

THE NATIONAL TEACHERS' STANDARDS

2024



Ministry of Education
REPUBLIC OF GHANA



FOREWORD

As the Minister for Education, it is my pleasure and pride to introduce the 2024 revised version of the National Teachers' Standards, which have been diligently updated by the National Teaching Council (NTC). These standards are crucial in setting the bar for effective teaching practices in our school system.

Teachers play a vital role in shaping the future of our nation by instilling knowledge, values, skills, and ethical responsibilities in our youth. The National Teachers' Standards are designed to not only guide teachers in enhancing their practice but also emphasize the importance of gender-responsive pedagogies, inclusive education, digital literacy as cross-cutting tools for educators and 21st century teaching experience.

Educational excellence is a cornerstone of our society, and it is the dedication and professionalism of our teachers that will lead us to achieve this goal. I applaud the NTC for their continuous efforts in managing and upholding standards. It is important that all teachers embrace the standards and adhere to compliance.

I urge all stakeholders in the education sector to actively support and facilitate the implementation of the National Teachers' Standards. Together, we can ensure the provision of quality education and foster opportunities for the advancement and growth of our future generations.

Let us join forces to empower our teachers, enabling them to continue positively impacting the lives of our learners and driving the progress of our beloved nation.

Hon. Dr. Yaw Osei Adutwum (MP)
Minister for Education
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ACKNOWLEDGEMENTS

This revision of Ghana's National Teachers Standards (NTS) would not have been possible without the valuable contributions and insights provided by numerous individuals and institutions across the country.

The effort was spearheaded by Professor Eric Daniel Ananga, with support from Professor Jophus Anamuah-Mensah, Bea Noble Rogers, and Akwasi Addae-Boahene, under the general guidance of the National Teaching Council (NTC). This collaborative effort drew from international best practices and involved extensive consultations with stakeholders across Ghana to gather diverse perspectives on education and the subject matter. The role of Dr. Christian Addai-Poku and Mr. Lawrence Sarpong, Registrar and Deputy Registrar, respectively, of the NTC, who directed the entire review process is also gratefully acknowledged.

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The revision of the NTS took place in phases, each building upon the previous one and incorporating input from national strategic stakeholders in teacher education and education at large. Contributions from various groups, including Principals and Tutors of Colleges of Education, Vice Chancellors of Teacher Education Universities, Directors of Education, Teacher Unions, NGOs, and other Civil Society Organisations, were also instrumental in reviewing the standards and making them better fit for purpose.

Finally, the critical role of the Technical Review Team that facilitated the consultative processes and oversaw the compilation of the revised NTS, is also, hereby, acknowledged.

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ABBREVIATIONS AND ACRONYMS

AAMUSTED	Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development
BECE	Basic Education Certificate Examination
CCT	Coalition of Concerned Teachers
CPD	Continuing Professional Development
ESP	Education Strategic Plan
GES	Ghana Education Service
GESI	Gender Equality and Social Inclusion
GTEC	Ghana Tertiary Education Commission
GTVETS	Ghana Technical and Vocational Education and Training Service
ICT	Information and Communication Technology
JHS	Junior High School
KG	Kindergarten
ILP	Individual Learning Plan
KNUST	Kwame Nkrumah University of Science and Technology
MoE	Ministry of Education
NAB	National Accreditation Board
NaCCA	National Council for Curriculum and Assessment
NaSIA	National Schools Inspectorate Authority
NCTE	National Council for Tertiary Education
NEA	National Education Assessment
NGO	Non-Governmental Organisation
NIB	National Inspectorate Board
NQT	Newly Qualified Teacher
NTC	National Teaching Council
NTS	National Teachers' Standards
PD	Professional Development
PLC	Professional Learning Community
PRINCOF	Conference of Principals of Colleges of Education
PTA	Parent-Teacher Association
SEL	Social and Emotional Learning
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SHS	Senior High School
SHTS	Senior High Technical School
SISO	School Improvement Support Officer
SMC	School Management Committee
SPIP	School Performance Improvement Plan
TED	Teacher Education Division
TPACK	Technical, Pedagogical and Content Knowledge
TVET	Technical Vocational Education and Training
UCC	University of Cape Coast

UDS	University for Development Studies
UEW	University of Education, Winneba
UG	University of Ghana
WASSCE	West Africa Secondary School Certificate Examination

INTRODUCTION

The National Teaching Council of Ghana is dedicated to enhancing the quality of teaching and learning experiences in Ghana. To achieve this goal, the Council has developed the National Teachers' Standards. These standards serve as a comprehensive set of guidelines that outline the expectations, competencies, and professional behaviours required of teachers across the country. The standards provide a clear framework for professional practice. They serve as a benchmark for evaluating teachers' performance, guiding their professional development, and ensuring that the education system is consistent in delivering high-quality education to students. Furthermore, the standards help in promoting accountability, fostering continuous improvement, and building public confidence in the teaching profession.

It is essential to clarify that the Teachers' Standards are not intended to be used for placement of teachers on salaries. Instead, they have been designed to determine the competencies and proficiency levels that teachers are expected to demonstrate in their roles. The Standards are meant to provide guidance for training, self-assessment, reflection, and ongoing development of teachers.

WHAT IS THE RATIONALE FOR THE STANDARDS?

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

Over the years, Ghana has reformed and restructured its teacher education system in response to the demands of a new vision and mission for meeting the objective of a knowledge-based society. What had been missing in this process was a set of professional standards to guide teachers' practice and their professional development. This void was filled by the development of the Pre-tertiary Teachers' Standards for Ghana to codify what a 'good teacher' is expected to know, understand, and do.

The Standards describe the teacher's continuing professional development, recognising the urgent need to improve the quality of teaching and learning in Ghanaian schools. The Standards also describe the training needs of teachers to raise their status and ensure enhanced learning in their communities of practice.

WHAT ARE THE STANDARDS FOR?

Pre-service

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

- The NTS set out the minimum levels of practice that all teachers in training must reach by the end of their pre-service teacher education programme.
- These Standards also inform teachers' development while in their first year as beginning teachers on their induction course in schools prior to licensing as professional teachers by the National Teaching Council (NTC) and provide the framework for future professional and career development for all teachers.
- The NTS, as a benchmark for education and training, constitute a core set of standards that apply to subject specialization and specialisms at Teacher Training Institutions. The indicators, which are clearly verifiable by specific means, provide evidence of attainment of the Standards.

In-Service

Specific to in-service teachers, the NTS are designed to further guide the professional growth of teachers as they continually improve their own learning as well as that of those they teach. The Standards aim at ensuring that as teachers progress and grow in their profession, they are empowered to engender effective learning among those they are expected to teach.

At both the **pre-service** and **in-service** levels, the Standards set out the expectations for teachers to:

- demonstrate extensive knowledge in the relevant subject(s) and curriculum areas
- have a sound knowledge of learners' different ways of organising their learning
- demonstrate extensive knowledge and understanding of how different learning styles and abilities impact on teaching
- reflect thoroughly on the effectiveness of teaching approaches and how these ensure the inclusion of all learners
- demonstrate good knowledge and understanding of how to use assessment to support learning
- demonstrate a good knowledge and understanding of the key policies and regulations that govern the education system
- identify their own training needs and take responsibility for addressing them through lifelong learning
- demonstrate good knowledge and understanding of the design and use of innovative teaching methods/practices in different teaching and learning contexts or in and outside the classroom

- observe in-service and pre-service teachers
- set high expectations which challenge learners
- provide evidence of attainment of the Standards
- develop and use the expected competencies to improve learning outcomes
- identify and recognize themselves as professionals who bestow assurance in stakeholders of education

WHO ARE THE STANDARDS FOR?

The Standards are for:

Pre-service Teachers

- All **Student Teachers** who are on pre-service teacher education programmes in accredited teacher education institutions
- All **Provisional Licensed Teachers/ Teachers on induction** who have just completed their training from accredited teacher education programmes and are in their induction year in schools.

In-service Teachers

- All practicing teachers, as a point of reference for licensing, promotion, placement and career proficiency
- All teachers who have acquired their teaching license –**Newly Qualified Teacher/ Principal Superintendent, Advanced /Expert/ Fellow Teacher, Master Teacher/ Senior Fellow Teacher**

Education Sector Agencies

- NTC and institutions working with teachers e.g. Ghana Education Service (GES), GTVETS, NaSIA, etc. will use the NTS in assessing cases of misconduct by any member of the teaching profession.
- NTC, for the licensing of teachers
- NTC will use the Teachers' Standards as a benchmark for the renewal of teachers' licenses.
- GTEC and NTC shall use the Teachers' Standards to regulate and accredit initial teacher education programmes.
- The GES, GTVETS and other relevant agencies shall use the Standards as a reference point for considering teachers' application for promotion.

Teacher Education Institutions

- All institutions involved in the education, training and development of teachers, including universities and Colleges of Education, both public and private, vocational/technical, and academic shall use the Standards in their teacher training and development programmes.

Teacher Educators

- Teacher educators shall use the Standards as a guide in the preparation of curricula and courses for teacher education, training and development

Unions, Managers, Supervisors and other Stakeholders

- District Education Directors, School Improvement Support Officers (SISOs), Teacher Unions, Heads of Schools, Lead Mentors, mentors in schools, NGOs and Development Partners may also use the NTS as a guide to inform their work – and to serve as a common point of reference

HOW WERE THE STANDARDS DEVELOPED?

Pre-service Teachers

The development of Pre-service Standards arose from the need to harmonise the different standards being used in institutions offering initial teacher training into a national standard. The rationale was to ensure that the development of student teachers is guided by the same consistent set of standards. **The Pre-service Standards were therefore developed from several sources, including:**

- Assessment tools used by the University of Cape Coast (UCC) and University of Education, Winneba (UEW) for assessing student teachers during on-campus teaching
- A handbook for Principal Teacher aspirants authored by the GES
- A manual for Student Teachers on School Attachment
- A handbook on Mentorship and the Student Teacher Competence Matrix
- A survey of national teaching standards in a couple of countries
- Involvement of practitioners across all sectors and other key stakeholders, including the National Teaching Council (NTC), National Council for Tertiary Education and National Accreditation Board (NAB), Ghana Education Service (GES), National Council for Curriculum and Assessment (NaCCA), National Inspectorate Board (NIB), Principals of Colleges of Education Conference (PRINCOF), Teacher Unions, and Teacher Education Universities (UCC and UEW).

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

In-Service Teachers

To develop the In-service Teachers' Standards, a pilot study was conducted in five districts (Shai Osudoku, Ajumako Enyan Essiam, Upper Manya Krobo, Savelugu Nanton and Kasena Nankana Municipal) to obtain evidence-based data on how career competency-level could help in promoting the Continuing Professional Development (CPD) of teachers. This has led to the review team using the Standards as the basis for a five-step career continuum exemplifying progress from student teacher to Senior Fellow, pre-service to in-service.

WHAT IS THE LEGAL STATUS OF THE TEACHERS' STANDARDS?

The National Teachers' Standards of Ghana hold a critical legal status regarding the regulation and professional development of teachers within the educational landscape. Developed in response to the provisions outlined in Part 3 of the Education Regulatory Bodies Act, 2020 (Act 1023), the National Teaching Council is mandated to establish and enforce these Standards for the teaching profession. This legal foundation underscores the importance of ensuring that teachers in Ghana meet and adhere to a set of guidelines and benchmarks in their professional practice.

Aligned with the Pre-tertiary Teacher Professional Development and Management (PTPDM) Policy, the National Teaching Council is further tasked with developing competency-based Standards for teachers during their training at the pre-service level and throughout their practice after being licensed. This dual responsibility highlights the commitment to enhancing the quality of education and ensuring continuous improvement in the teaching profession.

By enshrining these Standards within the legal framework of Act 1023, Ghana emphasizes the significance of professional accountability, development, and quality assurance in education. The National Teachers' Standards serve as a cornerstone for shaping the conduct, skills, and performance of teachers, fostering a culture of excellence and professionalism within the teaching profession.

WHAT PHILOSOPHY UNDERPINS THE STANDARDS?

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

Over the years, Ghana has reformed and restructured its teacher education system in response to the demands of a new vision and mission for education to meet the demands of a knowledge society in which the teacher is an agent of change. What has been missing in this process until now, is a set of consistent and coherent professional standards to guide the work of teachers towards achieving the learning and social outcomes articulated in the Education Act, 2008 (Act 778). The Standards are, therefore, designed to codify what a 'good teacher' looks like for Ghana, recognising the urgent need to improve the quality of the school experience and learning outcomes for all learners, and to raise the status of teachers in their communities and the country. The Standards are aspirational in their vision, positively embracing the promises and challenges of the 21st century. More importantly, they support Ghana in meeting Goal 4 of the Sustainable Development Goals for 2030; i.e., *"to ensure inclusive and equitable quality education and promote life-long learning opportunities for all"*. To facilitate their implementation towards meeting this goal, the Standards are intentionally rendered to be concise, achievable and user-friendly.

