuug	NTC
Grace Agyeman Duah	NTC
Lawrence Sarpong	NTC
Hazel Konadu Sarpong	NTC
Derrick Nii Adjei Adjei	NTC
Prof Isaac Boateng	AMMUSTED
Dr. Beatrice Asante Somuah	CoDE UCC

Evelyn Enam Sedegah
Rev. Dr. Alexander Edwards
James Kofi Hagan
Dr Abroampa Wynxton

Rev Dr Wilson Nkum
Atubga Agamba
Dagbandow Kwame
Michael Ayuraboya
Vida Sapabil

Teacher, Ga South
UEW, Winneba
Holy Trinity Cathedral SHS, Accra
Faculty of Educational Studies,
KNUST
Komenda Collegde of Education
NTC
GNAT
NAGRAT
CCT

PART 1

GUIDELINES FOR INDUCTION STAKEHOLDERS

In the preparation of professional teachers to acquire needed knowledge, skills and attitudes, there is the need to provide opportunity for Newly Qualified Teachers (NQTs) to be familiar with the field in which they will work and to interact with stakeholders in the professional community.

The Induction Programme has been identified as effective and more efficient way of preparing NQTs for license and smooth entry into the teaching career. This is because the programme will:

- offer NQTs opportunity for more exposure to the realities of the school and classroom situations to complement the formal teaching practice where it has been observed that the final year student-teachers get divided attention due to examinations ahead of them, such as end-of-programme exams and Ghana Teacher Licensure Examination – GTLE;
- commit stakeholders to support NQTs using ‘mentoring and coaching’ approach rather than abandoning them to their fate;
- provide prolonged period of practice (school Induction) and reflection to deepen the understanding of the principles in methodology and professional competence among the NQTs;
- ensure college and school experiences are mutually supportive and complementary for the NQTs.

This induction programme gives NQTs the opportunity to be deployed to schools and supported by experienced teachers to:

- ✓ observe interactions within the school environment (classroom interactions, pupil-to-pupil interactions, teachers to pupil interactions, assessment of pupils’ learning outcomes);
- ✓ interact with categories of members of the school during the period of their induction;
- ✓ reflect on their experiences, connect to their knowledge and skills acquired, and apply them in their learning environment.

NQTs shall be required to stay in the schools they have been deployed to by the National Service Secretariat (NSS) throughout the induction period. Deployment of NQTs by NSS will be done by taking cognisance of their programme of specialisation according to the new teacher education arrangements in Ghana.

NQTs in Early Childhood/Grade Education programme would be deployed to early grade level (KG to B3). Those specialized in primary education, JHS education and Bachelor Degree in teaching subjects (B.Ed) would be deployed to B4 - B6, JHS and SHS respectively. During the induction, the NQTs would be required to teach in their specialized areas to facilitate their portfolio development. This induction period is broken into four phases which are:

1. observation of the learning environment (inside and outside of the classroom) for four weeks;
2. teaching and learning (lesson planning, delivery and assessment);
3. interaction with stakeholders (This occurs throughout the induction period) ; and
4. portfolio development and assessment.

NQTs shall be guided by their induction manual and the National Teachers' Standards (NTS) to work accordingly with their assigned mentors during the induction period. Relevant artefacts developed by NQTs shall be compiled into a portfolio for assessment in line with the portfolio rubrics (Appendix 1)

NQTs should note that the portfolio contents shall include recommendation letters from their Lead Mentors (heads of schools) which will capture, but not be limited to, the following areas:

- i. Attendance (Punctuality and Regularity to school);
- ii. General attitude towards work;
- iii. Professional values and conduct (Including handling of pupils with special needs - physical or learning challenges); and
- iv. Support for co-curricular activities.

Requirements for Induction Implementation

For successful implementation of the Induction Programme, the following measures will have to be in place:

- a. NQTs should be deployed to classrooms and be allowed to teach in their specialized areas.
- b. Conditions in the schools where NQTs will be deployed should support their learning.
- c. Mentors, Heads of Departments, SISOs, Heads of Schools and Directors of Education should provide effective supervision.

- d. Dashboard for effective dissemination of information should be provided to NQTs.
- e. Portfolio Assessors should be available to assess portfolios of the NQTs
- f. There should be periodic monitoring and verification protocols for assessments.

Purpose and Organization of the Induction Handbook

This handbook serves as a reference for all persons who shall be engaged in the job of supporting NQTs through monitoring and supervisory/supervision activities. It provides information on the issues that are crucial to the success of the Induction component of the licensing of NQTs.

Apart from this introduction, the rest of the information in the handbook has been set out in five chapters. Chapter one explains the events and activities which lead to the placement of the NQTs in schools. Chapter two identifies the players in the management of the induction programme while chapter three highlights the competency areas for NQTs. In chapter four, the actual work that NQTs will undertake while undergoing school experience is detailed. Chapter five deals with 'Mentoring and Supervision' of NQTs.

CHAPTER 1

EVENTS AND ACTIVITIES LEADING TO THE PLACEMENT OF NEWLY QUALIFIED TEACHERS IN SCHOOLS

Introduction

This chapter highlights issues regarding deployment of NQTs in schools for induction and the role of key stakeholders.

Deployment of Newly Qualified Teachers

The NTC, in collaboration with NSS and the District Directorates of Education, shall see to the following:

- i. Selection of schools for induction;
- ii. Deployment of NQTs to schools;
- iii. Assigning NQTs to classes;
- iv. Ensuring that NQTs are given the opportunity to practice at different levels – Early Grade, Primary, JHS and SHS (depending on the programme undertaken at the teacher education institutions);
- v. Ensuring that NQTs at the early grade level are deployed to where they can speak the play language of the learners.

Registration for induction

Fresh graduates, upon successful completion of the license exams, will have to also register with NSS by following its (NSS) protocols. The NSS supplies NTC with the list of NQTs who have been deployed for induction.

Upon reporting to schools for induction, NQTs shall go to the TPG Portal of the NTC (<https://tpg.ntc.gov.gh>) to register for commencement of Induction Programme.

CHAPTER 2

PLAYERS IN THE MANAGEMENT OF THE NQTs INDUCTION

2.1 Introduction:

The management of the induction programme draws on partnership among the following stakeholders:

- i. The NTC which shall license the NQTs after the Induction Programme;
- ii. The schools for the Induction period, where NQTs are expected to work under classroom teachers to gain teaching experience in real life situations;
- iii. The District Education Office which oversees the schools being used for induction;
- iv. Newly Qualified teachers who are on the induction programme; and
- v. Opinion leaders and other members of the community in which the school is located.

Each partner is expected to contribute to the developmental support of the NQTs (Professional and relevant resources). It is assumed that all these partners accept the basic principle that NQTs learning is a shared responsibility as regards:

- a. School management for effective teaching and learning;
- b. Disciplinary procedures;
- c. Staff relations; and
- d. School-community relations and professional behaviour in schools and communities.

The partnership arrangement for the success of the management of the Induction program can be described as Collaborative partnership based on the Collaborative Partnership Model (CPM) of Kennedy Kathryn.

2.2 Collaborative Partnership

The partnership arrangement is collaborative. This is an integrated partnership arrangement in which all the players have a common goal of achieving professional development for the NQTs. This partnership involves the following:

- i. Mentoring and Coaching support
- ii. Co-ordination of Activities
- iii. Assessment.

2.3 Collaborative Partnership Model (CPM) in Practice

The CPM encourages shared responsibility among all players; NTC, Mentors, Heads of Schools and District Directorates of Education (DDE) in areas of mentoring and coaching, supervision, co-ordination and assessment of NQTs.

2.3.1 Mentoring and Coaching Support

All players have specific roles to play in giving mentorship and coaching support to NQTs. For instance, NTC concentrates on justification of professionalism by NQTs. On the other hand, classroom teachers who serve as mentors for NQTs focus on issues pertaining to planning of lessons and practical teaching in the schools. The Mentors also act as first line supervisors who spend more time with NQTs to provide them with the psychological and professional support that they need for the real teaching situations in the classroom. Besides, mentors should also serve as role models. The Heads of schools provide opportunities for NQTs to attend INSETs so they can score CPD points. District Directorates of Education provide support by supplying schools in which NQTs are placed with the needed resources to facilitate effective teaching and learning. Also, District Directorates of Education shall link up with the Heads of schools to ensure that mentors in the schools are punctual and remain at post during school hours.

2.3.2 Co-ordination

Another important strength of this CPM is co-ordination at all levels among players. This will ensure that the challenges NQTs face are identified and interventions put in place to help them achieve the targets for professional development.

The Portfolio Assessor will be expected to work closely with mentors when they visit NQTs to resolve any challenges that they may encounter. They can also contribute to the effectiveness of teaching by guiding NQTs to pay attention to theories surrounding the teaching and learning process. The players in the induction programme should

regularly share ideas about the progress of NQTs. They should also ensure regular and well-structured contact to exchange views about individual roles in the partnership. This will ensure mutual respect among the players for their shared responsibilities assigned to them.

NQTs should also co-operate with Mentors and all other stakeholders of induction.

2.3.3 Assessment

The Induction programme has been designed to develop the NQTs to become competent teachers. Therefore, the programme is competency-based which expects all players to play their respective roles with respect to the assessment of the NQTs in line with their professional goals.

During the induction, it is expected that:

- i. Continuous field assessment shall be stressed through the effort of the mentor.
- ii. Profiles shall be kept on each NQTs to provide a comprehensive picture of their accomplishments, attributes and skills development throughout the Induction.
- iii. District Directorates of Education and other stakeholders can arrange visits to the schools to assess the performance of NQTs informally, through classroom observations, out of classroom observations, interviews, discussions, etc.

2.4 Contributions of Players to the effective management of the NQTs

Induction Programme

The major players in the collaborative partnership model are:

- a. National Teaching Council;
- b. National Service Secretariat;
- c. District Directorates of Education;
- d. Portfolio Assessors;
- e. Lead Mentors - the Headteachers;
- f. Mentors - the Classroom Teachers;
- g. Opinion leaders and other community members; and
- h. the Newly Qualified Teachers (NQTs)

2.5 Contribution of the Players to the effective management of the Induction Programme

For effective management of the Induction Programme, all the major players are expected to contribute meaningfully as follows:

- a) The National Teaching Council takes oversight responsibility of the Induction programme and award full license to successful NQTs;
- b) The National Service Secretariat deploys NQTs to districts where NTC has engaged portfolio assessors;
- c) District Directorates of Education shall provide supportive supervision services to NQTs' professional growth and development, and in collaboration with Heads of schools recommend NQTs for licensing;
- d) Based on NTC guidelines, Portfolio assessors support NQTs to develop their portfolios. The assessors also use the portfolio rubrics for assessment.
- e) Lead Mentors and mentors provide mentoring and coaching support to NQTs by drawing on their experiences, mentoring and coaching framework and the National Teachers Standards (NTS);
- f) Opinion leaders and other community members support NQTs with the relevant resources;
- g) NQTs demonstrate the desire to learn more about practical teaching in their new environments.