The development of the Standards was also informed by a review of international teaching standards that place a premium on teachers applying their content knowledge in the classroom, thus demonstrating sound pedagogical content knowledge. Accordingly, the practicum within teacher education programmes is envisaged to take up to 25 per cent of the course loads.

Taking existing Ghanaian standards, the aim for teacher education, context, and international standards into account, these new Standards for Ghana emphasise the applied practical work of a teacher as a valued professional in a community of practice. It envisages a warm and friendly teacher who has sound curricular, subject and pedagogical content knowledge. Such a teacher plans for and uses different interactive instructional strategies and resources in engaging learners to achieve better learning outcomes. It also focuses on learners who may be described as vulnerable and needing special attention as well as all gifted and talented learners whose cognitive development needs challenging activities.

WHAT IS THE RATIONALE FOR REVIEWING THE STANDARDS?

Following fundamental curriculum reforms at the secondary education level (i.e. SHS/SHTS, TVETI and STEM), there was the need to review the NTS to address the emerging issues in teacher professionalism. To do this, an Inter-agency Teacher Education Curriculum Review Steering Committee was constituted to oversee the review process. The task of the Steering Committee was to ensure that the revised NTS is sufficiently comprehensive to guide all institutions involved in teacher education and development. The Committee, jointly led by NTC and GTEC, had membership from seven Teacher Education Universities (UCC, UEW, UDS, KNUST, UG and AAMUSTED and one person representing all the Private Teacher Education Universities), and representatives from MoE, GES, GTVETS, NaCCA, CHASS, PRINCOF and Teachers' Unions (GNAT, NAGRAT and CCT).

To carry out the technical review of the NTS, the Steering Committee constituted a team of experts into the Teacher Education Curriculum Technical Working Group from selected key collaborating agencies and institutions involved in teacher education and regulation.

The review aimed to align the NTS with emerging principles and practices guiding teacher education and professionalism, address contextual Ghanaian issues that emerged following implementation of the NTS, and position the Ghanaian teacher to be globally relevant. At all times, the review sought to maintain the integrity of the original NTS document; it set the same baseline of expectations for the professional values and attitudes, professional knowledge, and professional practice of teachers. Consequently, the following aspects of the original NTS have not changed:

- The rationale and preamble of the standards
- Who the standards are for
- The legal and the philosophical basis of the standards
- The basic statements of the NTS

The following are areas in which changes were made to the NTS:

- Combining pre-service and in-service standards in action (the exemplars) to build a continuum of five competency-levels under two main themes:
 - A. Pre-service:
 - 1. Student Teacher
 - 2. Provisional License Teacher/ Teacher on induction
 - B. In-service:
 - 3. Newly Qualified Teacher/ Principal Superintendent,
 - 4. Advanced /Expert/ Fellow Teacher,
 - 5. Master Teacher/ Senior Fellow Teacher
- Introduction of a set of corresponding means of verification for each of the exemplars

In addition, the following key aspects were introduced into the NTS:

- Additional standards related to SHS, SHTS and TVET
- Provisions for skills, knowledge and understanding the requirements of learners at the secondary level through the SHS, SHTS and STEM curriculum
- Emerging issues in teacher professionalism, specifically the increased national understanding of what gender, equality and social inclusion (GESI) and social and emotional learning (SEL) mean and require of teachers

WHAT DOCUMENTS WERE CONSULTED IN THE REVIEW PROCESS?

The review aimed to incorporate best practices from diverse sources, thereby enriching the NTS and ensuring its alignment with local dynamics and international standards. The various documents that were consulted during the review included:

- Education Regulatory Bodies Act, 2020 (Act 1023)
- Pre-tertiary Teacher Professional Development and Management (PTPDM)
- Comprehensive National Teacher Policy (CNTP)
- Ghana's Education Strategic Plan (ESP) 2018–2030
- United Nations 2030 Agenda for Sustainable Development (SDG 4)
- African Union (AU) Agenda 2063: The Africa We Want
- AU study on teacher training, working, and living conditions in member states (2017a)
- Nairobi Declaration by high-level education authorities in Africa (AU 2018)
- African Continental Teacher Mobility Protocol (AU, 2019a)
- African Framework of Standards and Competences for the Teaching Profession (AU, 2019)
- International Labour Organisation Recommendations concerning the status of teachers (ILO/UNESCO 1966)
- Outcome Statement of the 10th Policy Dialogue of the International Task Force on Teachers for Education 2030 (2017)
- Introductory Guide to National Qualifications Frameworks: Conceptual and Practical Issues for Policy Makers (ILO, 2007), and the Teacher support and motivation framework for Africa by UNESCO-IICBA (2017)

By drawing upon a diverse range of documents and practices, the review process aimed to enrich the NTS and ensure its effectiveness in meeting the evolving needs of users while adhering to international standards. Best practices of NTS around the world, including Australia, India, and Singapore were also consulted.

HOW ARE THE TEACHERS' STANDARDS ORGANISED?

The National Teachers' Standards are divided into three main domains, each of which has its own sub-divisions. These are presented below.

Professional Values and Attitudes

- Professional Development
- Community of Practice

Professional Knowledge

- Knowledge of Education Frameworks and Curriculum
- Knowledge of Learners

Professional Practice

- Managing the Learning Environment
- Teaching and Learning
- Assessment

These three domains encompass what teachers should value, know and do. Figure 1 illustrates the synthesis (or integration) of the three domains that represents the competences of a 'Professional Teacher'. It is important to note that Domain 1 – Professional Values and Attitudes of the NTS – reflects the 4th and 5th domains – Professional Partnership and Professional Leadership of the AU framework for teacher standards and competences.

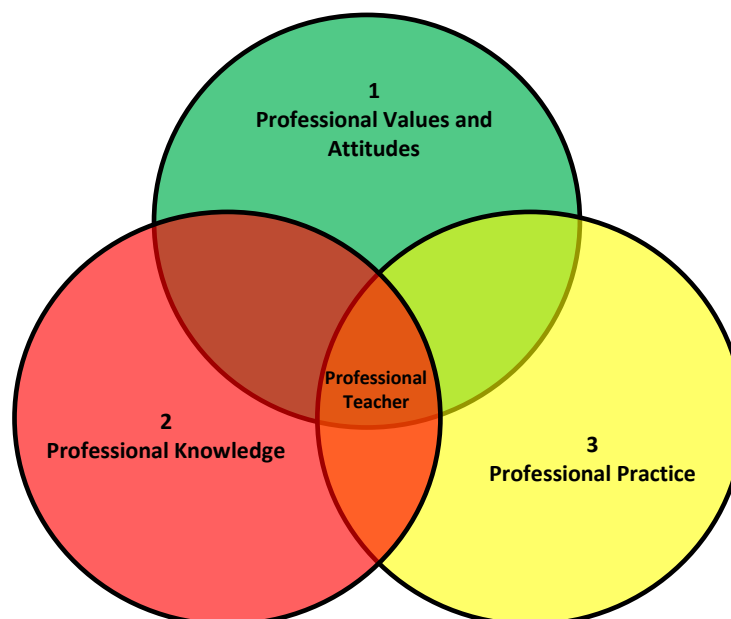


Figure 1 Interaction of the domains of the NTS

THE NATIONAL TEACHERS' STANDARDS



Professional Values and Attitudes

Professional Development

The Teacher:

- a) Engages in critical and collective reflective practice to improve teaching and learning
- b) Improves personal and professional practice through lifelong learning and CPD
- c) Demonstrates effective growing leadership qualities in the classroom and wider school

Community of Practice

The Teacher:

- d) Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher
- e) Engages positively with colleagues, learners, parents, school management committee, school boards, PTA and the wider public as a professional practitioner
- f) Develops a positive teacher professional identity and disposition and acts as a good role model for learners
- g) Sees his or her role as an agent of change in the school, community and country

THE NATIONAL TEACHERS' STANDARDS

2

Professional Knowledge

Knowledge of educational frameworks and curriculum

The Teacher:

- a) Demonstrates knowledge and understanding of the education system and key policies guiding it
- b) Has comprehensive knowledge of the approved school curriculum, including learning outcomes
- c) Has relevant content knowledge, pedagogical knowledge, pedagogical content knowledge/TPACK for the school and grade they teach
- d) At pre-primary and primary levels, knows the curriculum for the years and the appropriate pedagogies for teaching multigrade classes; has good knowledge of how to teach beginning reading and numeracy and speaking, listening, reading and writing of at least one Ghanaian language for instruction
- e) At the secondary level – SHS, SHTS as well as TVET institutions – possesses relevant knowledge of how to teach the content, skills and competencies specified in their respective curricula and promotes literacy across the curriculum

Knowledge of students

The Teacher:

- f) Understands how learners develop and learn in diverse contexts and applies this in their planning, teaching, and assessment
- g) Takes account of and respects learners' socio-cultural, linguistic, economic, and educational backgrounds in their planning, teaching and assessment
- h) Has knowledge of the SEL needs of all learners and provides adequate support

Managing the learning environment

The Teacher:

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

Teaching and Learning

The Teacher:

- e) Employs a variety of innovative pedagogical strategies that encourage learners' participation, critical thinking and problem solving
- f) Pays attention to all learners, especially females, learners with SEN, including the gifted and talented, the marginalised and vulnerable, to ensure their progress
- g) Employs teaching and learning strategies appropriate for learners with diverse backgrounds and mixed ability, multilingual and multi-aged classes
- h) Sets meaningful and challenging tasks that encourage learner collaboration and lead to purposeful learning
- i) Explains concepts clearly using examples familiar to learners
- j) Identifies, produces and uses a variety of teaching and learning resources, including ICT and appropriate digital tools to enhance learning

Assessment

The Teacher:

- k) Integrates a variety of assessment strategies into his or her teaching to support learning
- l) Observes, listens to learners, and gives constructive feedback
- m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher
- n) Keeps meaningful records of every learner and communicates progress clearly and regularly to learners, school administration, and parents
- o) Demonstrates awareness of national and international learning outcomes and assessments and standards, and aligns them to school learning outcomes
- p) Uses criterion-referencing to assess learners
- q) Demonstrates knowledge and understanding of how to align curriculum outcomes, pedagogy and assessment

HOW ARE THE STANDARDS TO BE USED?

For Pre-service Teachers

Standards are clear expectations of skills that teachers should be able to demonstrate. They may be used in training institutions, schools, inspectorate bodies, continuous professional development at an individual, school or cluster-based level, in training, induction, and self-development. Universities preparing teachers, Colleges of Education, head teachers and mentors in schools, as well as student teachers in pre-service and in-service teachers will use the Standards as the key reference point in their assessment – licensing and renewing teachers' license in Ghana and as a reference point for considering teachers' application for promotion.

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

For In-service Teachers

Specific to in-service teachers, the Standards can also be used by the relevant authorities in education to support career progression by ensuring that teachers and leaders occupying various positions in the profession have met all the requirements of the Standards to a high level. In their career progression, teachers and leaders should be required to meet their training needs for a specific role before they assume that role. This way, teacher career progression will be seamless, and this will provide the motivation teachers and leaders need to ensure that learning outcomes are maximised. An exemplification of a Standards-based career progression is set out on the section on exemplifications.

WHAT IS THE ROLE OF TEACHER EDUCATION INSTITUTIONS?

It is important that teacher education institutions in partnership with heads of schools, mentors and experienced teachers in schools as a community of education professionals come to a shared understanding of what each Standard means.

Leadership of teacher education institutions must ensure that the design and delivery of their pre-service curricula support student teachers in developing and reaching the Standards. Teacher educational institutions should ensure that teachers in their partner schools including those on their campuses understand the Standards to effectively play their role as mentors.

Teacher education institutions should ensure that lecturers and tutors acquire recent and relevant school experience at the level at which they are training student teachers. Lecturers and tutors in these institutions will also need professional development to understand the Standards and to design their teaching to support them in both content and pedagogy. They will need to support student teachers to reflect on their various school experiences and make sense of what they have learnt.

Universities and Colleges with schools on their campuses provide ideal opportunities for lecturers and tutors to observe classes with their student teachers, to model exemplary teaching themselves, and to work alongside teachers in guiding and assessing student teachers. Lecturers and tutors will also need training and opportunities to work more closely with mentors and supervisors in schools. Schools and heads of schools and their teachers will need to work in partnership with universities and colleges to mentor student teachers so that they can fully experience what it means to be a teacher, particularly in terms of professional values and attitudes.

Mentors and supervisors will need to work with their student teachers, carrying out joint planning sessions with them and allowing student teachers to work with groups of learners, accompany their mentors to staff and teacher association meetings, team-teach and then in the final practicum take on the responsibility of several classes.