Table 2.1: The contributions expected of all players in the collaboration partnership NQTs

PLAYER	CONTRIBUTION
Portfolio assessor (playing the role of Supervisor)	Guides NQTs on how to develop the portfolio and undertake assessment of the NQTs portfolio.
NTC	Provides guidelines and standards for the Induction programme.
NSS	Liaises with NTC and District Directorates of Education for appropriate placement of the NQTs

	for the Induction programme.
DDEs	Support lead mentors and mentors to provide required guidance to NQTs. Recommend NQTs for licensing
Lead Mentor (Headteacher)	<ul style="list-style-type: none"> i. Demonstrates good leadership and effective management in the school. ii. Encourages and promotes the professional growth of NQTs. iii. Provides sound learning environment for NQTs. iv. Demonstrates mutual trust and valued professional relationship with other players. v. Promotes good public relations between school, and communities.
Mentor(Class teacher)	<ul style="list-style-type: none"> a. Provides professional support and guidance. b. Draws experiences from both co-curricular and curricular activities to address the professional needs of the NQTs. c. Ensures a conducive classroom atmosphere to enhance the work of the NQTs. d. Works closely with NQTs to ensure continuing professional growth. e. Demonstrates mutual trust and valued professional relationship with portfolio assessors, Lead Mentors and NQTs. f. Relates very well with community for the needed support of the NQTs
Opinion Leaders and other community members	<ul style="list-style-type: none"> a) Relate NQTs very well with the school to provide the needed support for the NQTs b) Take the initiative to support the NQTs
NQT	<ul style="list-style-type: none"> a. Demonstrates the desire and commitment to attain the set professional goals and objectives. b. Works closely with Mentor and Lead Mentor for guidance and professional support. c. Demonstrates the desire to learn more about practical teaching.

	<ul style="list-style-type: none"> d. Demonstrates initiative in the teaching and learning process. e. Demonstrates interest in both curricular and co-curricular activities. f. Demonstrates keen interest in pupils' learning, achievement and performance. g. Demonstrates interest to participate in community activities. h. Establishes a good working relationship with all key players.
--	--

2.6 OTHER SCHOOL ACTIVITIES

2.6.1 Morning & Closing Assemblies/other Official Gatherings

NQTs should be encouraged to be part of the morning and closing assemblies as well as other official gatherings. They should be taught how to conduct these meetings. This means that NQTs should attend school assemblies regularly and be punctual.

2.6.2 Delegation of Duties to NQTs

The Lead Mentor should involve NQTs in other special duties.

However, the lead mentor will first have to list all such duties and then invite NQTs to make a choice which should be based on their interests and capabilities. NQTs should be encouraged to learn to accept duties and responsibilities.

The lead mentor may consider pairing NQTs with teachers for such duties since this will give the NQTs a ready guide and someone to learn from.

2.6.3 NQTs' Movement Book & Attendance Book

The attendance book should be entered and signed appropriately for each day of the school week by NQTs. This book gives an idea about how regular and punctual NQTs are in their attendance.

The NQTs' movement book would give detailed information on the whereabouts of the NQTs when they are not in school during classes hours. NQTs

2.6.4 Roles and Responsibilities of Stakeholders in Mentoring and Coaching

Mentoring and coaching has been identified as a key driving force during the School Induction period. It is expected to provide support by way of supervision, guidance and motivation to NQTs to adequately develop all areas of teacher competence during the period of Induction. For effective and efficient mentoring and coaching to take place during the induction, stakeholders are expected to be guided by the mentoring and coaching framework developed by National Teaching Council.

2.6.5 Qualities of Key Players

All key players expected to support NQTs should possess the following qualities:

- i. Willingness to be responsible for the professional growth of the NQTs;
- ii. Willingness to share credit for the outcome in the collaborative effort to develop the NQTs;
- iii. Innovativeness in all competency areas for the development of the NQTs;
- iv. Be openness and trustworthiness in supporting NQTs to identify their strengths and weaknesses for discussion and necessary actions;
- v. Respect for other key players; and
- vi. Exemplary supportive supervisory skills and professional competence.

2.6.6 What is Expected of Mentors?

Mentors as first line supervisors of NQTs are expected to perform the following duties:

- a. Be regular and punctual at school to support NQTs;
- b. Stay and supportively supervise NQTs professional practice in the learning environment;
- c. Serve as role models for NQTs to provide professional and emotional support;
- d. Ensure that NQTs manage time well for work and study;
- e. Help NQTs to plan and deliver lessons;
- f. Provide the necessary support for NQTs to assess learning outcomes;

- g. Help NQTs to analyze and appraise learners' achievement for decision making;
- h. Assist NQTs to develop their portfolio;
- i. Introduce NQTs to class organization and behaviour management of learners;
- j. Assist NQTs in preparing teaching and learning resources;
- k. Hold discussion sessions with NQTs on their practice for improvement;
- l. Write comprehensive report or profile on NQTs' performance during the Induction.
- m. Hold periodic meetings with Heads of schools to discuss matters pertaining to the interest of NQTs;
- n. Attend community events, staff meetings, school assemblies, seminars and conferences with NQTs to discuss topical issues which will help them achieve the target set for their professional development.

2.6.7 Role of Lead Mentors (Heads of schools)

The heads of schools as Lead Mentors and first-line supervisors of the NQTs are expected to:

- a) Organise orientation for NQTs;
- b) Hold meetings with mentors and NQTs to discuss issues concerning professional development of NQTs;
- c) Conduct regular meetings with mentors to discuss progress of NQTs in both curricular and co-curricular activities;
- d) Co-ordinate the activities of Mentors, Portfolio assessors, and NQTs;
- e) Appraise Mentors on their roles and responsibilities; and
- f) Assist NQTs with necessary curriculum resources for their practice.

2.6.8 What is Expected of Portfolio Assessors

The Portfolio Assessors are experienced teachers or teacher educators who have been trained and engaged by NTC to support professional growth of NQTs. They are expected to perform the following roles:

- a. Liaise with NTC and Schools of placement;

- b. Work closely with Lead Mentors and Mentors to advance the professional development of NQTs;
- c. Assist in the assessment of NQTs to help them achieve the basic goals of Induction;
- d. Hold conferences with Lead Mentors, Mentors and NQTs to share ideas and experiences on professional growth of the NQTs;
- e. Assist NQTs to carry out Action Research and develop their portfolios;
- f. Provide feedback on NQTs who may have difficulties in undertaking the induction to NTC for necessary action to be taken;
- g. Provide NQTs with reference materials from NTC; and
- h. Submit portfolio assessment scores on NQTs after the Induction period.

2.6.9 What is Expected of Other Key Players (District Education Officers, SISOs, PTA and SMC)

These key players may provide some support for academic work in the schools and deal with other important social issues that may impact on the professional growth of the NQTs. Some areas needing their support are:

- a) Provision of curriculum resources;
- b) Provision of accommodation for NQTs;
- c) Provision of furniture for NQTs;
- d) Provision of teaching learning resources;
- e) Promotion of good NQT-Community relationship;
- f) Encouragement of community support for learning; and
- g) Ensuring punctuality and regularity of teachers (Mentors and
- h) NQTs) at school.

2.7 Interaction among Portfolio assessors, mentors, NQTs and other Players

The School Induction program will work well depending on the kind and level of interaction that will flow among key players. Good interaction depends on the mutual respect among key players. Regular meetings will be organised by the Lead Mentor for all players to deliberate on topical issues that promote the professional growth of the NQTs. At all such meetings, the key players must ensure that the

following practices prevail for a conducive working environment for participants:

- i. Be punctual and get other members well-informed and in good time before the meeting;
- ii. Be in their best mood and tolerant to other's views;
- iii. Be frank and friendly;
- iv. Show respect to all present;
- vi. Inspire and motivate one another to participate;
- vii. Relate questions to Teacher Development, especially that of the NQTs; vii. Ensure discussion of issues, principles, skills or techniques but not personalities;
- viii. Be a good listener;
- ix. Avoid bossy attitude;
- x. Avoid dominating the discussion;
- xi. End meetings on a friendly note to encourage attendance at subsequent sessions.

2.8 RESPONSIBILITIES OF NEWLY QUALIFIED TEACHERS (NQTs)

In addition to the foregoing responsibilities of the NQTs, there are other experiences that NQTs will need to have during the Induction year. Mentors should, therefore, support them to accept the following responsibilities as part of the competencies that improve teacher performance in and out of the classroom:

1. Planning, preparing and presenting the learning plans for vetting;
2. Using the vetted learning plan for teaching and learning activities;
3. Taking up day-to-day administration of classes i.e. marking of registers;
4. Getting involved in co-curricular activities;
5. Maintaining discipline in class and school;
6. Identifying and attending to individual learning needs;
7. Setting targets for classes and working towards achieving them;
8. Designing assessment items to assess learning and providing feedback to relevant stakeholders including learners;

9. Using instructional hours effectively to improve teaching and learning in class;
10. Relating well with community and colleagues, mentors and other players;
11. Establishing a conducive atmosphere to promote learning;
12. Using participatory methods to promote the interest of learners in class activities;
13. Establishing healthy learner-teacher relationships; and
14. Conducting evaluation of their teaching practice.

CHAPTER 3

COMPETENCY AREAS FOR NEWLY QUALIFIED TEACHERS

3.1 Professional Competence in a Teaching and Learning Situation, Competency Matrix for Teaching

The preparation of teachers to acquire various professional competencies depends largely on the areas of competence emphasised at college and school levels. In view of this, competence statements in various areas are set out in a Matrix on page 17. These competence statements provide a focus for discussion among NQTs, Lead Mentors and Portfolio assessors. The competence matrix is organised in three columns. The first column contains a set of statements on competences which NQTs are expected to acquire at teacher education institutions as they go through Supported Teaching in Schools (STS). These competencies serve as the baseline for strengthening NQTs' teaching skills during the Induction period.

The second and third columns of the competence matrix focus on areas which need to be emphasised while the NQTs are on Induction. Indeed, these columns spell out the demonstration of knowledge and skills acquired at college in real teaching situation. It is expected that by the end of the induction period, all NQTs would have acquired the competencies outlined in the second and third column of the Matrix. This means that NQTs should be capable of demonstrating evidence of good teaching skills as regards the integration of the theory and practice of teaching. There should be improved performance in lesson planning, delivery, classroom organization and management as well as assessment of learning achievements.

In addition, NQTs must demonstrate effectively all the competence statements outlined in the third column.

These three columns show the different levels of competence to be achieved by NQTs and must serve as a guide for mentors to emphasise in the teaching and learning process. They must also help NQTs to develop the relevant professional teaching competences.

These competence statements have been carefully arranged so that progression can be seen as professional development takes place in NQTs. They also serve as the major areas that need emphasis in the preparation of NQTs by all players in the mentoring and coaching process.

3.1.1 Competency areas

1. Preparation of Scheme of learning
2. Lesson Planning
3. Lesson delivery: using learner-centred approach
4. Classroom Organisation and management
5. Assessment of learners' Performance
6. Design and use of Teaching and Learning resources

3.1.3 Other competency areas to be developed during school

Induction

1. Use of play language as medium of instruction in the lower primary classes
2. Multiclass teaching
3. Teaching of large classes
4. Identification and study of causes of low achievement and measures taken by NQTs to support such cases
5. Team planning and teaching

Similarly, the three columns created for the other competency areas, such as use of play language in teaching lower primary, contain competence statements which should be mastered in the first, second and third terms of the induction period.