Mentors will also have to undertake regular meetings with their student teachers to discuss progress against meeting the Standards, acting where there are gaps in what the student teachers know, can do, value or have not yet had an opportunity to experience

FORMAT AND EXEMPLIFICATION OF THE STANDARDS

FORMAT AND EXEMPLIFICATION OF THE STANDARDS

Presentation and exemplars of the Standards to demonstrate progression are presented in Table 1. Using a five-column format, the Standards are presented to encourage users to think about examples of each Standard and the means of verification (indicator) of that Standard as presented below each exemplar. Exemplars of the Standards are presented for a pre-service and in-service set of categories. This table presents a five-point progression for the teaching profession from pre-service to in-service teaching. This categorisation is for identifying the competency levels of teachers.

Pre-Service

- **Student teacher** is an individual who is enrolled in any accredited initial teacher education programme in Ghana. Such an individual is undergoing professional training with the aim of becoming a professional teacher equipped with professional values and attitudes, professional knowledge and professional practice.
- **Provisional license Teacher** is an individual who has graduated from any accredited Initial Teacher Education institution and is yet to take the licensure examination. This individual has transitioned from student teacher to beginning the professional practitioner journey and has met the basic knowledge and understanding, skills, values and attitudes as indicated in the three domains of the NTS - professional values and attitudes, professional knowledge, and professional practice.

In-Service

- **Newly Qualified Teacher/ Principal Superintendent** is an individual who has graduated from any accredited Initial Teacher Education institution and has met certain requirements, including completion of national service, and passed the licensure examination. This individual has transitioned from NQT status and has progressed in their journey into the teaching profession and is able to demonstrate and apply the three domains of the standards fluently in their practice. Teachers in this category are expected to improve their professional practice through professional learning communities (PLCs) and other CPD activities. The individual will be at the level of a Principal Superintendent Rank within the GES
- **Advanced/ Expert /Fellow Teacher** is a professional teacher who has moved beyond licentiate teacher status and demonstrated a high level of proficiency and expertise in professional practice. This teacher has practiced and gained significant experience and refined their professional practice over the years. This individual has demonstrated that they have achieved and exceeded the expectation of a

licentiate teacher and is able to take on a role such as mentor, subject leader, representing his or her school in the community, and participating in national discussions on teaching. The individual will be at the level of an Assistant Director I or II Rank within the GES

- **Master Teacher/Senior Fellow Teacher** is an individual professional teacher who has exceeded fellow teacher expectations and demonstrated a higher level of proficiency and expertise in their professional practice. This is a professional practitioner who has gained profound experience in teaching and leadership and refined their professional practice over the years. This individual should be able to participate in the development of policies at the local and national levels. This teacher can take on roles such as training and coaching mentors, becoming a demonstrator for teacher education in colleges of education and universities, and organising and facilitating workshops and seminars for colleagues. The individual will be at the level of a Deputy Director Rank within the GES.

The various career pathways presented in the NTS are not to replace the ranking of teachers by institutions recruiting teachers but to show the competencies a teacher should have attained upon reaching such ranks.

1

Professional Values and Attitudes

Sub-Domain 1: Professional Development				
Descriptors of Standards in Action for Professional Career Stages				
Pre-Service		In-service		
Student Teacher	Provisional Licensed Teacher/Teacher on induction	Newly Qualified Teacher / Principal Superintendent	Advanced /Expert/ Fellow Teacher	Master Teacher/ Senior Fellow Teacher
a) Engages in critical and collective reflective practice to improve teaching and learning.				
Exemplars				
i. Reflects individually and collectively on learning experiences to improve his or her knowledge and understanding of the NTS as well as his or her practice bearing in mind GESI, disability and SEL). ii. Critiques their own practice (keeping in mind gender responsive practice) and shows agency in improving learning, sometimes with a peer, mentor, or with a group of student teachers at college or colleagues at school.	i. Engages in critical self-reflection on teaching strategies and practices. ii. Collaboratively discusses teaching experiences with colleagues to improve practice. iii. Utilises reflections as a tool for continuous improvement in teaching. iv. Prioritises the integration of GESI and SEL principles into his or her professional practice	i. Systematically assesses and evaluates personal teaching and learning approaches. ii. Gathers evidence from various sources, including feedback from learners, peers, mentors, heads of department, and SISOs to inform practice. iii. Demonstrates a commitment to continuous improvement in teaching and learning approaches. iv. Incorporates feedback from various stakeholders to improve practice.	i. Engages in reflective practices to evaluate teaching and learning processes and practices. ii. Collaboratively works with colleagues to review teaching and learning. iii. Analyses learners' assessment data as a valuable source of information for decision making. iv. Draws upon professional best practices to improve teaching and learning.	i. Guides other teachers to engage in critical self-reflection to improve practice. ii. Conducts regular reviews of teaching and learning processes. iii. Collaborates with SISOs, the NaSIA, GES, Ghana TVET Services and the NTC, among others to elicit guidelines to improve practice. iv. Provides mentoring for colleagues on feedback techniques for improving teaching.
Means of Verification of Standards in Action The exemplars for each category can be verified by looking for evidence in (but not limited to):				

- Lesson notes - Evaluations from mentors and heads - Reflective journal (logbook) - Portfolios developed while in training or on practicum.	- Lesson notes - Evaluations from mentors and heads - Reflective journal (logbook) - Portfolios	- Lesson notes - Mentors and heads, SISO - Learners' reflective journal (logbook) - Portfolios - Reports of professional learning community (PLC) activities	- Lesson notes - Student assessment data - Reflective journal - Portfolio - Reports of PLC activities	- Documentation of mentorship programmes. - Reflective logbook - Portfolio - Peer and colleague feedback - Learners' assessment data - professional practice and feedback from SISOs, NaSIA, GES, NTC, etc.
Pre-Service		In-service		
Student Teacher	Provisional Licensed Teacher/Teacher on induction	Newly Qualified Teacher / Principal Superintendent	Advanced /Expert/ Fellow Teacher	Master Teacher/ Senior Fellow Teacher
b) Improves personal and professional practice through lifelong learning and CPD				
Exemplars				
i. Demonstrates knowledge and understanding of the various opportunities for professional learning such as e-library and internet resources, researching a topic of interest, and learning to use a new technology. ii. Demonstrates awareness of the existence of relevant education sector agencies and partners and the opportunities they offer for CPD. iii. Recognises the contributions of regulators, implementers, and development partners in the field of education. iv. Identifies gaps in knowledge, goes beyond the textbook, carries out self-directed study through accessing libraries, the internet, experienced colleagues, and applies new learning from CPD in his or her practice.	i. Demonstrates knowledge and understanding of the various agencies and accredited service providers that offer professional learning service for teachers ii. Recognises the importance of seeking professional development from accredited service providers. iii. Demonstrates awareness of the valuable contributions of regulators, implementers and development partners in the field of education.	i. Displays the ability to identify relevant sources for CPD programmes. ii. Seeks help from relevant groups to support their professional development iii. Applies acquired knowledge and skills from CPD programmes effectively in his or her teaching practice.	i. Actively engages in ongoing learning initiatives aimed at updating and expanding his or her knowledge and improved professional practice. ii. Tailors his or her learning efforts to address specific professional needs that align with the priorities of his or her school or education system. iii. Demonstrates commitment to stay current in his or her field through CPD, ensuring that contributions are in line with the evolving needs and goals of the educational environment. iv. Pursues leadership training	i. Effectively plans and facilitates professional development opportunities for teachers. ii. Utilises a range of resources, including relevant research, to inform the development of CPD opportunities. iii. Offers coaching and mentorship to other teachers to promote growth in his or her professional practice. iv. Demonstrates commitment to continuous improvement in professional practice and actively encourages others to do the same.

	iv. Recognises the significance of teacher unions in advocating and supporting professional growth. v. Acknowledges the positive impact of non-governmental organisations (NGOs) in advancing teacher development initiatives. vi. Identifies gaps in knowledge, goes beyond the textbook, carries out self-directed study through accessing libraries, the internet, experienced colleagues, and applies new learning from CPD in his or her practice.			
Means of Verification of Standards in Actions The exemplars for each category can be verified by looking for evidence in (but not limited to):				
• Study notes • Learning plans • Portfolios • GESI/SEL responsive scorecard for teachers • national gender handbook	• Study notes • Learning plans • Portfolios • Certificate of attendance on CPD Courses • Improved learning outcomes of learners • GESI/SEL responsive scorecard for teachers • National Gender Handbook	• Study notes • Learning plans • Portfolios • Certificate of attendance on CPD Courses • Improved learning outcomes of learners • GESI/SEL responsive scorecard for teachers • National Gender Handbook	• Study notes • Learning plans • Portfolios • Certificate of attendance on CPD Courses • Improved learning outcomes of learners • GESI/SEL responsive scorecard for teachers • National Gender Handbook	• Study notes, • Learning plans • Portfolios • Certificate of attendance on CPD Courses • Improved learning outcomes of learners • GESI/SEL responsive scorecard for teachers • National Gender Handbook
c) Demonstrates effective growing leadership qualities in the classroom and wider school				
Exemplars				

Pre-Service		In-service		
Student Teacher	Provisional Licensed Teacher/Teacher on induction	Newly Qualified Teacher / Principal Superintendent	Advanced /Expert/ Fellow Teacher	Master Teacher/ Senior Fellow Teacher
i. Demonstrates knowledge and understanding of how to organise classroom and school-related activities. ii. Demonstrates organisational skills that contribute to creating a conducive learning environment. iii. Demonstrates the ability to manage classroom activities. iv. Delegates to females and males equally roles such as classroom, book or board monitor in his or her classroom; volunteers to work on student leadership and running the library; speaks up in school meetings; supports peers and colleagues in school. Does not delegate roles based on gender roles and stereotypes.	i. Demonstrates knowledge and a skill set to manage classroom and school-related activities. ii. Demonstrates an appreciable level of competence in providing clear and explicit directions to learners. iii. Employs organisational abilities that are instrumental in the smooth operation of both classroom and school-wide activities.	i. Establishes and sustains orderly and effective routines to create a conducive learning environment. ii. Employs fairness in delegating and assigning roles to all learners within the learning environment, while being responsive to gender equality and social inclusion, and social emotional learning.	i. Models appropriate leadership roles for learners to emulate ii. Strategises to ensure the active engagement of all learners in meaningful and purposeful activities. iii. Collaborates with colleagues to promote the adoption of flexible management strategies that foster effective leadership within the classroom and the wider school.	i. Provides clear guidance and directions to colleagues on implementing classroom management strategies. ii. Supports colleagues to focus on fostering learners' sense of responsibility for their own learning through appropriate management approaches. iii. Models leadership styles that can be adopted by colleagues in promoting a productive and organised learning environment.
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
- Official school records - Letters of recommendation - Attendance records - Photographic and video evidence - Social media posts - Newsletters and publications - Testimonials - Certificates and awards	- Scheme of learning - Learning plans - Learners' exercises/projects - Professional development certificates - Learners' appraisals - Professional portfolios	- Observation logs - Lesson plans - Learners reflective journal (logbook) - Learners' appraisals - Peer and supervisor evaluations - Documentation of GESI, disability and SEL initiatives: - Visual documentation	- Lesson plans and learning resources - Teacher reflections - Peer and colleague feedback - Student feedback and surveys - Parent or guardian feedback - Assessment data - Documentation of accommodation of or modifications to special needs or diverse learning	- Documentation of strategies and plans - Peer and colleague feedback - Student performance data - Surveys and questionnaires

		- Learners' exercises/projects - Collaborative projects - Professional development certificates	Action research or case studies	
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Sub-Domain 2: Community of Practice					
Descriptor of Standards in Action for Professional Career Stages					
Pre-Service		In-service			
Student Teacher	Provisional Licensed Teacher/Teacher on induction	Newly Qualified Teacher/ Principal Superintendent	Advanced /Expert/ Fellow Teacher	Master Teacher/ Senior Fellow Teacher	
d) Is guided by legal and ethical teacher codes of conduct in his or her development as a professional teacher					
Exemplars					
i. Demonstrates knowledge of the legal and ethical codes that guide his or her professional practice.	i. Possesses a comprehensive understanding of the professional code of ethics for teachers as well as policies such as the gender and sexual harassment policy and the inclusive education policy.	i. Exhibits a strong respect for the policies established by the MoE, GES, Ghana TVET, and the NTC, as well as those specific to the institution in which he or she works.	i. Serves as a role model for exemplary ethical behaviour in all professional interactions with students, colleagues and the community.	i. Helps colleagues to know and understand the professional code of ethics for teachers as well as policies such as the gender and sexual harassment policy and inclusive education policy.	
ii. Displays a receptive attitude by accepting constructive feedback with an open mind.	ii. Adheres to ethical codes in both professional conduct and personal life, reflecting a commitment to the principles and responsibilities outlined within them.	ii. Operates within the framework of policies that define his or her professional duties and responsibilities.	ii. Upholds and maintains exemplary ethical standards in all professional endeavours.	ii. Offers guidance and mentorship to colleagues on various acts and policies, fostering a shared commitment to ethical standards and professional conduct within the educational context.	
iii. Strives for continuous improvement by taking meaningful steps to enhance professional practice based on feedback received.		iii. Upholds the principles of safeguarding and avoids exploiting the vulnerability of learners, especially with regard to female students, ensuring a safe and respectful learning environment for all.	iii. Assists other teachers to understand and apply codes of ethics effectively.		
iv. Shows high levels of attendance and punctuality; has a high regard for policies of the MoE/GES and those of the school in which he or she teaches: acts within policies			iv. Demonstrates sound judgment and ethical decision-making in various school and community contexts.		

that define his or her professional duties and responsibilities; has high respect for female and males' dignity, wellbeing and rights; avoids exploiting the vulnerability of learners (especially with regard to females).			v. Serves as a supportive and ethical role model for both teachers and the broader community.	
v. Demonstrates knowledge of MoE/GES ethical codes, (gender and sexual harassment policy) and lives according to their remit.				
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
- Attendance records - Assessment results - Self-assessment - Performance reviews - Written statements of reflection - Observation reports:	- Training certificates and course Completion - Attendance records - Documentation of compliance - Self-assessment - Performance reviews - Copies of policies - Written statements of reflection	- Attendance records - Punctuality records - Institutional policies acknowledgment - Policy compliance reports - Performance reviews - Professional development records - Testimonials from colleagues and supervisors - Incident reports - Attendance at staff meetings/training - Documentation of implementation of policies	- Performance reviews and feedback - Training and workshop participation - Certificates or attendance records - Community and stakeholder feedback - Ethical committees or boards - Student and colleague Testimonials - Personal statements and teaching philosophy	- Self-declaration and statements - Documentation of training and workshops - Observations and peer assessments - Testimonials and recommendations - Records of complaints or feedback - Documentation of community engagement - Evidence of compliance with policies - Student feedback and surveys - Participation in ethical committees or boards
e) Engages positively with colleagues, learners, parents, school management committees, school boards, PTAs and the wider public as a professional practitioner				
Exemplars				
i. Cultivates an understanding of strategies for fostering effective collaboration with	i. Maintains sensitivity and confidentiality in professional	i. Initiates and sustains respectful collaborative relationships with colleagues, learners, parents,	i. Displays a high level of responsiveness in all communications with	i. Mentors teachers in activities that stimulate high levels of

colleagues and the broader community. ii. Demonstrates awareness of the uniqueness of individuals within the school and the community and shows sensitivity to such differences during engagements. iii. Demonstrates sensitivity in interactions and relationships with others, considering the diverse perspectives and needs of stakeholders. iv. Demonstrates awareness of the importance of confidentiality as a fundamental aspect of professional conduct, ensuring the privacy of sensitive information. v. - Recognises the importance of PLCs as a platform for enhancing the professional knowledge and teaching practices of teachers. vi. Attends and contributes to school meetings, PTA consultations and SMC meetings as appropriate (keeping in mind the need to sensitise the importance of educating girls); familiarity with the local area in which he or she is practicing; is aware of his or her learners' backgrounds; and is seen to engage in school and local events, festivals and faith activities. Encourages parents to support their children in their education.	relationships to foster trust and respect. ii. Engages positively with colleagues during PLCs. iii. Demonstrates an understanding of how participation in PLCs can contribute to continuous professional development and growth among educators.	and the broader community to expand knowledge and enhance professional practice. ii. Engages in activities that foster healthy relationships among learners, colleagues and the wider community. iii. Engages in professional and community networks and forums to actively expand knowledge and enhance professional practice. iv. Recognises the value of building connections and fostering collaboration, both within the educational community and broader society to promote growth and improvement.	colleagues, parents, school board and the broader community. ii. Demonstrate knowledge about the community in which he or she practices, demonstrating awareness of learners' backgrounds. iii. Actively participates in school and community events such as festivals and faith activities. iv. Actively contributes to the building of professional networks and associations, fostering productive connections with the wider community to enhance teaching and learning.	responsiveness in all communications with colleagues, parents, and the broader community. ii. Collaborates with the school board and relevant agencies to organise and promote programmes that foster positive relationships among teachers on one hand and between teachers and the wider community on the other.
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
- Appraisal reports - Teaching portfolio	- Appraisal reports - Teaching portfolio	- Observation reports - Peer feedback	Documentation of communication	Documentation of initiatives, Testimonials and references

• Written assignments • Self-Assessment and reflection • Peer reviews	• Professional development records • Professional memberships • Self-Assessment and reflection • Peer review	• Performance reviews • Documentation of participation in professional and community networks • Community involvement records • Letters of recommendation • Professional memberships • Online presence • Projects and initiative reports • Meeting minutes and agendas • Surveys and feedback from learners and parents • Certificates and training records	• Feedback and testimonials • Documentation of community involvement • Professional network membership • Documentation of professional development • Collaborative projects • Community outreach initiatives • Peer recognition • Self-Reflection and portfolios	• Documentation of leadership roles • Professional development records • Published materials • Peer recognition and awards • Self-assessment and reflection • Photographs and videos
f) Develops a positive teacher professional identity and disposition				
Exemplars				
i. Demonstrate knowledge and understanding of the significance of a teaching philosophy and its role in shaping effective teaching and learning. ii. Demonstrates the ability to develop a personal teaching philosophy that encapsulates his or her core beliefs about effective teaching and learning. iii. Demonstrates professionalism in his or her teaching practice. iv. Aligns this teaching philosophy with the three domains of the NTS, ensuring a coherent and integrated approach to teaching and learning. v. Expresses his or her own philosophy of what it means to be a teacher; shows pride in his or her profession; learners like	i. Displays a comprehensive knowledge and understanding of the significance of a teaching philosophy and its role in shaping effective teaching and learning. ii. Develops a good personal teaching philosophy that reflects a strong belief in effective teaching and learning practices, aligning them meticulously with the three domains of NTS. iii. Demonstrates a commitment to integrating his or her teaching philosophy into instructional planning and delivery, fostering a coherent and impactful approach to education. Demonstrates the ability to critically analyse his or her teaching methods and their impact on learners.	i. Applies his or her developed teaching philosophy to create effective classroom experiences aligning them with the three domains of the NTS. ii. Demonstrates a strong sense of pride in his or her profession, reflecting a deep commitment to the field of education. iii. Exhibits a high level of mastery in his or her area of specialisation, showcasing expertise and proficiency that enriches the learning experiences of students. iv. Demonstrates professional conduct, including punctuality, proper communication with students, parents and colleagues, and adherence to ethical standards.	i. Collaborates effectively with other teachers to promote the development of their teaching philosophies. ii. - Commands respect as a consummate professional and serves as a role model for others in the field of education, setting high standards for professionalism and dedication. iii. Leads (PLC sessions, providing opportunities for younger teachers to learn from him or her.	i. Initiates, organises, and provides support to PLCs and CPD activities aimed at enhancing the development of teaching philosophies, ensuring alignment with the three domains of the NTS. ii. Engages in constructive criticism and actively supports colleagues in their efforts to improve the application of their teaching philosophies, fostering a culture of continuous improvement and growth within the teaching community. iii. Pursues advanced degrees or certification

and respect their teacher; learners see their teacher as a role model for females and males regardless of the teachers' gender.	iv. Participates in professional development opportunities such as workshops and training sessions.	v. Provides support and mentorship to newly qualified teachers, helping them in their professional growth journey.		iv. Participates in national education conferences to share best professional practices and remains at the forefront of professional advocacy in education.
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
• Statement of teaching philosophy • Peer observation and feedback • Teaching portfolios • Self-reflection • Supervisor reflection	• Statement of teaching philosophy • Lesson plans and learning resources • Student feedback and evaluation • Peer observation and feedback • Professional development records • Teaching portfolios • Documentation of pedagogical research • Peer or head teacher recommendations • Self-reflection • External evaluation	• Statement of teaching philosophy • Portfolio • Peer and supervisor evaluations • Teacher awards and recognitions • Student feedback • Professional development records • Observation and video recordings • Interviews and references • Student performance data • Conference presentations and workshops • Professional memberships	• Teacher awards and recognitions • Student feedback • Professional development records • Publications and research • Observation and video recordings • Student performance data • Professional memberships • Attendance at diversity and inclusion workshops • Self-reflection and professional development plans	• Statement of teaching philosophy • Workshops and seminars records • Peer and student evaluation • Mentorship and supervisory reports • Evidence of course design • Publications • Peer reviews and collaborations • Professional development records • Self-reflection and goal setting • Teaching awards and recognitions • Professional memberships • Course materials and artefacts
g) Sees his or her role as an agent of change in the school, community, and country				
Exemplars				
i. Demonstrate understanding of the pivotal role a teacher plays as a catalyst for positive change within the school environment.	i. Demonstrates a sound knowledge and comprehensive understanding of the transformative role	i. Promotes a culture of inclusion and tolerance within the learning environment, actively challenging traditional gender roles and stereotypes to create	i. Initiates actions that drive positive change and improvement in the school, community and country, utilising innovative	i. Collaborates with other stakeholders to initiate and implement activities that foster positive change.

ii. Recognises the broader impact of education in fostering positive change in wider society. iii. Demonstrates a commitment to harnessing the potential of education to drive meaningful and transformative changes in various contexts. iv. Understands the role that education plays in the lives of the local community; promotes inclusion and tolerance of all learners, actively preventing intolerance; challenges traditional gender roles and promotes gender equity issues; engages in initiatives that bring about change or improvement in the school such as innovative use of local materials, or facilitating access and social inclusion by learners with disabilities, or improving access to water or clean latrines; supports parents to help with their children's homework; follows up learners who are absent from school; at JHS and SHS, the teacher actively encourages and facilitates girls and learners from more vulnerable groups to study and remain in education ;. teachers can/should do a gender analysis of their students to determine vulnerability and provide support.	education serves as an agent of change. ii. Recognises the multifaceted impact of education in facilitating positive change within the school environment, the local community, and on a broader national scale. iii. Exhibits a commitment to harnessing the power of education to drive meaningful and sustainable changes that benefit individuals, communities and the entire country. iv. Inspires and motivates learners and the wider community to become active participants in their communities.	an equitable atmosphere for all learners. ii. Takes proactive steps to encourage all learners, with a particular emphasis on girls and other vulnerable groups, to engage in education and actively supports their retention within the education system. iii. Demonstrates the ability to apply gender equality, social inclusion and disability as well as social and emotional learning analysis to assess the vulnerability of learners and provides targeted support to address their specific needs and challenges. iv. Influences learners and the wider community to be responsive to various societal issues.	approaches and making efficient use of local resources. ii. Provides support to parents to enable them to assist their children with homework; promotes a collaborative and supportive learning environment at home. iii. Conducts diligent follow-ups. iv. Fosters collaboration among students, encouraging them to work on projects that address real-world issues.	ii. Takes the lead in conceiving and developing initiatives aimed at driving improvement in various contexts, including the school, community, and the broader country. iii. Facilitates enhanced access and social inclusion for learners with disabilities and works to improve access to basic necessities such as clean water and sanitary facilities. iv. Demonstrates a commitment to making positive and meaningful contributions to the betterment of the education system and society as a whole through proactive and innovative initiatives. v. Leads community outreach programmes that promote education and address community needs.
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
- Result slips - Community engagement	- Educational credentials - Professional certification - Community engagement	- Assessment of student participation - Student performance and retention data	- Project reports - Photographs and videos	- Documentation of initiatives - Testimonials and letters of recommendation

• Personal statement (teaching philosophy) • Teaching portfolio	• Personal statement (teaching philosophy) • Teaching portfolio	• Feedback from students and parents • Gender-responsive lesson plans, assignments, and learning resources • Counselling records and progress reports • Training and professional development records • Peer and supervisor evaluation • Community involvement • Evidence of GESI, disability and SEL analysis • Research reports	• Witness statements and interviews • Learners' attendance registers • Homework assistance records • Documentation of changes and improvements • assessment records of inclusivity • External evaluations • School performance improvement plan (SPIP)/ budget • Peer evaluation records • Awards and recognitions • Research reports	• Photographs and videos • News articles and media coverage • Awards and recognitions • Official records and resolutions • Financial records • Social media and online presence • Peer and community group affiliations • Research reports
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2