NQTs COMPETENCE MATRIX

LESSON PLANNING		
COMPETENCES TO BE ACQUIRED AT TEACHER EDUCATION INSTITUTIONS	COMPETENCES TO BE MASTERED BY THE END OF 2ND TERM OF INDUCTION	COMPETENCES THAT MUST REFLECT IN NQTS' TEACHING BY THE END OF THE 3RD TERM OF INDUCTION
<ol style="list-style-type: none"> 1. Preparing Schemes of learning 2. Stating references adequately and clearly 3. Stating the different components of the lesson clearly 4. Stating day, date and duration 5. Stating objectives/ indicators/ content standards in achievable or measurable terms 6. Stating starters clearly 7. Planning developmental appropriate lesson using creative pedagogies 	<ol style="list-style-type: none"> 1. Planning lessons which show awareness of the range of learners' interests, abilities and needs 2. Planning lesson which demonstrate continuity and progression aimed at achieving integration of learning experience 3. Using generic learning skills to emphasize activities that learners need to master 4. Setting out relevant core competencies clearly 5. Stating assessment techniques that reflect the 	<ol style="list-style-type: none"> 1. Planning work with learning goals in mind 2. Setting definite targets in lesson planning and ensures evaluation of progress achieved 3. Showing awareness of the need for continuity and progression 4. Showing an understanding of the need to reflect on own practices and conducts self-assessment 5. Planning to modify and refine lessons based on self-assessment of practices 6. Planning lesson to cater for the needs of different ability groups

<p>8. Preparing and uses appropriate TLRs effectively</p> <p>9. Planning lessons to suit time allocated</p> <p>10. Stating relevant and appropriate core competencies</p> <p>11. Following the approved learning plan format</p> <p>12. Integrating appropriate technology into the learning design</p>	<p>objectives/indicators/content standards of the lesson</p> <p>6. Planning lessons stating relevant teaching and learning resources</p> <p>7. Integrating appropriate technology into the learning design</p>	
LESSON DELIVERY		
<p>1. Using appropriate introduction techniques and links it to the new lesson</p> <p>2. Using a range of appropriate resources in lessons</p> <p>3. Demonstrating awareness of the need to</p>	<p>1. Showing evidence of sufficient knowledge and understanding of subject matter</p> <p>2. Maintaining learners' interest and motivation through stimulating environment such as use of suitable varied and appropriate teaching strategies</p> <p>Planning group work having regard</p>	<p>1. Showing in-depth knowledge of subject beyond examination syllabuses</p> <p>2. Showing evidence of delivering a lesson in meaningful way within a given time</p> <p>3. Showing evidence of involving generic learning skills in lesson delivery</p>

<p>use play-based learning and other creative pedagogies appropriate for age and ability, taking cognizance of gender, equity and social inclusiveness (GESI) issues</p> <ol style="list-style-type: none"> 4. Showing interest and enthusiasm for classroom work 5. Handling questions effectively 6. Giving clear and simple instructions 7. Demonstrating systematic and sequential delivery of lesson 8. Using appropriate assessment (as, for, of learning) techniques in their teaching learning process 	<p>to classroom layout and promotion of a collaborative learning environment, taking into consideration GESI issues</p> <ol style="list-style-type: none"> 4. Showing evidence of promoting generic learning skills through class activities 5. Using individual, group and whole class, teaching and learning strategies effectively and appropriately 6. Demonstrating understanding of how to handle sensitive topics in the teaching learning situations 7. Demonstrating awareness of recent ideas or discoveries in the subject areas 8. Progressing smoothly and sequentially from one activity to another 9. Paying attention to different ability groups in terms of subject matter selection and lesson presentation 10. Using appropriate motivation 	<ol style="list-style-type: none"> 4. Showing evidence of the need for assessing a lesson/learner ability 5. Using chalkboard, textbooks and other instructional resources effectively 6. Showing evidence of identifying lapses in lesson presentation and reflecting for continuity and progression 7. Evaluating lessons effectively against set targets 8. Demonstrating mastery of integration of play based learning, creative pedagogies and appropriate technologies in the teaching-learning process 9. Demonstrating mastery of integration of appropriate assessment (as, for, of) techniques in their teaching learning process
---	--	---

<p>9. Using appropriate technology to enhance teaching and learning process</p>	<p>techniques to promote learners' interest to maintain an effective learning environment</p> <p>11. Using appropriate assessment (as, for, of learning) techniques in their teaching learning process.</p> <p>12. Using appropriate technology to enhance teaching and learning process.</p>	
---	---	--

CLASSROOM ORGANIZATION AND MANAGEMENT

<p>1. Ensuring suitable seating arrangements to suit particular lessons and pupils with difficulties.</p> <p>2. Showing awareness of various strategies for classroom teaching realizing that some classes are more difficult than others to manage.</p> <p>3. Making all attempts to ensure lesson delivery is suitable for the class</p>	<p>1. Demonstrating an awareness of the need to use a range of teaching and learning strategies appropriate for the age, ability and attainment level of learners.</p> <p>2. Managing instructional hours effectively so that learners have an opportunity to participate actively in the teaching-learning process to gain the expected knowledge and skills.</p> <p>3. Showing awareness of the application of strategies to promote</p>	<p>1. Using rewards and positive discipline effectively to promote learners' interest and maintain effective learning environment.</p> <p>2. Using different groupings of learners to maximize learning.</p> <p>3. Maintaining a stimulating and informative environment appropriate to learning activities through a range of teaching strategies.</p> <p>4. Evaluating the effectiveness of various resources in terms of learning outcomes.</p>
--	--	--

<p>being taught and accessible to all learners.</p> <p>4. Showing awareness of time constraints in lesson planning and delivery.</p> <p>5. Using a range of resources in lesson delivery.</p> <p>6. Displaying awareness of age, ability and socio-economic background of learners.</p>	<p>learners' motivation.</p> <p>4. Showing evidence of how to create and maintain a positive and orderly learning environment</p>	
---	---	--

ASSESSING LEARNERS' PERFORMANCE AND LEARNING

<p>1. Displaying awareness of the role of assessment in motivating and encouraging learners.</p> <p>2. Showing awareness of the role of assessment as, for and of learning in the teaching learning process</p> <p>3. Realising the importance</p>	<p>1. Choosing appropriate assessment methods in relation to progression of learners.</p> <p>2. Providing oral and written feedback to learners on their progress.</p> <p>3. Assessing and recording systematically the progress of individual learners</p> <p>4. Using assessment in relation to progression of individual learners</p>	<p>1. Demonstrating understanding and awareness of new/alternative assessment techniques.</p> <p>2. Using assessment as, for and of, to support independent study skills for effective learning.</p> <p>3. Using assessment criteria as outlined in the curriculum to gather information on learners' performance/attainment</p>
--	--	--

<p>of regular setting, conducting and scoring of exercises and giving prompt feedback.</p> <p>4. Showing awareness of types of records and the importance of keeping these records of learners' assessment</p> <p>5. Showing awareness of the importance of assessment for referral and remediation purposes</p>	<p>and provide support for independent study skills</p>	
<p>DEVELOPMENT AND USE OF TEACHING AND LEARNING RESOURCES</p>		
<p>1. Showing evidence of the need for teaching and learning resources in teaching.</p> <p>2. Showing resourcefulness and creativity in assembling instructional resources</p>	<p>1. Adapting learning resources to the level of learners</p> <p>2. Using instructional resources effectively</p> <p>3. Arousing and sustaining learners' interest through effective use of teaching and learning resources</p>	<p>1. Varying teaching and learning resources in response to needs</p> <p>2. Reflecting on the degree to which learning resources can maximize learning</p> <p>3. Showing evidence of good storage and maintenance of TLRs</p> <p>4. Progressively integrating appropriate technology and creative pedagogies in the teaching and learning process</p>

USE OF GHANAIAN LANGUAGES AS MEDIUM OF INSTRUCTION AT THE LOWER PRIMARY LEVEL

<ol style="list-style-type: none"> 1. Showing evidence of the need for using play language at the lower primary 2. Showing awareness of the potential of play language for developing the learners' reading and writing skills 3. Planning lesson using play language to meet diverse needs of learners 4. Showing positive attitude towards subject taught and encourages learners to emulate 	<ol style="list-style-type: none"> 1. Presenting lesson based on relevant previous knowledge of learners 2. Using methods and appropriate techniques of teaching and learning 3. Using positive reinforcement techniques to enhance learning 4. Catering for learners' diverse needs including GESI issues 5. Maintaining good relationship with learners 6. Demonstrating understanding of the subject matter 7. Demonstrating self-confidence for professional teaching work 	<ol style="list-style-type: none"> 1. Identifying and focusing on learner needs through questioning and other means during their interaction with learners 2. Demonstrating knowledge of the potential of the play language in helping to develop learners' numeracy, literacy and problem solving skills 3. Planning work which demonstrates continuity and progression of learning
--	---	---

MULTI-GRADE TEACHING AT THE LOWER PRIMARY LEVEL

<ol style="list-style-type: none"> 1. Showing an awareness of the need for multi-grade teaching in certain areas 2. Planning work to cater for the varying needs of learners in different class situations 	<ol style="list-style-type: none"> 1. Adapting lesson to meet the needs of learners in various grades put together 2. Sustaining interest of learners through effective use of teaching-learning resources 3. Engaging learners effectively 	<ol style="list-style-type: none"> 1. Demonstrating some degree of reflection to evaluate learning needs 2. Evaluating lessons through questioning and summarizes salient points for learners
--	--	---

3. Showing resourcefulness and creativity in multi-grade situations		
TEACHING OF LARGE CLASSES AT THE LOWER PRIMARY LEVEL		
<ol style="list-style-type: none"> 1. Showing awareness of implications of large class sizes on teaching and learning 2. Showing awareness of various strategies for teaching large classes 3. Demonstrating awareness of various strategies for classroom management 4. Using a range of appropriate resources in lesson delivery 5. Showing evidence of appropriate planning and application of strategies for teaching large classes 	<ol style="list-style-type: none"> 1. Selecting and using appropriate resources taking into consideration the learners' diverse needs 2. Managing instructional time effectively 3. Maintaining learners' interest and motivation by use of varied and appropriate teaching strategies 4. Showing awareness of the application of strategies to promote learners' motivation and participation in large classes 	<ol style="list-style-type: none"> 1. Demonstrating the ability to reflect over the strategies employed in teaching large classes 2. Using various teaching techniques to engage and sustain learners' interests 3. Demonstrating the ability to sequence learning activities so that learners have an opportunity to gain expected knowledge and skills. 4. Evaluating lesson to determine teaching and learning outcomes

IDENTIFICATION OF CAUSES OF LOW ACHIEVEMENT FOR APPROPRIATE INTERVENTION

<ol style="list-style-type: none"> 1. Demonstrating an awareness of the diverse abilities of learners 2. Demonstrating ability to identify diverse needs of learners 3. Planning lessons to cater for the diverse abilities of learners 4. Showing evidence of knowledge and understanding to deliver lessons to meet the need of learners 5. Showing evidence of sufficient knowledge and understanding of the need to offer remedial support to low achievers 	<ol style="list-style-type: none"> 1. Showing ability to investigate causes of low achievement among learners 2. Showing awareness of strategies and current discoveries on how to address causes of low achievement among learners. 3. Demonstrating evidence of how to plan and present lesson sequentially to meet the needs of learners 4. Providing prompt feedback to low achievers in a diagnostic manner 5. Providing remedial teaching and support for low achievers 	<ol style="list-style-type: none"> 1. Demonstrating the ability to reflect on the causes of varied achievement levels of learners 2. Showing ability to evaluate strategies adopted in teaching low achievers 3. Demonstrating ability to design work plan to track progression of learning among low achievers for decision making 4. Demonstrating some degree of reflection on the need for remedial support while teaching
--	--	--

WRITING REPORT ON FINDINGS OF ACTION TAKEN BY NQTs TO SUPPORT LOW ACHIEVERS	
1ST HALF OF INDUCTION	2ND HALF OF INDUCTION
<ol style="list-style-type: none"> 1. Shows evidence of knowledge and understanding of the need to carry out an Action Research to help improve the performance of low achievers 2. Demonstrates an awareness of the need to update report on low achievers 3. Prepares comprehensive report on low achievers to serve as a guide and appraisal for diagnostic teaching. 	<ol style="list-style-type: none"> 1. Writes a profile on low achievers to show progression 2. Show commitment to developing subject knowledge to help low achievers 3. Demonstrates continuous reflection of strategies used

3.2 COMPETENCES REQUIRED FOR LIVING IN A NEW COMMUNITY

The other major competency area involves issues about living and working in new communities. NQTs must be equipped to demonstrate a high degree of self-discipline and a sense of community living to remain relevant.