Professional Knowledge

Sub-Domain 1: Knowledge of Educational Frameworks and Curriculum				
Descriptor of Standards in Action for Professional Career Stages				
Pre-Service		In-service		
Student Teacher	Provisional Licensed Teacher/Teacher on induction	Newly Qualified Teacher/ Principal Superintendent	Advanced /Expert/ Fellow Teacher	Master Teacher/ Senior Fellow Teacher
a) Demonstrates knowledge and understanding of the education system and key policies guiding it				
Exemplars				
i. Demonstrates knowledge and understanding of Ghana's education system and the key policies guiding it. ii. Articulates knowledge in discussions and articulates knowledge in portfolio write-up.	i. Employs the principles and standards of education policies in his or her practice.	i. Undertakes professional development courses on policies related to teaching and learning. ii. Collaborates with experienced colleagues to learn about practical implications of education policies.	i. Participates in policy discussions at school, district or regional level and engages in action research. ii. Studies the effect of policy implementation in his or her professional practice. iii. Drafts brief policy reports/memos.	i. Plans, organises and executes workshops on policies. ii. Monitors the implementation of policies and contributes data for their refinement. iii. Provides expert analysis of education policies through presentations and consultations.
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
Copies of key policies, for example education sector policy, GTEC policy, GES and NTC codes of conduct, GESI policy, etc. in portfolios	Copies of key policies, for example education sector policy, GES and NTC codes of conduct, GESI policy, etc. in teachers' portfolios	Copies of key policies in folder (including education sector policy, GES code of conduct, NTC code of ethics, gender and sexual harassment policy, inclusive education policy, etc.) cited in portfolio write-up, such as statement of teaching philosophy and learning plans	- Evidence of coaching and mentorship for NQTs and beginning teachers on education policies. - Involvement in CPD at district, regional and national levels	- Evidence of coaching, and mentorship on key policies - Involvement in CPD at district, regional and national levels

b) Has comprehensive knowledge of the approved school curriculum, including learning outcomes				
Exemplars				
i. Demonstrates knowledge and understanding of the structure and key components of the curriculum. ii. References curriculum in planning; knows what learners should have learnt in the previous year and the next, and across the curriculum; discusses issues in implementing and covering the curriculum, particularly for more vulnerable groups and considers how to support learners to attain expected curricular outcomes. Understands how gender inequality can affect learner outcomes. At JHS and SHS levels the teacher draws on the primary curriculum for learners who need to catch up on the basics; he or she refers to examination frameworks and specifications in planning and teaching; iii. He or she knows what learners need to work at to achieve the highest examination grades but does not 'teach strictly to the test'.	i. Draws a linkage between the strands, sub-strands, learning outcomes, content standards, learning indicators, and pedagogical and assessment strategies and learning resources.	i. Develops a learning plan by drawing on the components of the curriculum, taking into account the scope and sequencing of the curriculum.	i. Analyses the curriculum and related materials and adapts the curriculum to meet the diverse needs of his or her learners by drawing on assessment data and knowledge of learners.	i. Provides mentorship and leadership in supporting teachers in the implementation of the curriculum. ii. Contributes to curriculum improvement.
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
Samples of learning plans that reflect the approved school curriculum in his or her folder, scheme of learning referencing the curriculum and assessment strategies	- Samples of learning plans that reflect the approved school curriculum in his or her folder - Scheme of learning referencing curriculum and assessment strategies	- Samples of learning plans that reflect the approved school curriculum in his or her folder - Scheme of learning referencing curriculum and assessment strategies	- Learning plans - Approved school curriculum in his or her folder	- Reports of supervision and mentorship for teachers and engagement with the school community on the approved curriculum - Reports of training for teachers

- Samples of assessed learner works indicating how near or far they are from curriculum standards and learning outcomes - Mentor's evaluation report	Samples of assessed learners' work indicating how near or far they are from curriculum standards and learning outcomes	Samples of assessed learners' work indicating how near or far they are from curriculum standards and learning outcomes	- Scheme of learning referencing the curriculum and assessment strategies - Samples of assessed learners' work indicating how near or far they are from curriculum standards and learning outcomes - Reports of supervision and mentorship for NQT and beginning teachers. - Reports of training for NQT and beginning teachers on UDL, targeted interventions and IEP	- on universal design for learning (UDL), targeted interventions and inclusive education policy (IEP) - Training materials on differentiated learning
c) Has relevant technical, pedagogical and content knowledge (TPACK)				
Exemplars				
i. Demonstrates foundational knowledge and broad understanding of the subject matter, and general teaching strategies and assessment, classroom management, learning planning, GESI and other cross-cutting issues. ii. Demonstrates a good general knowledge of TPACK. iii. The teacher's subject knowledge goes beyond what is contained in the curriculum and textbook; identifies and addresses gaps in his or her subject knowledge through self-study; articulates a high standard of literacy and correct use of oral and written language. iv. The teacher has a good grasp of knowledge of the primary curriculum and understanding of JHS content and is able to relate to both. At JHS and SHS	i. Demonstrates knowledge, understanding and use of concepts, substance, and structure of content and teaching strategies. ii. Demonstrates application of pedagogical content knowledge, and technology integration in teaching and learning.	i. Applies concepts, substance and structure of content appropriately during teaching. ii. Uses a variety of techniques for organising learning including technology, recognising the advantages and disadvantages of teacher, learner-centred teaching, and GESI, disability and SEL-responsive pedagogies.	i. Identifies gaps in his or her subject knowledge through self-study. ii. Articulates good standards of digital literacy and correct use of oral and written language. iii. Uses pedagogical strategies and pedagogical content knowledge imaginatively in his or her teaching practice. iv. Demonstrates ability to cognitively challenge and stimulate learners, using probing questions for both males and females.	i. Takes initiatives to enhance content and teaching strategies ii. Demonstrates exemplary teaching using research-based programmes. iii. Utilises comprehensive pedagogical content knowledge for coherently organised learning. iv. Supports others to improve TPACK

levels, the teacher demonstrates intellectual curiosity; he or she has a good understanding of developments in his or her subject(s) through self-study and wider reading: He or she attends CPD courses that update him or her on subject skills; he or she draws on rich and varied sources well beyond the textbook. He or she has a developed understanding of how to use ICT in his or her practice. v. The teacher knows a wide variety of ways of organizing learning and recognises the advantages and disadvantages of teacher and learner centred and gender responsive pedagogies. The teacher is creative in their pedagogy, using environments other than the classroom as appropriate, drawing on other adults, nature, and the local community. All teachers have good TPACK, knowing how to incorporate ICT into their practice to support learning. vi. Teachers' explanations, strategies and resources demonstrate that they know how to apply content knowledge imaginatively; learners are cognitively challenged and stimulated; the teacher asks probing questions to both females and males and responds knowledgeably to learners' questions and difficulties around specific topics.				
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Teachers know learners' common misconceptions in a subject.				
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
- Has samples of the following in their portfolios: - plans, scheme of learning and learners' exercises - Student reflective journals and mentor's evaluation report	- Lesson plans - Scheme of learning - Research reports - Learners assessment records - Head/mentor's report	- Portfolio will contain the following: - Lesson plans - Scheme of learning - Research reports - Learner assessment records - Head/mentor's report	- Portfolio will contain the following: - Assessment records - Learners' exercise books - Photographs - Lesson evaluation from head teachers, mentors, and SISOs	- Portfolio will contain the following: - Assessment records - Learners' exercise books - Photographs - Evaluation reports from SISOs
d) At pre-primary and primary levels, the teacher knows the curriculum for each year and the appropriate pedagogies for teaching multigrade classes; has good knowledge of how to teach beginning reading, numeracy, speaking, listening, reading and writing of at least one Ghanaian language for instruction				
Exemplars				
i. Demonstrates knowledge of strategies to integrate numeracy skills across subjects. ii. Demonstrates how to adapt his or her language to effectively communicate with learners from diverse backgrounds. iii. Develops interpersonal skills and learns how to build rapport with learners and colleagues. iv. Demonstrates how to manage stress and self-doubt. v. Demonstrates knowledge of planning inclusive lessons that cater for various learning styles and paces using play-based pedagogy. vi. Demonstrates understanding	i. Plans and uses differentiated teaching that is well targeted to different age and ability groups, and multigrade classes. ii. Demonstrates knowledge and understanding of literacy and numeracy teaching strategies and their application in the classroom.	i. Employs knowledge and understanding of learners' backgrounds to effectively teach literacy and numeracy to different age and mixed-ability groups as well as in multigrade classes using play-based learning.	i. Evaluates play-based and other pedagogical strategies and selects and applies the most appropriate GESI-responsive pedagogy for learners with diverse literacy, numeracy and SEL needs.	i. Monitors and evaluates the implementation of effective teaching strategies to improve learners' achievement in literacy and numeracy. ii. Supports other teachers to hone their skills in play-based pedagogy.

of how to create adaptable teaching and learning materials. vii. Demonstrates how to plan for multigrade classes. viii. Planning and teaching are well differentiated and targeted to different age and ability groups. Displays good knowledge of phonology, letter names and sounds, syllables, whole words, teaching of extended text (stories, poems, songs) in local language and English, and the differences between the two orthographies. Learners confidently add, subtract, multiply and divide using manipulatives.				
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
- Evidence of evaluation of lessons by peers, teachers and mentors - Learners' exercise books, artefacts, etc. - Evidence of teaching literacy across the curriculum shown in learning plans, learners' assignments and reading materials, etc.	- Learners' exercise books, artefacts, etc. - Photographs - Lesson evaluation from head teachers, mentors and SISOs	- Evidence of teaching literacy across the curriculum shown in learning plans, learners' assignments and reading materials, etc. - Learners' exercise books, artefacts, etc.	- Assessment records - Learners' exercise books - Photographs and videos - Action research	- Monitoring and evaluation reports - Recommendations for colleagues and mentees - Action research - Case studies
e) At the secondary level - SHS, SHTS as well as the TVET institutions- the teacher possesses relevant knowledge of how to teach the content, skills and competencies specified in their respective curriculums and promote literacy across the curriculum				
Exemplars				
i. Demonstrates knowledge of the subject curriculum ii. Implements teaching and learning strategies aligned with the curriculum. iii. Demonstrate knowledge and understanding of how to	i. Designs and delivers lessons aligned with the subject curriculum.	i. Utilises a variety of teaching and learning methods/techniques to engage learners. ii. Integrates literacy strategies in subject-specific lessons.	i. Differentiates teaching to meet diverse learner needs. ii. Assesses learners' learning aligned with the curriculum.	i. Provides professional development on curriculum and literacy integration for other teachers. ii. Collaborates with colleagues to enhance curriculum and literacy integration.

integrate literacy across the curriculum.				
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
- Written reflections or lesson plans that demonstrate understanding of the specified content, skills, and competencies in the subject's curriculum - Observation by the mentor teacher or university/college of education supervisor of lesson delivery that shows the use of appropriate teaching and learning strategies - Lesson plans or sample teaching and learning materials showcasing the incorporation of literacy-focused activities in various subjects and lessons	Lesson plans and instructional materials demonstrating clear connections between learning outcomes, activities and the specified curriculum	- Video recordings or observations of lessons highlighting the use of diverse and effective teaching and learning techniques to promote learner engagement - Sample learning plans or teaching and learning materials that incorporate literacy-focused activities such as reading and writing tasks within the subject area	- Documentation of differentiation strategies used, such as learning plans, learner work samples, or individualised teaching and learning plans - Samples of assessments, grading rubrics, or learners' work demonstrating alignment with specified content, skills, and competencies	- Documentation of facilitating workshops or training sessions on effectively teaching the subject curriculum and promoting literacy across the curriculum - Records of collaborative meetings or shared resources demonstrating collaborative work with colleague teachers to improve teaching and literacy

Sub-Domain 2: Knowledge of Students				
Descriptor of Standards in Action for Professional Career Stages				
Pre-Service		In-service		
Student Teacher	Provisional Licensed Teacher/Teacher on induction	Newly Qualified Teacher/ Principal Superintendent	Advanced /Expert/ Fellow Teacher	Master Teacher/ Senior Fellow Teacher
f) Understands how learners develop and learn in diverse contexts and applies this in their planning, teaching, and assessment				
Exemplars				
i. Acquires knowledge and understanding of the developmental stages of learners and applicable theories of learning. ii. Provides lesson notes and plans that demonstrate the use of a variety of pedagogical strategies	i. Plans, and carries out teaching and learning processes and supports learners with diverse needs. ii. Provides opportunities for learners to develop understanding and respect for gender and learners from diverse social and cultural backgrounds.	i. Adapts teaching strategies based on an in-depth understanding of individual learners' developmental progress, learning styles and cultural backgrounds. ii. Plans lesson notes that show the integration of a variety of teaching and learning strategies appropriate to	i. Utilises assessment techniques to monitor students' developmental growth and adjusts teaching and learning strategies accordingly. ii. Integrates interdisciplinary	i. Acts as a mentor to other teachers, sharing insights on child development theories, culturally responsive teaching, and differentiated teaching and learning strategies. ii. Leads collaborative initiatives to create a school environment that values diversity and promotes inclusive learning experiences.

appropriate to learners' stage of development. iii. Demonstrates the importance of providing equal strategies for males and females. iv. Lesson notes and plans show a variety of teaching and learning strategies appropriate to learners at their different developmental stages and ensures the equal participation of females and males.		learners at their different developmental stages and ensures the equal participation of females and males.	approaches that acknowledge the holistic development of learners within their cultural and social contexts.	
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
- Study notes - Learning plans - Mentor evaluation - GESI assessment tools	- Assessment records - Learners' exercise books - Photographs	- Assignments - Examination results - Lecture notes - Learning plans - Study notes	- Assignments - Examination results - Lecture notes - Lesson plans - Study notes - Action research	- Examination results - Action research report - Memos - Reports - Photographs and videos
g) Takes accounts of and respects learners' socio-cultural, linguistic, economic and educational backgrounds in his or her planning, teaching and assessment				
Exemplars				
i. Acquires knowledge and understanding of how learners' different backgrounds affect their way of learning. ii. Acquires knowledge of how to strategically seat learners to support each other, and to draw on learners' backgrounds and gaps in their teaching including effect of extra domestic work on females. iii. Investigates and takes notes of each learner's background, acknowledging where they may have gaps in their	i. Plans and carries out teaching and learning taking into consideration each learner's background, acknowledging where they may have gaps in their education, the effect of extra domestic work (especially for females) on their performance, risk of early drop-out, etc., and acts on this information to help the learners overcome their challenges. ii. Uses different pedagogical strategies including code-	i. Recognises and values the linguistic and cultural diversity of learners and tailors his or her teaching methods and materials to accommodate various learning styles and levels of prior knowledge. ii. Integrates respect for all learners and the use of different pedagogical strategies including code-switching in teaching and assessment.	i. Collaborates with colleagues to share effective GESI responsive strategies and a wide range of teaching and learning resources that reflect various cultural perspectives and social backgrounds. ii. Develops a classroom environment that values and respects all learners' identities and backgrounds.	i. Initiates and creates a learning environment that is conducive and responsive to the varied needs and backgrounds of learners. ii. Assists colleagues in professional development workshops on culturally responsive teaching and equity. iii. Advocates for inclusive policies and practices at the school level to support diverse learners and decrease absenteeism.

education, extra domestic work (especially for females), be vulnerable to early drop-out and act on this to overcome disadvantages. He or she knows why some learners may have irregular attendance and seeks to improve this. He or she code-switches as appropriate to ensure all can understand lesson content; seats learners carefully to support one another; talks with respect to all learners; draws sensitively on learners' backgrounds in his or her teaching.	switching to meet the needs of all learners.			
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
• Learning plans indicate use of examples from learners' diverse socio-cultural and linguistic backgrounds • Evaluation of seating plans • Evaluation of lessons by peers, teachers and mentors	• Learning plans and materials review • Supervisor's observation report • Class assessment and feedback • Student progress data analysis • Parent/community feedback • Individual learning plans (ILPs) • Record of professional development participation	• Student work samples and assignments • Documentation of teaching strategies • Supervisor's observation report • Class assessment and feedback • Student progress data analysis • Parent/community feedback • ILPs • Record of professional development participation	• GESI assessment tools • Class assessment and feedback • Student progress data analysis • Parent/community feedback • ILPs • Record of professional development participation	• Learners' examination data • Action research report • Memos and reports • Photographs and videos • Student progress data analysis • Parent/community feedback • Record of professional development participation
h) Has knowledge of social emotional learning needs of all learners and provides adequate support				
Exemplars				
i. Acquires knowledge and understanding of key social-emotional concepts. ii. Develops understanding in Identifying individual student social-emotional needs and strategies for addressing them.	i. Integrates SEL into lesson planning.	i. Develops and implements strategies to promote SEL in the classroom. ii. Collaborates with colleagues to support students' SEL needs.	i. Utilises assessment data to identify students' SEL needs. ii. Provides differentiated support for students' SEL development.	i. Empowers colleagues in implementing effective SEL practices. ii. Advocates for SEL integration at the school level.
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				

• Observation by mentor teacher or university supervisor of classroom discussions and lessons • Written reflections or case studies submitted by student teacher	• Lesson plans featuring explicit learning outcomes and strategies addressing social-emotional needs	• Video recording or observation of classroom instruction, showing use of SEL strategies • Documentation of collaborations, such as meeting notes and evidence of shared resources	• Analysis of student assessments and evidence of using data to inform instructional decisions • Student work samples and evidence of individualised approaches to address social-emotional needs	• Documentation of leading professional development sessions on SEL • Evidence of participation in SEL committees or initiatives at the school level
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3

Professional Practice

Sub-Domain 1: Managing the Learning Environment

Descriptor of Standards in Action for Professional Career Stages

Pre-Service		In-service		
Student Teacher	Provisional Licensed Teacher/Teacher on induction	Newly Qualified Teacher/ Principal Superintendent	Advanced /Expert/ Fellow Teacher	Master Teacher/ Senior Fellow Teacher
a) Plans and delivers varied and challenging lessons, showing a clear grasp of intended learning outcomes of teaching				
Exemplars				
i. Plans learning that leads to purposeful learning and achievement of higher learning outcomes under the guidance of a mentor. ii. Implements prepared learning plans with support, ensuring that learning is relevant to students. iii. Delivers effective lessons, employing a variety of pedagogical strategies that promote inclusive learning and achieve specific learning outcomes. iv. Makes learning outcomes clear to students at the beginning of each lesson and monitors their progress, keeping in mind gender issues. v. Uses different pedagogical strategies including group, individual work and technology to expand and consolidate learning, especially for students with difficulties.	i. Plans learning independently with clear learning outcomes. ii. Delivers lessons with growing confidence and aligns learning outcomes with pedagogy and assessment. iii. Aligns learning outcomes with pedagogy and assessment. iv. Adopts strategies for Monitors the progress of learners and used different pedagogies to support learners with difficulties. - v.	i. Employs different pedagogical strategies to cater for the diverse learning needs of learners. ii. Aligns assessments with intended learning outcomes. iii. Uses assessment results or data to improve learning outcomes.	i. Plans innovative lessons that engage all learners ii. Designs challenging lessons to meet the diverse needs of all learners. iii. Conducts action research to improve practice iv. Adjusts lessons based on formative assessment results or data. v. -Mentors student teachers, NQTs and licentiate teachers on how to plan and deliver varied and challenging lessons.	i. Mentor teachers at the respective levels on how to plan and deliver differentiated, innovative and challenging lessons to meet lesson outcomes. ii. Supports and collaborates with other teachers to improve practice. iii. Designs and leads the implementation of programs for the achievement of higher learning outcomes.

vi.	The teacher has long-term (weekly, termly) outcomes of what and how learners should achieve; learning outcomes are clear to learners at the beginning of each lesson and their progress towards them is monitored. Lesson structures and tasks vary, target females and males equally, and are pitched just beyond what learners already know to stretch and inspire them, using whole class, group, pair, individual work and ICT to expand or consolidate learning. Recognises when some, most or all learners do not understand a concept or do not achieve the intended learning outcome, and addresses this as soon as possible through individual teaching, re-teaching content or setting homework. Makes learning relevant to students.				
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):					
- Portfolio containing samples of work including: - Written statement of personal teaching philosophy - Record of supervisors' observations - Reviewed lesson plan - Written reflections on lessons observed and lessons taught	- Lesson plan submission - Classroom observations - Student feedback - Portfolio containing samples of work as evidence	-Lesson plan analysis. - Classroom artefacts - Self-assessment - Portfolio containing samples of work as evidence	-Peer evaluation - Student performance data - Professional portfolio - Records of mentoring of mentees on the planning and delivery of challenging lessons - Portfolio containing samples of work as evidence	- Cross-disciplinary assessments - Teacher workshop/conference reports - Action research reports - records of mentoring of mentees on the planning and delivery of challenging lessons - Portfolio containing samples of work as evidence	
b) Carries out action research to improve practice					
Exemplars					
i. Engages in classroom observations to understand teaching and learning processes. ii. Observes the classroom and gathers data to make informed decisions on teaching and learning.	i. Designs focused interventions to address specific teaching challenges. ii. Collects data, using structured methods,	i. Conducts classroom observations in line with research goals. ii. Collects, analyses and interprets data.	i. Plans and executes classroom research cycles. ii. , collects comprehensive data. iii. Analyses data using appropriate tools,	i. Leads collaborative research efforts within the teaching community. ii. Designs and leads interventions to improve practice within the teaching community.	

iii. Carries out interventions with guidance to enhance teaching methods. iv. Collects relevant data related to lesson delivery and learners responses. v. Identifies weaknesses inherent in the teaching and learning process. vi. Carries out interventions to enhance teaching methods. (e.g. use of open questions, how to include a visually impaired child, how to improve gender responsive pedagogy, how to encourage purposeful group talk, and how to make better use of limited numbers of textbooks. vii. Acquires skills in critical reflection and discussion with peers and mentors. viii. Identifies one area to improve on each term (e.g. use of open questions, how to include a visually impaired child, how to improve gender responsive pedagogy, how to encourage purposeful group talk, and how to make better use of limited numbers of textbooks). Takes part in critical reflection and discussion with peers and mentors.	iii. action research interventions. iv. - Analyses collected data for basic information on learners' performance. iv. Designs interventions to address specific teaching challenges.	iii. Uses research reports to inform decision-making. iv. Implements well-defined interventions to improve learning outcomes.	iv. drawing meaningful conclusions. iv. Implements advanced interventions to improve learning outcomes v. Provides clear recommendations for further research or improve practice. vi. Mentors teachers on how to carry out action research to improve practice.	iii. Utilises data analysis techniques to draw sophisticated conclusions. iv. Shares research outcomes through workshops, conferences, and publications. v. Uses research reports to make policy recommendations. vi. Mentors teachers on how to carry out small-scale action research to improve practice.
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				

• \Mentor or supervisor feedback on observation insights/reflections • Documented interventions and their outcomes • Basic data collection records • Students research projects • Portfolio containing samples of work as evidence	• Records of reviews of intervention plans and their rationale • Structured data collection records • Records of initial data analysis/reflections • Portfolio containing samples of work as evidence	• -Evidence of aligned observation and research objectives • Evidence of detailed intervention plans and data collection methods • Records of initial data analysis showcasing emerging trends • Portfolio containing samples of work as evidence	• -Documentation of independent research design • Comprehensive data collection records • Detailed data analysis highlighting insights • Clear recommendations section in research reports • Records of mentoring of mentees on using action research to improve practice • Portfolio containing samples of work as evidence	• -Documentation of collaborative research initiatives • Detailed research plans for extended interventions • Advanced data analysis demonstrating deep insights • Evidence of sharing outcomes in a professional setting • Records of mentoring of mentees on using action research to improve practice • Portfolio containing samples of work as evidence
c) Creates a safe, conducive, and encouraging learning environment				
Exemplars				
i. Creates a welcoming and respectful learning environment devoid of threats and intimidation. ii. Begins to demonstrate basic classroom management skills that enable learners to freely express themselves. iii. Learns how to respond to learners' questions and needs with respect and empathy. iv. Encourages good hygiene in and outside the classroom. v. Is warm, friendly, and fair, offers praise and encouragement (particularly to females in mathematics and science subjects), and withholds any form of corporal punishment or threatening behaviour. vi. Learners laugh, smile, and learn. Learners are not afraid to answer or ask questions and are not publicly or privately reprimanded for wrong answers. vii. The teacher pre-empts any bullying or teasing. Encourages good hygiene e.g. handwashing,	i. Establishes clear classroom rules and expectations. ii. Nurtures positive student interaction and collaboration. iii. Addresses student concerns promptly and sensitively. iv. Ensures that classroom arrangements foster an atmosphere of safety for learners.	i. Adapts diverse pedagogical strategies to accommodate diverse learners. ii. Fosters a sense of belonging and inclusion for all learners. iii. Employs effective conflict resolution strategies in dealings with learners. iv. Promotes tolerance among learners. v. Employs pedagogical strategies that engender collaboration and teamwork among learners.	i. Creates a supportive and respectful classroom culture. ii. Integrates social and emotional learning into lessons. iii. Guides learners in resolving conflicts. iv. Mentors other teachers on how to create a safe and encouraging learning environment	i. Cultivates a classroom environment that values diversity. ii. Mentors colleagues in creating nurturing spaces. iii. Leads initiatives that promote learners' well-being and mental health. iv. Facilitates workshops on creating a supportive school environment.