Important areas that need to be emphasised for the NQTs should include:

- a. Living in a compound house;
- b. Provision/preparation of meals during the Induction period;
- c. Involvement in community activities;
- d. Adjustment to social norms and culture;
- e. Observance of taboos and customary rites;
- f. Non-involvement in local politics;
- g. Good moral behaviour;
- h. Management of personal finances;
- i. Good health awareness and practices;
- j. Decent Dressing and good grooming; and
- k. Safety and security consciousness.

3.2.1 Living in a Compound House

Observance of certain acceptable forms of behaviour is required to ensure harmonious co-existence in compound houses. NQTs should be informed of the importance of:

- a. exchanging greetings;
- b. living in companionship and supporting one another;
- c. taking part in cleaning/sanitation activities;
- d. sharing in the use of utilities and the payment of attendant bills.

a. Greetings

As tenants in a compound house, NQTs are encouraged to cultivate the habit of exchanging greetings with neighbours, especially in the mornings and on arrival in the house after a long period of absence. For example, on arrival from school, NQTs have to greet people they meet in the house. NQTs should understand that in our culture the refusal to greet breeds suspicion and animosity.

b. **Living in Companionship**

NQTs are encouraged to understand that life in a compound house is one of companionship and living in unison. They are encouraged to be one another's keeper.

c. **Cleaning and Sanitation Activities**

Cleaning of toilets, bathrooms and the compound is done collectively. In some cases, a roster is made and tenants are to co-operate to ensure peaceful co-existence.

d. **Sharing utilities and the payment of bills**

I. It is important to sensitise NQTs on the need to pay bills for utilities such as electricity and water promptly.

II. In compound houses, these are shared using a formula. For example, electricity bills may be shared according to the number of gadgets or bulbs one may use. Water bills may be shared according to the number of household members.

e. **General comportment in a compound house**

Living in a compound house demands a certain level of decorum. For instance, NQTs are advised on the need to avoid noise making and gossiping.

f. **Provision/Preparation of meals during school Induction**

NQTs should be informed that their feeding during the period of Induction could be done through:

- a) Individual cooking — Even though this option may allow the individual to choose what to eat and when to eat, it may be more costly.
- b) Joint cooking — This allows Newly Qualified teachers to come together and cook for themselves. They may contribute equal amounts of money for a period for food purchases and cook in turns or by two people at a time.
- c) Hiring a caterer — A caterer may be hired by an individual or group of NQTs to cook for a fee.

g. **Involvement in community activities**

■ Active involvement in community activities could foster a positive NQT-community relationship. NQTs are encouraged to take active part in community activities.

■

3.2.2 Adjustment to Social Norms and Culture

It should be made known to NQTs that each community, village or town has laid down social norms which must be observed by everyone living in that community. NQTs should, therefore, familiarise themselves with these norms and observe them accordingly to gain the acceptance of the communities. For example, the exchange of greetings i.e. a universal observance in Ghanaian communities which must be responded to verbally and not with a nod. Also, NQTs should be informed that in most Ghanaian societies it is unacceptable to use the left hand to make gestures or to point at people.

3.2.3 Taboos and Customary Rites

NQTs are expected to become aware, observe and respect taboos and customary rites of the communities where they will live. This will ensure harmonious coexistence. For example, there are customary rites and practices associated with festivals and marriages which must be observed by everyone living in that community.

NQTs are, therefore, encouraged to find out which taboos and customary rites are observed in the communities and comply.

3.2.4 Non-involvement in Local Politics

Even though NQTs are encouraged to be fully involved in all community activities, they should also be cautioned to avoid meddling in local politics and chieftaincy affairs.

NQTs should remain neutral in all local political and chieftaincy matters.

3.2.5 Good Moral Behaviour

NQTs are expected to conduct themselves professionally in the community and avoid engaging in activities that will bring the image of the service into disrepute. NQTs are encouraged to read the code of conduct, code of professional ethics and practice, and the conditions of service.

NQTs should avoid posting or sharing nude and revealing inappropriate pictures, videos, images and messages of themselves and others on social media.

3.2.6 Management of Personal Finances

NQTs need to be reminded that their monthly allowances may constitute their main source of financial support during the period of their Induction and this should be judiciously used.

NQTs should be advised to make a spending plan or a budget. This involves the listing of financial goals (i.e. identifying those things they want to spend their money on), estimating their income (i.e. listing of sources of money income such as salaries and gifts, and estimating their expenses (i.e. listing all their expenses such as payment of water and electricity bills, food purchases and clothing). The most important point to be conveyed to NQTs is that their expenses should not exceed their income.

3.2.7 Good Health Awareness and Practices

NQTs should be impressed upon to pay particular attention to their health while on induction. They must, therefore:

- a. eat good food (balanced diet);
- b. take their meals regularly;
- c. boil and filter their drinking water (where there is no pipe borne water);
- d. sleep in mosquito nets (where mosquitoes are a problem);
- e. maintain sound sanitation and environmental practices;
- f. report at the nearest clinic/hospital for medical attention in case of ill health. Do not resort to self-medication.

a. Safety and security consciousness

- i. Be aware of contacts of safety and security agencies.
- ii. Keep and share contact numbers of critical friends and close relatives.
- iii. Have contact numbers of opinion leaders and influential people in the community.
- iv. Remember to keep doors closed and locked to prevent intrusion.
- v. Avoid sharing sensitive information.
- vi. Relate well to community members.

CHAPTER 4

WORK-STUDY BY NQTs AND SUPPORT FROM PLAYERS IN THE MANAGEMENT OF THE INDUCTION PROGRAMME

4.0 Introduction

During the period of Induction, NQTs will combine teaching with portfolio development and in-service training.

4.1 Practice of NQTs

- i. NQTs will be assigned to work with mentors who will guide their professional growth.
- ii. NQTs will be supported by mentors to teach a number of periods based on subject specialization.
- iii. NQTs shall report to school on time and stay throughout the instructional period.
- iv. NQTs shall observe all lessons taught by the class teacher.
- v. The class teacher shall observe all lessons taught by the NQTs.
- vi. At the end of a lesson, both the class teacher and NQTs shall meet and share experience.

4.2 Advance Preparation for Lesson Delivery

NQTs should prepare well before they teach. A major, and an initial, activity is the preparation of the Scheme of Learning. In fact, the preparation of the scheme of learning is the responsibility of the Mentor. "However, NQTs are advised to take part in its preparation so that they learn how to do it". NQTs are required to set out the scheme of learning in a special notebook or exercise book. The required format can be found in the teachers' resource pack developed by NaCCA.

4.3 Lesson Delivery

After having been taken through advanced preparations, NQTs are required to make efforts towards successful lesson delivery. NQTs will deliver lessons using the following stages. These are: Lesson Introduction, Development of the Lesson and Closure of the Lesson.

4.4 Mentorship support to develop NQTs competence

Competency area	NQTs expectation	Mentor support
1. Scheme of Learning	<ul style="list-style-type: none"> i. Use the appropriate curriculum resources and prescribed guidelines to prepare scheme of Learning. ii. Include relevant/appropriate TLRs in scheme of learning. 	<ul style="list-style-type: none"> i. Provides curriculum resources Supports NQTs to develop and interpret scheme of learning
2. Lesson Preparation	<ul style="list-style-type: none"> iii. Clearly state the rubrics for learning plan. iv. Write appropriate contents under each rubric v. State TLRs required for lesson and indicate how and when they will be used in the developmental stages of the lesson. vi. States appropriate starters for the lesson and indicate their linkage with the concepts and skills for the lesson. vii. State developmentally appropriate activities using play based learning and other creative pedagogies in the lesson. viii. Include activities to promote generic learning skills. ix. Provide opportunities for learners to practice the new learning whiles using appropriate assessment strategies to 	<ul style="list-style-type: none"> ii. Supports NQTs to prepare learning plans that meet learners' needs and submit them for vetting. iii. Support NQTs to prepare appropriate TLRs and integrate them effectively in teaching and learning. iv. Support NQTs to design appropriate assessment strategies and integrate them in the lesson.

	monitor and support learning.	
c) Lesson Delivery	<ul style="list-style-type: none"> • Use appropriate starters for the lesson and indicate their linkage with the concepts and skills for the lesson. • Use developmentally appropriate activities including play based learning and other creative pedagogies in the lesson. • Create environment to promote individual learning. • Arrange classroom/ workshop/ facilities to create a conducive learning environment and ensure effective class control. • Include activities to promote generic learning skills. • Use appropriate assessment strategies to encourage learners to practice the new learning tasks and monitor their progress. • Ensure effective use of instructional time. • Use appropriate strategies to motivate and sustain learners' interest in the lesson. • Pay attention to GESI issues. 	<ul style="list-style-type: none"> ● Guide NQTs to arrange and organize the learning environment for meaningful learning. ● Support NQTs to integrate developmentally appropriate activities into lesson delivery. ● Guide NQTs to adopt appropriate strategies to support learners to develop and use core competencies.

4.4 Post-lesson Discussion (Sharing Experiences)

Post-lesson observation conference with NQTs is key. Mentors are, therefore, encouraged to use coaching for high performance models and reflective practitioner models embedded in the coaching and mentoring framework developed by NTC.

4.4.1 Some key issues to note during post-lesson discussion

- Discussion of lesson at the end of each presentation is very important. The intention is to help each NQT to improve upon his/her teaching skills.
- Right from the beginning, make sure the NQT is at ease. He/she must not feel threatened or inferior.
- Let the NQT assess the lesson himself/herself. For example, what do you think about your summary, presentation, board illustration, class control, introduction, conclusion, etc. You may find out which aspects of the lesson he/she felt were good and why, which aspects he/she would like to improve upon and why, or what he/she would like to do differently next time.
- Introduce your suggestion(s) gradually as the NQT raises relevant issues. Avoid criticising destructively.
- Maintain a dialogue when you make suggestions. Listen to the views of the NQT. Try and understand him/her and appreciate their problems and efforts.
- Try to find some positive points in every lesson.
- The mentor may not always be right. He/she is a helper (gives support) and not a critic.