ensures his or her learners have access to water, food and latrines in order to learn. His or her classroom is neatly organised, clean and contains displays to encourage learning.				
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
• Mentor or supervisor feedback on classroom atmosphere • Peer feedback on basic classroom management • Student feedback on student teacher approachability • Portfolio containing samples of work as evidence	• Review of classroom rules and expectations • Observations of students' interactions and engagement • Student feedback on teacher responsiveness • Portfolio containing samples of work as evidence	• -Documentation of differentiated instruction • Evidence of inclusive classroom practice • Examples of successful conflict resolution • Portfolio containing samples of work as evidence	• Observations of positive classroom culture • Lesson plans highlighting SEL integration • -Student reflections on conflict resolution skills • Evidence of mentoring other teachers • Portfolio containing samples of work as evidence	• -Documentation of diversity-focused initiatives • Testimonials from mentored teachers • Evidence of well-being and mental health initiatives • - Portfolio containing samples of work as evidence
d) Manages behaviour and learning in small and large classes and groups				
Exemplars				
i. Observes classroom management strategies in action in a large class of mixed gender and ability groupings. Assists in maintaining a basic level of classroom order and discipline. ii. Begins to engage learners in learning activities with guidance using learners as monitors and peer teaching to support learning. iii. Employs group and pair strategies to overcome challenges of large classrooms. iv. Maintains friendly but firm discipline; alters seating plans so that females and males are mixed, and all learners get to the front; manages resources so all learners (especially girls) get access to resources including one book or set of manipulatives per child; involves learners as	i. Implements established classroom management techniques. ii. Adapts strategies for different class sizes. iii. Manages basic behavioural challenges iv. Employs strategies that encourage learner participation in lessons involving large classes.	i. Demonstrates effective managerial competences in handling varied class sizes. ii. Effectively engages learners in both small and large classes. iii. Uses a variety of inclusive strategies to address behavioural challenges swiftly and maintains a productive learning environment.	i. Creates a positive classroom atmosphere in varied class sizes. ii. Employs different strategies to manage diverse behaviours presented in the classroom. iii. - Addresses behavioural challenges swiftly and maintains a productive learning environment. iv. Demonstrate appropriate behaviour for learners to emulate.	i. Acts as a role model for colleagues in managing the behaviour of learners. Encourages colleagues to demonstrate appropriate behaviour for learners. ii. Models effective behaviour management for colleagues. iii. Designs innovative approaches for classes of any size. iv. - Leads colleagues in establishing a culture of respect and responsibility.

monitors, uses peer teaching to support learning.				
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
- Mentor or supervisor feedback on classroom management observation report - Evidence of assisting in basic classroom order - Student engagement feedback during observed lessons - Portfolio containing samples of work as evidence	- Records of classroom observation and feedback on technique implementation - Documentation of strategy adaptations for various class sizes - Records of addressing behaviour challenges and promoting engagement - Portfolio containing samples of work as evidence	-Records of analysis and documentation of proactive management plans - Records of observations showing successful engagement in various class sizes - Incident records highlighting successful prevention strategies. - Portfolio containing samples of work as evidence	- Observation reports showcasing a positive classroom atmosphere - Lesson plans with evidence of differentiation - Records of behaviour interventions and their outcomes - Portfolio containing samples of work as evidence	- Documentation of behaviour management workshops or training - Detailed lesson plans highlighting innovative strategies - Testimonials from colleagues and students on classroom culture - Portfolio containing samples of work as evidence

Sub-Domain 2: Teaching and Learning				
Descriptors of Standards in Action for Professional Career Stages				
Pre-Service		In-service		
Student Teacher	Provisional Licensed Teacher/Teacher on induction	Newly Qualified Teacher/ Principal Superintendent	Advanced /Expert/ Fellow Teacher	Master Teacher/ Senior Fellow Teacher
e. Employs a variety of pedagogical strategies that encourages learners' participation, critical thinking and problem solving.				
Exemplars				
i. Uses a variety of appropriate teaching and learning strategies and resources to engage learners including males and females in active	i. Demonstrates use of a variety of teaching and learning strategies and resources that effectively foster and sustain learner participation.	i. Implements teaching and learning strategies using appropriate resources that promote and sustain higher-order thinking skills and learner-led discussions.	i. Mentors colleagues to design and deliver dynamic and interactive lessons that promote learner engagement, choice, and critical thinking.	i. Creates and supervises a learning environment that fosters creativity, collaboration, and deep critical thinking through a variety of innovative teaching

participation and critical thinking. ii. Uses whole-class dialogue, questioning, group/peer work (collaborative learning), demonstrations, explanations, experimentation, project/enquiry-based learning, different learner groupings, peer teaching/ support, manipulatives/modelling, field trips, games, role play, songs, story-telling and ICT in their lessons. Learners are active, challenged to think hard, share, talk and feel able to ask questions of the teacher and one another. iii. Ensures that females and males participate equally in lesson activities and that activities do not reinforce traditional gender roles. iv. Uses case studies, projects, and role play to impart problem solving skills among learners.	ii. Employs teaching and learning approaches that encourage critical thinking.	ii. Creates additional resources for teaching and learning that are tailored to the needs of diverse learners.	ii. Researches and develops teaching and learning strategies that enhance learners' critical thinking and problem-solving skills.	and learning strategies and resources. ii. Conducts training for teachers on effective teaching and learning strategies that engender critical thinking and problem solving among learners.
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
- Lesson plans in teacher portfolios include different teaching and learning strategies such as group work, think-pair-share, and cooperative learning and teaching/learning resources - Observation reports from mentor/ supervisor	- Lesson plans incorporate a variety of strategies and teaching/learning resources aligned with intended learning outcomes - Learner feedback indicates increased and sustained engagement and critical thinking	- Lesson plans outline specific strategies and resources to promote critical thinking and learner participation - Classroom observations show learners actively participating in class discussions and displaying critical thinking skills	- Lesson plans reflect a wide range of teaching and learning strategies and resources to actively engage learners - Classroom artefacts (e.g. pictures, charts/illustrations, videos, photographs, etc.) show learners actively participating and engaging in	- Lesson plans of colleagues showcase the use of innovative and creative teaching and learning strategies and resources - Classroom observations show that colleagues are supported in the use of innovative teaching and

highlighting learner engagement and participation			critical thinking	learning strategies and resources Learner projects or presentations demonstrate deep critical thinking and active engagement to reflect support received
f) Pays attention to all learners, especially females, learners with Special Educational Needs (SEN), including the gifted and talented, the marginalized and vulnerable to ensure their progress.				
Exemplars				
i. Demonstrates commitment to inclusivity by providing equitable learning opportunities to ensure full participation of all learners, including girls and learners with special educational needs (SEN). ii. Demonstrates the ability to use various resources to teach learners with SEN. iii. Ensures that all learners contribute to the learning process.	i. Uses teaching and learning strategies and resources that address the specific needs of girls and learners with SEN, ensuring their progress and engagement in the learning process. ii. Provides equal opportunities for all learners, especially gifted and talented learners, those with SEN and vulnerable learners, ensuring that they participate freely in the learning process. iii. Employs teaching approaches that nurture the abilities of gifted and talented learners.	i. Uses a variety of inclusive teaching and learning strategies and resources to support the progress and engagement of girls and learners with SEN. ii. Supports a conducive school environment that motivates and sustains learning interest among diverse learners especially the less privileged and vulnerable ones.	i. Develops innovative pedagogical strategies to support and foster the progress of all learners, especially girls and learners with SEN. ii. iii. Uses data on learners' behaviour to inform teaching and learning strategies that fosters gender equity and social inclusion. iv. v. Employs especially differentiated teaching and learning approaches to ensure higher learning outcomes for all marginalised groups.	i. Supports and supervises colleagues to create an inclusive learning environment that promotes the progress and well-being of all learners, including girls and learners with SEN. ii. Designs and implements programmes that foster a supported learning environment for those with SEN, and other vulnerable groups.
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
- Lesson plans include different teaching and learning strategies, varied resources and accommodation of diverse learners - Reflective journal shows use of inclusive teaching strategies and resources during lessons	- Lesson plans reflect adaptations and modifications made for individual learners with specific needs - Evidence of differentiated assessments to measure the progress of all learners	- Lesson plans include various teaching and learning strategies and resources that cater for the needs of all learners, especially girls and learners with SEN - Learners work samples demonstrate progress and effective engagement of girls and learners with SEN	- Documentation of specialised interventions and support plans for individual learners - Evidence of collaboration with support staff and specialists for learners with SEN	- Lesson plans of colleagues demonstrate differentiated instruction for diverse learners and inclusive pedagogical practices - Portfolios of colleagues' achievements demonstrate the progress of girls and learners with SEN

g) Employs teaching and learning strategies appropriate for learners with diverse backgrounds, mixed ability, multilingual and multi-aged classes				
Exemplars				
i. Uses a range of teaching and learning strategies and resources that cater for mixed ability, multilingual, and multi-age classes, aligning with intended learning outcomes. ii. Uses differentiated learning to cater for multigrade groups and support individual self-directed learning. iii. Teacher and learning strategies are differentiated to target different grade learning within one classroom, organising it to support multigrade learning through seating, same or mixed grade groups, individual self-directed work, and equally displays, and assigns females and males as monitors. The teacher draws on and integrates the curriculum appropriately to tailor learning for different grades using concept grids, for example, in their planning. Overage learners are acknowledged, and instructional strategies and tasks differentiated to take into account widely differing levels of maturation. The teacher acknowledges the	i. Adapts teaching and learning strategies to meet the varying needs of mixed ability, multi-lingual, and multi-age classes, ensuring all learners make progress towards the intended learning outcomes. ii. Uses innovative multi-media resources to adapt to varying learning styles.	i. Selects teaching and learning strategies and resources that effectively engage and support mixed ability, multilingual, and multi-age classes, promoting the intended learning outcomes. ii. Sequences lessons appropriately to sustain the interest of all learners.	i. Designs and implements tailored instructional strategies to meet the unique needs of mixed ability, multilingual, and multi-age classes, achieving the intended learning outcomes.	i. Leads PLC and professional development (PD) sessions on how to create a culturally responsive and inclusive learning environment.

different languages that learners know and use, code mixing and switching as appropriate to ensure understanding of lesson content, using bilingual texts, diagrams and displays to support this.				
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
- Lesson plans include different activities and resources to address diverse abilities and language proficiency levels - Observations from mentor/supervisor indicate effective strategies employed for mixed ability and multilingual learners	- Lesson plans show modifications in the use of instructional strategies and innovative multi-media resources to accommodate different learning levels and language proficiency - Student work samples demonstrate progress and engagement of learners with varying needs of mixed ability, multi-lingual, and multi-age classes	- Lesson plans demonstrate deliberate selection of strategies appropriate for diverse learners - Learner feedback reflects engagement and understanding among mixed ability and multilingual learners	- Lesson plans include clear differentiation strategies, innovative multi-media resources and adaptations to meet the unique needs of mixed ability, multilingual, and multi-age classes - Learners work samples, assessments and portfolios show progress and achievement of diverse learners	- Lesson plans show evidence of innovative and research-based strategies for mixed ability and multilingual learners - Evidence of collaboration with colleagues and/or SISOs to further develop strategies for mixed ability, multi-lingual, and multi-age classes
h) Sets meaningful and challenging tasks that encourages learner collaboration and leads to purposeful learning				
Exemplars				
i. Deploys tasks that foster collaboration among learners and aligns with the intended learning outcomes. ii. Designs cooperative projects that promote active participation and group problem-solving among learners. iii. Alters grouping according to what is to be learned, mixed/same ability, gender interests and language.	i. Creates purposeful and collaborative tasks that engage learners in meaningful interactions to achieve the intended learning outcomes. ii. Employ teaching and learning activities that promote collaboration and teamwork among learners.	i. Designs problem-solving tasks that require learners to communicate and collaborate.	i. Designs challenging learning tasks that require higher degrees of collaboration, critical thinking and problem-solving among learners, leading to meaningful learning experiences.	i. Leads colleagues in creating innovative and interdisciplinary tasks that can be used to support and promote collaboration, creativity, and deep understanding of the intended learning outcomes.
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				