CHAPTER 5

DEVELOPMENT OF PORTFOLIO

5.0 Introduction

This chapter deals with issues concerning portfolio assessment and mentors' self-assessment instruments for assessors and mentors.

The NQTs, with the support of their mentors and portfolio assessors, should be guided by the portfolio rubrics in Appendix 1 to develop portfolio for assessment

SECTION 1

5.1 ASSESSMENT

5.1.1 Portfolio Assessment

Portfolio assessors shall visit NQTs in their schools to assess and score their portfolios using the rubrics. It is, therefore, expected that the NQTs will follow this handbook to prepare themselves well before they meet the assessors for inception meeting. During the inception meeting, assessors will provide professional support to guide collection of artefacts and other relevant materials for the portfolio development. The assessors will subsequently meet the NQTs for portfolio assessment and scoring as well as addressing any other needs in line with portfolio development and assessment.

5.1.2. Mentors' Self-Assessment

Mentors should have a mechanism of evaluating the support they provide to NQTs. One such mechanism is the use of self-assessment instruments. The format below serves as a guide to enable mentors to be prompted about the roles and responsibilities they need to perform.

For effective mentoring and supervision, portfolio assessors and mentors need to appraise the support they give to the NQTs. This is the surest way of meeting the needs of the NQTs. The sub-sections below outline the instruments that mentors and Portfolio assessors should use to appraise their work.

Mentors supporting NQTs should have an approach to assess their performances for improvement. The self-assessment instrument below will, therefore, serve as a guide for mentors' self-reflection activity.

MENTORS' SELF-ASSESSMENT INSTRUMENT	
Description of Competence	Comments
<p>How do I:</p> <ul style="list-style-type: none"> i. give direct help through specific examples to explain problems of teaching and learning ? ii. supplement the NQTs learning experience with extra activities for their practice? iii. use probing questions to develop NQTs skills in competency areas? iv. direct NQTs to other sources to obtain information for their professional practice? v. monitor NQTs' day-to-day problems to help resolve them? vi. take immediate action to address NQTs' needs? vii. support NQTs with suitable learning resources? viii. contribute immensely to NQT's learning achievements? ix. arrange for a face-to-face discussion with NQTs regularly x. motivate NQTs to work harder? xi. build confidence in NQTs? xii. take note of difficulties that NQTs have which should be passed on to the Portfolio Assessors? xiii. write reports that reflect the progress being made by NQTs? xiv. accept responsibilities associated with my position as mentor and perform them accordingly. xv. collaborate well with Portfolio Assessors to achieve the purpose of the Induction programme? xvi. encourage NQTs to learn best practices from other teachers? 	

Portfolio Assessors' Self-Assessment Tool

Portfolio assessors serving as the bridge between NTC and schools should have an approach to assess their performances. Hence, the self-assessment instrument below should serve this purpose.

Portfolio Assessors' Self-Assessment Tool			
Description of Competence	To a very large extent	To a large extent	Not at all
<p>To what extent can I,</p> <ol style="list-style-type: none"> 1. assess NQTs' performance objectively? 2. monitor NQTs' progress extensively with the needed support? 3. provide extra support to NQTs experiencing difficulty? 4. encourage group discussions among NQTs as a way of providing support for another? 5. encourage NQTs to share experiences? 6. encourage NQTs to interact with mentors and other staff members as colleagues? 7. meet with mentors regularly as scheduled? 8. feel confident in the discharge of my responsibilities as a Portfolio Assessor? 9. share my experiences and challenges with other Portfolio Assessors? 			

10. submit scores on NQTs' portfolio as scheduled?			
11. see my visit to schools as a way of providing professional support to the mentors and NQTs in particular?			
12. support NQTs to develop their portfolios and conduct action research?			

Note: Range: 0 – 8 (low competence), 9 – 16 (Medium competence), 17 – 24 (High competence)

PART 2

OBSERVATION GUIDE FOR NEWLY QUALIFIED TEACHERS

INTRODUCTION

As you step into the school you have been placed for induction, you are supposed to develop a portfolio that reflects your teaching responsibilities, philosophy, goals and accomplishments. As part of your induction programme, you are required to participate in classroom observations. For each day in the weeks of the observation period (four weeks), you are required to conduct one observation using the appropriate template.

SECTION I: PERSONAL DETAILS

Name: **Programme of study**.....

GTLE No.**Nationality:** **Sex:** M / F

College/University attended:

Ghanaian Language of study (if any):

School of placement:

District: **Region:**

Reporting date:

Period of induction: From to

Mentor's name:

Name of school head:

Language of instruction you used in the school of placement:

.....

SECTION II: NQTs OBSERVATION EXPERIENCE

Tick (✓) all as apply to your observation experience:

Classroom Observation (specify subject):.....

Interview (specify interviewee):

Teaching (specify subject taught):

Staff meeting (specify purpose):

Other interactions (specify):

FIELD EXPERIENCE LOG (3points)

This is designed to support learners to document their daily experiences as indicated in the sample below:

Sample of Field experiences entries To be completed by NQTs for each term/semester of induction period

Academic year

Term/Semester

Week	Date	Times	Activity	Lesson Learnt
1	4 th Feb,2020	8.30am- 9.00am	Observed the conduct of staff meeting	How to address the chairperson before making contributions to the meeting
2	11 th Feb,2020	9.00am- 9.30am	Engaged in discussion with my mentor on how to plan and prepare a lesson	Interpretation of coding and how to support learners to use/develop core competences
3	18 th Feb,2020	2.00pm- 2.30pm	Observed science lesson	How to start lessons using appropriate starters

WEEK ONE (Interviews)

ACTIVITY 1: PRE-INDUCTION OBSERVATION ACTIVITIES

(3points)

To understand some of the things you will observe in lessons, it is important to have the opportunity to interact with your mentor on classroom practices. Use this guide to interact with your mentor.

Note: *In your interaction with your mentor, you must be courteous.*

1. How do you decide on time allocation for different activities during lessons?

.....
.....

2. How does your classroom arrangement facilitate active engagement and effective learning?

.....
.....

3. Explain the different approaches used to facilitate learners' understanding of concepts you teach in class.

.....
.....
.....

4. What do you do to support your learners who have challenges with learning specific areas?

.....
.....
.....

5. Are your learners able to give their opinions on issues in your class?

Yes

No

How do you encourage your students to give their opinions in class?

.....

6. What special arrangements do you make to support learners with diverse learning needs?

.....

.....

.....

ACTIVITY 2: ENGAGEMENT WITH THE HEAD TEACHER
(3points)

To understand some of the things you are observing about your placement school, it is important to listen to the perspective of the head teacher. Use this template to guide your interaction with the school head.

Note: *In your interaction with your lead mentor, you must be courteous.*

1. How long have you been a head in this school?

2. Do you delegate duties to your teachers?

Yes

No

If yes, how do you decide which roles to delegate to various teachers?

.....

.....

If no, why?

.....

.....

3. Do you observe your teachers teach in class?

Yes

No

If yes, explain some of the approaches you have observed teachers use to facilitate learners

understanding of concepts.

If no, why?

.....
.....

4. In your opinion, how does classroom arrangement affect learners in your school?

.....
.....

5. What is the situation of your school concerning classroom arrangement and learning?

.....
.....

6. Do you organize School-Based INSET (SBI) for teachers in the school?

Yes

No

If yes, explain some of the approaches you have observed teachers use to facilitate the sessions

.....
.....
.....

If no, why?

.....
.....

Ask the lead mentor to provide information on professional development activities organized for the school for the past year.

Level	Frequency (indicate number of times)	Areas of focus (topics)
Kindergarten		
Lower Primary		
Upper Primary		
Junior High School		

7. Ask the lead mentor to provide information on language teachers use for instruction in the school (complete the table below)

Level	Language(s) used for instruction
Kindergarten	
Lower Primary	
Upper Primary	
Junior High School	

8. What language(s) do learners in your school use for play outside-of-class (e.g, during break time)?

.....

9. How many times in a term do you organize staff meetings in your school?

.....

10. What is usually discussed at your staff meetings?

.....

.....

11. How often do you interact with stakeholders in your community?

.....

**ACTIVITY 3: FIRST CLASSROOM EXPERIENCE OF
INDUCTION (3points)**

As NQT within the first week of your entry into the school you have been placed for induction you, will observe a lot of activities going on in the learning environment. You are, therefore, required to note down some of these experiences since they can impact your professional growth.

Week Date Period

Class observed: Number of students in class:

Number of boys in class: Number of girls in class:

Subject observed:

1. Is the learning environment print-rich (pictures, posters, drawings in the learning environment)?

Yes

No

If yes, which subjects do they mainly cover?

a) Subject one:

Describe what the pictures depict:

.....

b) Subject two:

Describe what the pictures depict:

.....

c) Other subjects:

.....

2. Indicate whether they were print-outs or hand-drawn?

.....

3. Were they well labelled? Yes No

4. Find out and indicate how long they have been on display?

.....

5. Are there any displays of learners work? Yes No

If yes, what subjects or topics were they on?

.....

How long has the work been on display?

.....

6. Is there sufficient furniture (desks or tables and chairs) for learners? Yes No

7. Is the furniture properly arranged? Yes No

8. How were desks arranged?.....

9. Are there any technological tools and devices in the learning environment? Yes No

If yes, state the devices available?

Is there internet connectivity in the learning environment?

Yes No

10. Are there sufficient teaching and learning resources (textbooks, Crayons, supplementary readers, workbooks etc.) in the school?
Yes No

If yes, specify the resources:

Are the resources accessible to learners? Yes No

11. What other things did you observe in the classroom?
.....
.....
.....

WEEK TWO

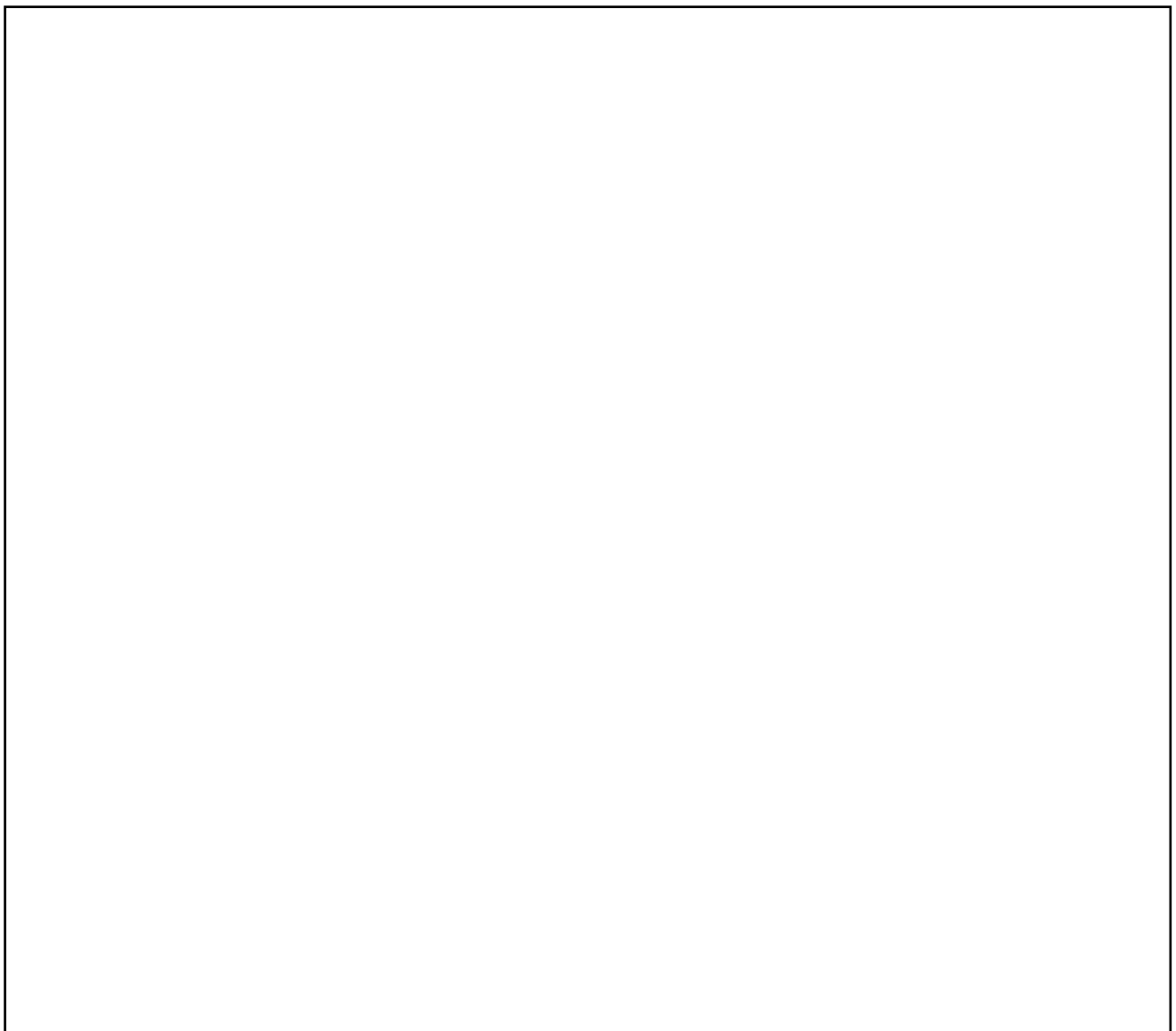
SKETCHING THE CLASSROOM ARRANGEMENT FROM ONE POINT PERSPECTIVE (*3points*)

The classroom arrangement can influence teaching and learning as well as group dynamics and class management. NQTs are, therefore, encouraged to observe the classroom and sketch the seating arrangement of the learners and the teacher, showing the location of the writing board.

Week

Date

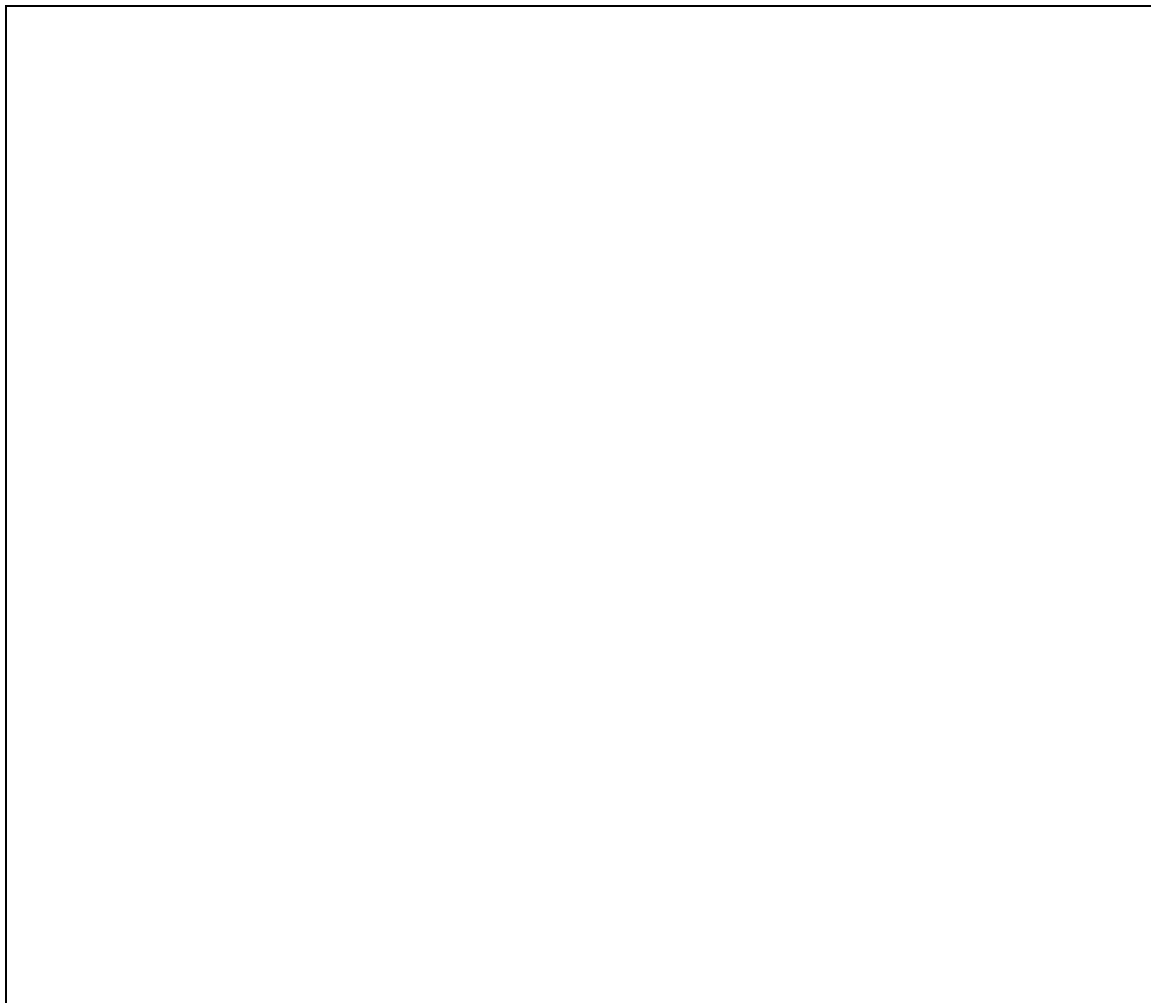
Time



2. How does this arrangement affect learning?

.....
.....
.....
.....

3. Sketch how you would arrange the classroom differently to improve learning experience.



Give reasons for your new arrangement

Explain how the arrangement can improve learning experience in the learning environment

.....

WEEK THREE

NQTs GUIDELINES FOR LESSON OBSERVATION (3points)

Observing lessons of teachers offers NQTs a practical field experience of teaching and learning. NQTs are, therefore, required to observe lessons and document their observations on the template below. *(This has to be completed at least four times for different lessons within the week)*

Class observed: **Subject observed:**.....

Number of learners:..... **Number of Boys:**

Number of Girls:.....

Number of learners with disability (if any):

1. Write the indicators set out to be achieved in the lesson

.....

2. How did the teacher start the lesson?

.....

3. In what language(s) did the teacher communicate with the class?

4. In what language(s) did the learners communicate with one another?

.....

.....

5. How many girls and boys were called to answer questions in class?

Girls: Total **Boys:** Total

6. Was the teacher's feedback to girls and boys different in their

7. response to questions asked? Yes No

If yes, describe what you noticed.

.....

8. What did the teacher do to make learners actively participate in the lesson?

9. How did the teacher monitor learners' learning? (oral questions, going round, calling out learners, etc.).

.....

10. How did the teacher assess learning during the lesson (Oral questions, class exercise, etc.)

.....

11. How did the teacher promote extension of learning and practice? (Homework and project work)

.....

12. Did the teacher use the writing board often? Yes No

13. Was the classroom atmosphere friendly? Yes No

14. Do you think the learners enjoyed the lesson? Yes No

15. Were there learners who required special assistance in the learning environment? Yes No

b. If yes, was the teacher able to assist them? Yes No

c. If yes, what kind of support was provided by the teacher?

16. In what ways did the teacher modify or adjust his/her teaching to support all learners in the class?

.....

17. Did learners actively participate in the lesson? Yes No

18. How did the teacher encourage learners to participate?

19. Were there any problems with learners' behaviour in the class?
Yes No

If yes, describe the learners behaviour problem(s) observed?

20. How did the teacher manage the learners' behaviour problem(s)?
.....

21. Indicate one of the stated indicators that was attended to in the lesson.
.....
.....

22. State the core competencies that were to be developed and used.
.....
.....

23. Which teaching and learning strategies were used to enable the learners develop the core competencies identified.
.....
.....

24. What did you learn from the teacher's appearance?
.....
.....

25. What assessment techniques were used to assess the lesson?
.....
.....

26. How did the teacher assess learning during the lesson? (Oral questions, written exercises, etc.)

.....
.....

27. Which other assessment techniques could have been used?

.....
.....

WEEK FOUR

OBSERVING LEARNERS WITH SPECIAL NEEDS (3points)

(This has to be completed at least four times for different cases within the week)

OBSERVATION NUMBER:

It has been observed that learners with special needs suffer from regular learning environments when teachers consider all as equal. As a result, it is important to pay attention to all learners in class so their needs can be addressed. It is, therefore, recommended that NQTs will familiarize themselves with issues affecting learners with diverse needs during induction period. The template below provides opportunities for NQTs to observe and record information regarding Gender, Equity and Social Inclusiveness (GESI) issues.

Class observed: **Subject:**

Number of Learners: **Number of girls:**

Number of Boys:

1. What type of special need have you observed with the learner you have chosen?

.....
.....
.....
.....

2. What kind(s) of resources are available in the learning environment to assist the learner?

.....
.....

3. a. Were the instructions modified to suit this learner's needs?

Yes No

b. If yes, how was it modified to support the learner?

.....

d. Who provided support to this learner apart from the class teacher?

.....

.....

4. How does the learner manage to complete the activities/tasks assigned in class?

.....

.....

.....

.....

PORTFOLIO RECORDS

MENTORS' RECOMMENDATION GUIDE

Evaluation of NQTS by mentors based on the following dimensions of professional practice of teachers:

1. Punctuality
2. Regularity
3. Attitude towards work
4. Professionalism (including how they behave towards students with physical or learning challenges and interact with teachers, administrators, learners and the community at large)
5. Willingness to support co-curricular activities of the school

The mentors, therefore, should be guided by the rubric below to gather information for their recommendation.

PUNCTUALITY

	ATTRIBUTE
	NQT comes to school before morning assembly every time except for one day
	NQT comes to the morning assembly except for three or four times
	NQT comes to school before the morning assembly only once or twice
	NQT never comes to school before morning assembly

REGULARITY

	ATTRIBUTE
	NQT always comes to school every day that they are expected to come except for one day
	NQT comes to school every day that they are expected to come except for two or three days
	NQT comes to school on only one or two of the days that they were expected to come except for the week of visits by portfolio assessor
	NQT never came to school on any of the days that they were expected to come except for the week of visits by portfolio assessor

ATTITUDES TOWARDS WORK

	ATTRIBUTES (Tick as many as apply)
	NQT has the desire to make a difference in teaching and learning.
	NQT is hardworking and diligent to duty.
	NQT makes conscious effort to get involved in school activities
	NQT is enthusiastic about the induction programme

WILLINGNESS TO PARTICIPATE IN CO-CURRICULAR ACTIVITIES

	Quality of indicators
	NQT is desirous to contribute to co-curricular activities all the time.
	NQT is desirous to contribute to co-curricular activities some of the times.
	NQT is desirous to contribute to co-curricular activities but needs to be prompted.
	NQT does not show interest in co-curricular activities.

INTERPERSONAL RELATIONSHIP

	ATTRIBUTES (Tick as many as apply)
	NQT relates well with learners without any form of discrimination.
	NQT makes room to support learners with diverse special needs.
	NQT interacts with teachers and colleagues in a respectful manner.
	NQT interacts with administrators in a respectful manner.
	NQT does not relate well with the people in the school community.

PART 3

NATIONAL TEACHING COUNCIL



PORTFOLIO ASSESSMENT GUIDELINES

Instructional Manual for Teacher Portfolio Assessment

INTRODUCTION

Assessing teachers' portfolio and providing feedback in the spirit of support is the best means to help teachers improve their professional practice. Assessment of teachers' portfolio in general is used to determine professional growth and progression of the teacher.

Portfolio assessment has, therefore, become an important component of assessment in teacher education programmes. As part of licensing requirements, teachers in Ghana are expected to build a teaching portfolio over the period of their teaching.

Rationale

The rationale for this is to have a meaningful and purposeful collection of the works or artefacts of teachers to demonstrate their knowledge, competencies and skills in teaching over time. It is also to be used for decision making which may include requirements for promotion, licensing and assessing, and professional growth and development of teachers.

What is a teaching portfolio?

A teaching portfolio is a meaningful and purposeful collection of work (artefacts) done by a teacher to demonstrate their knowledge and skills in teaching over time. A teaching portfolio, then, is a collection of carefully selected work produced by the teacher as evidence of professional progress and accomplishments in learning to teach. It is a professional learning tool that teachers can use to reflect on their progress and professional growth over time.

Types of portfolios

There are different types of portfolios depending on the purpose. There are, for example:

Professional portfolio: It documents academic achievements across teaching, research, and community service.

Teaching portfolio: This portfolio is specific to teaching.

Course portfolio: This type of portfolio focuses on developing and teaching a specific course(s).

Student learning portfolios: These document students' learning achievements.

Some Uses of a Teaching Portfolio

The teaching portfolio and the process of building one can be a useful professional tool for teachers in practice and teacher educators.

Teaching portfolio :

- tells the story of the development of teachers;
- allows others to reflect upon and assess the teacher's progress and professional growth;
- allows others to assess teacher's teaching skills and knowledge;
- helps teachers to get visual evidence of their approach to instruction, their best practices and to show others the progress of their teaching during interviews.

Characteristics of Effective Portfolios

A teaching portfolio should be structured, representative and selective.

a. ***Structured***

A structured portfolio should be organized, complete, and creative in presentation.

b. ***Representative***

A portfolio should be comprehensive. The documentation should represent the scope of one's work and it should be representative across time.

c. ***Selective***

Only artefacts that demonstrate professional growth, strengths/accomplishments should be included. The quality of the materials included is much more important than the quantity.

Portfolio Content

There is a formula for preparing a portfolio. Since a portfolio is an individual product, no two portfolios will look alike. Each item in a portfolio should be accompanied by a brief written reflection indicating;

1. what the artefact is;
2. rationale for its inclusion in the portfolio;
3. how it fits into your view of teaching and learning; and
4. how each artefact demonstrates teaching competency.

Simply placing an artefact in a portfolio by itself may not communicate to the assessor why it is some significant professional achievement. Also, each item should be dated to facilitate the evaluation of progress throughout the year. The artefacts in a teaching portfolio should include those listed below;

1. Teaching Philosophy

NOTE: The teacher's own statement of teaching philosophy should be the central standard and starting point for any evaluation. There should be consistency. In other words, teaching practice must reflect teaching philosophy. In your statement of teaching philosophy, you have to describe what you believe about teaching and learning, why you hold those beliefs and how they have shaped your teaching style. This does not have to be long; a page or two is sufficient.

2. A video/audio tape of your best lesson/still photographs of your teaching
3. Scheme of work/action plan for teacher in administration
4. Lesson plans (learning plan)/implementation plan for teacher in administration
5. Samples of student work you have graded, showing your comments etc. or samples of activities you have evaluated showing your comments.
6. Reflective practice
7. Reflective logs
8. Your curriculum vitae



9. Hand-outs you have designed or materials you have published in line with your work
10. Assessment instruments (test items/quizzes) created by you, with their marking schemes, and an explanation of how effective (or ineffective) the assessment was used, or data collection instruments developed by you with sample data collected and analysed, and reports generated from the analysis
11. Work/task sheets drawn for students/clients
12. Circuit Supervisor's or immediate supervisor's assessment comments
13. Headteacher's/ supervisor's assessment comments
14. Peer assessment
15. List and description of learning/teaching aids (resources) that cannot be put into the portfolio
16. Reflections on your practice.
17. Number of In-Service Trainings attended
18. Types of in-service training attended (SBI, CBI, DBI CoP, etc.)
19. Training Logbook
20. Certificates awarded
21. School-wide information/particulars
22. Action Research conducted as part of the reflective practice

NATIONAL TEACHING COUNCIL

PORTFOLIO RUBRIC FOR NQTs

	3	2	1	0
Dimension	Target	Acceptable	Unacceptable	Not Rated

PERSONAL TEACHING PHILOSOPHY

(i) Goals 	Goals are specific to the context of the teaching subjects	Goals are usually specific to the teaching subjects but can sometimes be stated too broadly.	Goals are often unfocused or incomplete.	Goals are so broadly stated that they could apply to any teaching subject.
	Connects learning activities to disciplinary, academic, personal, and professional learning goals	Usually connects learning activities to learning goals, although the connection is sometimes not well developed.	Articulation of learning activities is often basic and unreflective, with few connections to learning goals.	Does not connect learning activities to learning goals.
(ii) Teaching techniques 	Teaching techniques stated and the description of activities suggest engagement of learners in creative pedagogies that ensures Universal Design for Learning	Teaching techniques mentioned and the description of activities do not encourage learner centeredness	Teaching techniques mentioned are broadly stated without specifically linked to learning activities stated.	No teaching technique is mentioned in the philosophy


(iii) Assessment practices <input data-bbox="78 311 286 427" type="text"/>	Incorporates descriptions of specific formal and informal assignments that ensure inclusivity (e.g., tests, papers, portfolios).	Incorporates descriptions of specific assignments but does not cater for inclusivity among learners with diverse needs.	Descriptions of work activities are usually stated too broadly or generally.	Does not specifically describe any work activities.
--	--	---	--	---

EVIDENCE OF WORK



Attendance <input data-bbox="62 643 266 753" type="text"/>	Available document indicates that teachers' attendance for the induction period was between 95% and 100% of the required number of attendance.	Available document indicates that teachers' attendance for the induction period was between 85% and 95% of the required number of attendance.	Available document indicates that teachers' attendance for the induction period was between 75% and 85% of the required number of attendance.	Available document indicates that teachers' attendance for the induction period was less than 75% of the required number of attendance.
---	--	---	---	---




SCHEME OF LEARNING

Alignment of indicators to the curricular indicators <input data-bbox="85 1214 288 1324" type="text"/>	All stated indicators are aligned with the curricular indicators for the grade level.	Less than 90 percent of the indicators are aligned with the curricular indicators for the grade level.	Less than 60 percent of the indicators are aligned with the curricular indicators for the grade level.	Not available Or deviates from the curricular content
---	---	--	--	--

<p>Alignemnt of Core Compences to curricular content</p> 	<p>Though the scheme targets all core competences in the curriculum, it highlights both resource and strategies to develop and enhance their use.</p>	<p>Though the scheme targets all core competences in the curriculum, it highlights either resource or strategies to develop or enhance their use.</p>	<p>Though the scheme targets all core competences in the curriculum, it is silence on resource and strategies to develop or enhance their use.</p>	<p>No stated</p>
--	---	---	--	------------------


LEARNING PLANS (15 LESSONS PER TERM)


<p>(i) Learning Indicators</p> 	<p>Measurable learning indicators are identified.</p>	<p>Learning indicators are identified, but one or two indicators are not measurable or are not clearly written; or some relevant learning indicators are missing.</p>	<p>Learning indicators are not identified or are not measurable.</p>	<p>Learning indicators are not applicable to the completion of this specific Learning assignment.</p>
<p>(ii) Alignment to Core Competencies/Values and Attitudes</p> 	<p>All learning indicators are well aligned with the core competencies, values and attitudes in the curriculum.</p>	<p>Some learning indicators are not well aligned with the core competencies, values and attitudes in the curriculum.</p>	<p>Some learning indicators are not aligned with the core competencies, values and attitudes in the curriculum.</p>	<p>No learning indicators have been identified nor aligned with the core competencies, values and attitudes in the curriculum.</p>

<p>(iii)Resource Planning</p> 	<p>Appropriate resources with a management plan are carefully structured to outline all the important components</p>	<p>Appropriate resources are identified with a management plan which lacks detail or is missing important components.</p>	<p>Appropriate resources are identified but their management is not planned for, or the management plan contains major or consistent problems.</p>	<p>Appropriate resources are not identified and/or their management is not planned for, or the management plan contains major or consistent problems.</p>
<p>(iv) Sequencing of Presentation</p> 	<p>Sequence of activities, procedures and transitions is clear and logical.</p>	<p>Sequence of activities, procedures and transitions is presented but lacks clarity or needs some revision in sequence.</p>	<p>Sequence of activities, procedures and transitions is not presented, or contains major or consistent problems.</p>	<p>This category was not applicable to the completion of this specific activity and assignment.</p>
<p>(v) TIMING</p> 	<p>Duration allotted for each component of sub-strands/topics is identified and achievable.</p>	<p>Duration allotted for each component of sub strands/topics is identified but over-estimates or under-estimates the time requirements for one or more components.</p>	<p>Duration allotted for each component of sub- strands/topics is not identified.</p>	<p>This category was not applicable to the completion of this specific activity and assignment.</p>


(vi) Appropriateness of Language (GRAMMAR) <input data-bbox="69 427 271 539" type="text"/>	Scheme of learning has proper grammar, spelling and punctuation, and is suitable for the age level of learners.	Scheme of learning contains a few misspellings or grammatical errors with some portions of the language not suitable for the age levels of learners.	Scheme of learning contains several misspellings or grammatical errors, and language used does not suit the age levels of learners.	Scheme of learning was not available, or content did not relate to the lesson.
(vi) Awareness of Learners' Entry Behaviour <input data-bbox="69 805 271 917" type="text"/>	Clearly demonstrates awareness of Learners' Entry Behaviour and how to support learners to improve from their current status	Clearly demonstrates awareness of Learners' Entry Behaviour but does not indicate supportive measures for improving learners' competences in these areas	Demonstrates insufficient awareness of Learners' Entry Behaviour	Does not demonstrate awareness of Learners' Entry Behaviour
(vii) Statement of Teaching Methodology <input data-bbox="107 1201 315 1313" type="text"/>	Presents teaching methods and strategies (e.g. questions, tests, exercises, feedbacks, portfolios processes) representing different teaching goals within	Presents teaching methods and strategies (e.g. questions, tests, exercises, feedbacks, portfolios processes) representing one teaching goal within the learning environment but do	Presents teaching methods and strategies with no examples representing similar teaching goals within the learning	Presents nothing on teaching methods and strategies and no examples representing teaching goals within the learning




	the learning environment which conform to the descriptions in the statement of philosophy	not conform to descriptions in the statement of philosophy	environment	environment
--	---	--	-------------	-------------

(viii) Assessing Learners' Learning 	Presents examples of formal and informal assignments (e.g. tests, papers, portfolios, journals) representing different learning goals and learning environments which are evidence of the implementation of the statement of teacher's teaching philosophy	Presents examples of assignments representing different learning goals and learning environments, although the examples are sometimes similar in learning goal or environment applied and these do not conform to the description in the statement of philosophy	Examples of assignments are generally similar in learning goal or environment applied but do not support development of any core skills	Provides no examples of assignments.
--	--	--	---	--------------------------------------

<p>Knowledge of Content-Standard</p> 	<p>Articulates advanced knowledge of the concepts in the discipline through the development of essential understandings and creative ideas that are aligned to standards across disciplines</p>	<p>Articulates knowledge of the concepts in the discipline through the development of essential understandings and creative ideas that are aligned to the standards.</p> <p>Teacher demonstrates knowledge of the progression of the content standards within and across adjacent grade levels.</p>	<p>Articulates a basic knowledge of the grade level concepts in the discipline.</p> <p>Teacher demonstrates limited connections across grade levels.</p>	<p>Contains errors or the teacher's plan does not articulate knowledge of the content standards</p>
---	---	---	--	---

REFLECTIVE TEACHING

REFLECTIVE TEACHING				
<p>(i) Identifying Areas for improvement</p> 	<p>Areas for improvement identified are specific and clear.</p>	<p>Areas for improvement identified, though general, are clear.</p>	<p>Areas for improvement identified are general and not clear.</p>	<p>Areas for improvements identified do not have any bearing on the teacher's professional practices.</p>

<p>Alignment of Assessment with Indicators</p> 	<p>90% or above of assessments in the exercise books or lesson plans are aligned with learning indicators in the curriculum.</p>	<p>Below 90% but above 70% of assessments in the exercise books or lesson plans are aligned with learning indicators in the curriculum.</p>	<p>Below 70% but above 50% of assessments in the exercise books or lesson plans are aligned with learning indicators in the curriculum.</p>	<p>Less than 50% of assessments in the exercise books or lesson plans are aligned with learning indicators in the curriculum.</p>
<p>Formative Assessment</p> 	<p>Learning plan includes appropriate formative assessment (Assessment for learning, Assessment as Learning) and feedback.</p>	<p>Learning plan includes appropriate formative assessment (Assessment for learning, Assessment as Learning) and feedback, however these assessments need to be strengthened.</p>	<p>Learning plan does not include or contain appropriate formative assessment and feedback.</p>	<p>Learning plan does not contain any activity for formative assessment.</p>
<p>Summative Assessment</p> 	<p>Learning plan includes appropriate summative assessment (Assessment of Learning) and feedback.</p>	<p>Learning plan includes appropriate summative assessment (Assessment of learning) and feedback; however, these assessments need to be strengthened.</p>	<p>Learning plan does not include or contain appropriate summative assessment and feedback.</p>	<p>Learning plan does not contain any activity for summative assessment</p>



<p>Samples of Learners' work you have marked and graded.</p> <div style="border: 1px solid black; height: 40px; width: 80px; margin-top: 10px;"></div>	<p>Forty-five samples of learners' work marked and graded within the 3-year period, showing comments</p>	<p>Thirty samples of learners' work marked and graded within the 3-year period, showing comments</p>	<p>Fifteen samples of learners' work marked and graded within the 3-year period, showing comments</p>	<p>Less than fifteen samples of learners' work marked and graded within the 3-year period, showing comments</p>
--	--	--	---	---

PROBLEM IDENTIFICATION STRATEGIES AND INTERVENTION PROCESS (ACTION RESEARCH)

<p>Description of Identification and intervention Processes</p> <div style="border: 1px solid black; height: 60px; width: 90px; margin-top: 10px;"></div>	<p>Describes clearly how the learning needs of a learner have been identified and addressed through Action Research (500 WORDS)</p>	<p>Describes how the learning needs of a learner have been identified with proposed interventions without resorting to Action Research (400 WORDS)</p>	<p>Describes how the learning needs of a learner have been identified, but does not describe how they were addressed through Action Research (300 WORDS)</p>	<p>Does not describe how the learning needs of a learner are identified</p>
---	---	--	--	---




PROFESSIONAL DEVELOPMENT

<p>(i) Collaboration</p> <div style="border: 1px solid black; width: 80px; height: 60px; margin: 5px 0;"></div>	<p>A write-up in 400 words indicating evidence of willingness to collaborate with colleagues demonstrated with more than two (2) instances of evidence of participation</p>	<p>A write-up in 400 words indicating evidence of willingness to collaborate with colleagues demonstrated with at least two (2) instances of evidence of participation</p>	<p>A write-up in 400 words indicating evidence of willingness to collaborate with colleagues but does not provide evidence of participation</p>	<p>No evidence of collaboration with other colleagues demonstrated</p>
<p>(iv) Report on formal meetings with mentor</p> <div style="border: 1px solid black; width: 80px; height: 60px; margin: 5px 0;"></div>	<p>Report of meeting with mentor indicates five (5) meetings throughout the induction period.</p>	<p>Report of meeting with mentor indicates three (3) meetings throughout the induction period.</p>	<p>Report of meeting with mentor indicates one (1) meeting only throughout the induction period.</p>	<p>No report has been provided.</p>
<p>(v) Records of training attended</p> <div style="border: 1px solid black; width: 80px; height: 60px; margin: 5px 0;"></div>	<p>Documentation for 6 or more varied trainings attended</p>	<p>Documentation for 4 or more trainings attended but are not varied</p>	<p>Documentation for 3 or more varied trainings attended</p>	<p>No training documented in the logbook .</p>

<p>(vi) Report on core competencies</p> 	<p>The report adequately describes the various methods used to support learners to develop their core competencies; and dates quoted in the report on the use of the identified core competencies reflect dates when they were used in the learning plan.</p>	<p>Though dates quoted in the report on the use of the identified core competencies reflect dates when such core competencies were used in the learning plan, the report describes the methods that were used in developing the competencies without matching descriptions with respective core competencies.</p>	<p>Though dates quoted in the report on the use of the identified core competencies reflect dates when such core competencies were used in the learning plan, the report only identifies the methods that were used in developing the competencies without any description.</p>	<p>Either the dates quoted in the report on the use of the core competencies do not reflect dates when such core competencies were used in the learning plan, or no dates were quoted in the report, or no report was provided.</p>
<p>(vii) Use of technology</p> 	<p>Evidence in the form of videos with dates of regular use of appropriate technology within learning environment to support learning</p>	<p>Evidence in the form of pictures with write-ups and dates of the use of appropriate technology within learning environment to support learning</p>	<p>Evidence of the use of appropriate technology, though in the form of pictures with dates, has no description of how the technology was used within the learning environment to support learning.</p>	<p>No evidence of use of technology</p>

(ix) Recommendation For Training	Recommendations made are for sustenance and enhancement of competencies already acquired.	Recommendations suggest training gap in either content knowledge or methodology which can affect learners' attainment.	Recommendations suggest gaps in both methodology and content knowledge which are likely to adversely influence learners' attainment.	Recommendations Suggest need for intensive training in content and methodology.
PARTICIPATION IN CO -CURRICULA ACTIVITIES				
Co-Curricular Activities	A brief report covering at least 5 co-curricular activities engaged in was attached.	A brief report covering at least 3 co-curricular activities engaged in was attached.	A brief report covering at least 1 co-curricular activity engaged in was attached.	No report on co-curricular activities engaged in was attached.

EVIDENCE OF PARTICIPATING IN SCHOOL-BASED ACTIVITIES

<p>Minutes of Formal Meetings attended</p> 	<p>Minutes of at least 5 formal meetings (e.g. meetings with mentor or lead mentor, Head of schools, Circuit Supervisor or any other education officer)</p>	<p>Minutes of at least 3 formal meetings (e.g. meetings with mentor or lead mentor, Head of schools, Circuit Supervisor or any other education officer) or any other education officer</p>	<p>Minutes of at least 1 formal meetings (e.g. meetings with mentor or lead mentor , Head of schools, Circuit Supervisor or any other education officer</p>	<p>No minutes of formal meetings with mentor was attached</p>
<p>Evidence of In-service Training workshop/CPD</p> 	<p>Evidence of at least five in-service training workshop/CPD participated in (Certificates/ photographs)</p>	<p>Evidence of at least two In-service training workshop/CPD participated in (Certificates/ photographs)</p>	<p>Evidence of at least one in-service training workshop/CPD participated in(Certificates/ photographs)</p>	<p>No evidence of in-service training workshop/CPD participated in</p>
<p>Report on Core Competencies from the Mentor</p> 	<p>A brief report from the mentor indicating at least five (5) core competencies used in your lessons and those that needed support to be used in subsequent lessons</p>	<p>A brief report from the mentor indicating at least three (3) core competencies used in your lessons and those that needed support to be used in subsequent lessons</p>	<p>A brief report from the mentor indicating at least one (1) core competencies used in your lessons and those that needed support to be used in subsequent lessons.</p>	<p>A brief report from the mentor indicating teacher’s difficulty in using any of the core competencies</p>

Mentor's Comment <input type="text"/>	Mentor's comments show satisfactory conduct, performance and willingness of the teacher to learn and lend support to peers and learners.	Mentor's comments show satisfactory conduct, performance and willingness of the teacher to learn.	Mentor's comment does not show satisfactory conduct, performance and willingness of teacher to learn.	Mentor's comment raises serious concerns on the conduct and professional practice of the teacher.
Head Teacher's Recommendation <input type="text"/>	The stamped and signed recommendation letter indicates at least 4 co-curricular activities supported by the teacher in addition to 4 general functions consistently performed in the learning environment.	The stamped and signed recommendation letter indicates at least 2 co-curricular activities supported by the teacher in addition to 2 or 3 general functions consistently performed in the learning environment.	The stamped and signed recommendation letter indicates 1 co-curricular activity supported by the teacher in addition to 1 general function consistently performed in the learning environment.	The stamped and signed recommendation letter indicates no co-curricular activities supported by the teacher.

OVER ALL PERFORMANCE IS = (TOTAL SCORE ÷ 106) X 100.

The pass score should not be less than 60%