- Learning plans include collaborative activities or group projects - Observation reports from mentor/supervisor mention student collaboration during tasks	- Lesson plans demonstrate clear connections between tasks and learning outcomes - Learner reflections or reactions show engagement and collaboration with peers	- Lesson plans contain explicit instructions for collaborative tasks and group roles - Lesson observations show learners engagement in purposeful collaboration and communication	- Lesson plans include complex collaborative tasks that integrate multiple disciplines or skills - Student work samples and assessments demonstrate evidence of collaboration and critical thinking	- Lesson plans demonstrate innovative and creative approaches to collaborative tasks - Portfolios or projects showcase learners' collaborative work and demonstrate deep understanding of learning outcomes
i) Explains concepts clearly using examples familiar to learners				
Exemplars				
i. Uses clear explanations and provides relatable examples. ii. Creatively uses drawings, diagrams, demonstrations, and ICT tools, to help learners understand new concepts.	i. Presents concepts clearly using a variety of familiar examples and real-life experiences to ensure students ii. Demonstrate the application of concepts in everyday experiences.	i. Breaks down complex concepts into manageable parts, using a range of relatable examples and analogies to help learners achieve the intended learning outcomes. ii. Employs activities and resources.	i. Uses a wide range of strategies and resources to explain concepts clearly, incorporating culturally relevant, diverse and relatable examples to enhance learner understanding.	i. Demonstrates expertise in explaining concepts clearly, employing innovative techniques and using learner interests to enhance understanding and ensure mastery of the intended learning outcomes. ii. Conducts research to unearth indigenous knowledge relevant to the classroom, and trains colleague teachers to incorporate such knowledge in their teaching and learning activities.
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
- Student teacher portfolios and lesson plans include specific examples and analogies to make concepts relatable - Student teacher responses and feedback indicate improved understanding of concepts due to clear explanations	- Lesson plans show a variety of examples and connections to real-life situations - Teacher reflections and self-assessments highlight the effectiveness of explanations in facilitating student understanding	- Lesson plans reflect clear breakdown of complex concepts with specific examples and analogies - Classroom observations demonstrate student engagement and understanding through use of familiar examples	- Lesson plans include diverse and culturally relevant examples to cater to different student backgrounds - Student work samples or assessments indicate understanding and application of concepts explained using relatable examples	- Teachers' lesson plans showcase innovative teaching and learning techniques and strategies for explaining concepts clearly - Student feedback or testimonials highlight the impact of relatable examples in deepening

				understanding
j) Identifies, produces and uses a variety of teaching and learning resources including ICT and appropriate digital tools to enhance learning				
Exemplars				
i. Uses a variety of teaching and learning resources, including ICT, to support teaching and learning. ii. Produces teaching and learning resources from local materials to support learning. iii. Resources are made from local materials where possible and in sufficient numbers for all learners to handle such TLMS as charts, simple story books, flash cards, bottle tops, stones and sticks. Resources are integral to the teaching of new concepts or their consolidation, supplement and go beyond the textbook. Learners also make resources such as clay letters and numbers, story books and displays. Secure storage ensures sustainable use of resources. ICT is used to support learning in a multitude of ways and a hands-on approach for learners. Commercially produced resources such as science equipment, ICT, charts, maps, images and anthologies	i. Effectively selects and utilises appropriate teaching and learning resources, including ICT tools, to enhance learner engagement and achievement of intended learning outcomes.	i. Produces and adapts a wide range of teaching and learning resources, incorporating ICT effectively, to improve learner understanding and attainment of the intended learning outcomes.	i. Designs and utilises innovative and interactive teaching and learning resources, using ICT effectively to increase learner engagement, promote deeper learning and achieve the intended learning outcomes.	i. Exhibits exemplary practice in producing and utilising a wide array of teaching and learning resources, including cutting-edge ICT tools and technologies, to create transformative learning experiences that align with the intended learning outcomes.

of stories, are carefully selected and used well.				
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
- Student teacher portfolios and lesson plans demonstrate integration of ICT tools and resources - Observation reports from mentor/supervisor highlight the use of ICT for enhancing learning	- Lesson plans and portfolios detail specific ICT tools and other resources used and their alignment with learning outcomes - Learner work samples and assessments show evidence of ICT integration and enhanced learning	- Portfolio of self-created ICT resources (e.g. videos, interactive PPT slides and presentations) - Learner projects and feedback indicating increased understanding or engagement due to the use of ICT resources	- Lesson plans show evidence of innovative integration of ICT to support learning - Learner projects and presentations demonstrate engagement and deeper understanding through the use of ICT	- Documentation of innovative ICT resources and tools created and utilised in providing PD/PLC services to colleague teachers - Teacher peer and or learner feedback indicating the transformative use and impact of ICT integration in attaining learning outcomes
k) Integrates a variety of assessment strategies in teaching to support learning				
Exemplars				
i. Uses a variety of assessment strategies to achieve intended learning outcomes, such as drawings, maps, diagrams, stories, descriptions, accounts, experiments, local research and handicrafts. Learners are also set small tests, and homework assignments that are regularly assessed, and are also set higher stakes examinations as needed. Takes note of gaps in learning (paying attention to gaps between females and males) and uses them in planning and delivering the next lesson.	i. Regularly implements formative assessments such as tests, quizzes, think-pair-share, class observations, homework, etc. to gauge ongoing learner progress and inform critical instructional decisions. ii. Aligns assessments with learning outcomes.	i. Utilises both qualitative and quantitative strategies to assess students' learning, including formative assessments, and effectively identifies gaps in learning, paying attention to potential disparities between female and male learners. ii. Adapts assessments to meet individual learner needs. iii. Begins experimenting with alternative assessment methods.	i. Demonstrates expertise in designing authentic assessments. ii. Differentiates assessments for diverse learners.	i. Innovates and pioneers new assessment strategies. ii. Shares best practices with colleagues. iii. Shows consistent high student performance outcomes.
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
Student teacher portfolios and lesson plans demonstrate	Documentation of formative assessments administered and	Lesson plans include clear indications of both qualitative	Lesson plans and teaching and learning materials demonstrate	Evidence of innovative and diverse assessment

- integration of diverse assessment strategies - Student teacher reflections highlight the use of various assessment methods and strategies	- learner responses - Teacher reflections demonstrate how assessment results inform instructional planning	(e.g. interviews, portfolios, group presentations, teacher–learner conferences, etc.) and quantitative (multiple choice tests, checklists, quizzes, computer-directed tests, etc.) assessments - Documentation of assessment data highlighting gaps in learning and potential disparities, e.g. report cards, equity action plans that outlines strategic actions and interventions to address identified gaps in learning and potential disparities, comparative (for diverse learners) analysis spreadsheet, etc.	- a balance between formative and summative assessments - Assessment data and student work samples show evidence of ongoing progress monitoring and addressing gaps in learning	- strategies implemented - Student performance data and teacher reflections showcase the impact of assessment on addressing gaps in learning and ensuring equity
I) Observes, listens to learners and gives constructive feedback				
Exemplars				
i. Actively listens to students during discussions ii. Provides simple, positive feedback. iii. Accepts constructive criticism from mentors. iv. Gives constructive feedback to learners to enhance understanding.	i. Applies teaching and learning strategies that foster learner engagement through assessment and feedback to improve learning outcomes. ii. Seeks peer feedback to refine teaching practice.	i. Actively engages in two-way communication with learners, listens to their perspectives, and provides constructive feedback that supports learning and the achievement of intended learning outcomes. ii. Offers specific, actionable feedback to students. iii. Starts using student input for instructional improvement.	i. Establishes a culture of open communication with learners, parents and other stakeholders and actively listens to their ideas and concerns and provides constructive feedback that fosters growth and higher achievement rate of intended learning outcomes. ii. Provides detailed, personalized feedback for growth. iii. Encourages student self-assessment and reflection.	i. Leads initiatives that enhance capacity of colleagues to listen to learners, parents and other stakeholders, and solicit their input, and provides constructive feedback that inspires self-reflection, growth, and mastery of the intended learning outcomes.
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
- Documentation of feedback provided to learners on their assignments or assessments - Student surveys or testimonials indicating the	- Samples of student work with accompanying feedback provided by the teacher - Classroom observations highlighting instances of	- Evidence of feedback provided during class discussions or one-on-one interaction with learners - Student interviews or surveys indicating the	- Evidence of teacher-student conferences and feedback sessions where constructive feedback is provided - Student work samples	- Documentation of instances in which student input influenced the teaching and learning process - Peer observations and

usefulness of feedback in improving learning	constructive feedback given to learners	teacher's responsiveness to their perspectives and needs	demonstrate improvement based on feedback received	feedback highlighting effective feedback received
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Sub-Domain 3: Assessment

Descriptors of Standards in Action for Professional Career Stages				
Pre-Service		In-service		
Student Teacher	Provisional Licensed Teacher/Teacher on induction	Newly Qualified Teacher/ Principal Superintendent	Advanced /Expert/ Fellow Teacher	Master Teacher/ Senior Fellow Teacher
m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher				
Exemplars				
i. Demonstrates ability to identify and employ effective strategies to address common misconceptions among learners. ii. Demonstrates knowledge and understanding of strategies to support learners with diverse learning needs, especially females in English/literacy, science, technology, engineering, mathematics, and TVET. iii. Seeks mentors' advice when he or she encounters learners with learning difficulties. iv. Uses different strategies to re-teach learning and provides careful explanations in learners' exercise books to support learning. v. Knows when and where	i. Uses a variety of teaching and learning strategies to address common misconceptions among learners. ii. Utilises strategies to support learners with diverse learning needs, especially females, in English/literacy science, technology, engineering, mathematics and TVET.	i. Provides constructive feedback consistently to support learning. ii. Seeks advice from experienced teachers/specialists promptly to support learners with learning difficulties.	i. Sets appropriate learning outcomes, especially for females, in English/literacy science, technology, engineering, mathematics, and TVET. ii. Employs diverse and tailored strategies to foster learner participation, especially females. iii. Provides detailed and targeted feedback consistently to promote learning. iv. Collaborates with teachers/specialists to address learning challenges faced by specific learners. v. Models good practice in supporting specific learning challenges	i. Mentors, coaches, and supports other teachers to identify and address both teacher and learners' misconceptions about various subjects, especially females, in science, technology, engineering, mathematics, and TVET. ii. Quality assures and supports other teachers to design and create innovative strategies for optimal mastery of concepts for teachers and learners. iii. Advocates for inclusive and responsive approaches in teaching and learning. iv. Guides teachers to understand and employ strategies that address learning needs, especially females, in science, technology, engineering, mathematics and TVET. v. Initiates proactive collaboration with specialists and supports teachers in

particular learners are unable to learn what is being taught and turns to specialist advice to support them.				understanding how to provide targeted support for learners.
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
Classroom observations with documented notes on strategy implementation; feedback is provided in learners' exercise books	- Classroom observations and learning plan analysis with feedback from instructional leaders or mentors; - Samples of exercise book feedback	- Classroom observations and learning plan analysis with feedback from instructional leaders or mentors - Samples of exercise book feedback - Evidence of professional development related to addressing misconceptions and supporting diverse learners	- Classroom observations, potentially supplemented by peer or instructional leader evaluations - Records of professional development related to teaching strategies and differentiation - Documentation of collaboration with specialists to assist struggling learners - Analysis of exercise book feedback showcasing consistent and insightful guidance	- Extensive documentation of innovation and research in addressing misconceptions - Evidence of leadership in developing and implementing school-wide equity initiatives - Published articles, presentations and curriculum materials related to misconceptions and equity
n) Keeps meaningful records of every learner and communicates progress clearly and regularly to learners, school administration, and parents				
Exemplars				
i. Demonstrates understanding of how to keep and maintain records of learners. ii. Communicates learners' progress to mentors iii. Demonstrates ability to communicate learners' progress to them.	i. Keeps regular, detailed and legible records of learners' assessment, both, formative and summative. ii. Analyses any disparities between females and males and uses these to inform planning and teaching on a daily basis. iii. Ensures learners and their parents, are aware of the progress learners are making through written and verbal feedback. iv. Seeks guidance when challenges arise.	i. Maintains consistent records of learners, showcasing an understanding of their needs. ii. Analyses disparities between female and male learners and uses them to inform planning and teaching on a daily basis. iii. Ensures learners and parents are provided with prompt feedback on learners' progress. iv. Seeks guidance when challenges arise.	i. Keeps detailed and comprehensive records of all learners, effectively tracking progress and adapting strategies based on individual needs. ii. Communicates progress clearly and regularly, involving learners, parents, and administration; adapts communication based on recipient's needs.	i. Exemplary record-keeping, including data analysis to inform instructional decisions and is a model for other teachers. ii. Exceptional ability to communicate progress, utilising a variety of formats, fostering collaboration between stakeholders.
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
- Classroom observation, review of recorded data, and sample of records kept - Communication samples and feedback from mentor/supervisor	- Review of record samples and feedback from mentor/supervisor - Communication samples feedback from learners and parents	- Sample records, self-assessment and peer feedback. - Communication samples and learners' and parents' feedback	- Review of comprehensive records of learners' progress - Comprehensive Parent/colleague feedback - Communication samples and	- Evidence of data analysis and record-keeping samples - Peer and administrative feedback - Communication samples, evidence of collaboration, and recognition

			feedback from learners, parents and administrators	from peers and administrators
o) Demonstrates awareness of national/international learning outcomes and assessments standards and aligns them to school learning outcomes				
Exemplars				
i. Demonstrates an understanding of the importance of maintaining high expectations for all learners. ii. Acknowledges gaps between expectations of learners from the curriculum and the reality of low levels of learning outcomes for many learners.	i. Consistently and effectively maintains high expectations, although they might need further development in addressing learning gaps and collaborating with colleagues. ii. Notes school performance over the years and works with colleagues to improve levels of attainment.	i. Identifies learning gaps, recognises low levels of learning outcomes for many learners, and actively engages in collaborative efforts to address them.	i. Consistently sets and communicates high expectations, uses various strategies to address learning gaps, and actively contributes to improving overall school performance.	i. Exemplifies excellence in maintaining high expectations, analysing, and addressing learning gaps, and leading in improving school performance aligned with national and international standards.
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
- Classroom observations with feedback from mentor teachers - Review of learning plans to assess clarity of learning goals - Self-assessment of awareness of the gap between curriculum expectations and learners' performance	- Learning plan analysis focusing on differentiation strategies - Sample learner work showcasing alignment with expectations - Peer or mentor feedback on collaborative efforts and impact on learners' performance	- Learning plans with evidence of scaffolding for diverse learners - Data analysis of learners' performance improvements over time - Documentation of collaborative projects and contributions to school-wide performance enhancement	- Classroom observations highlighting differentiated instruction - Data-driven evidence of learners' growth and achievement - Records of successful collaboration with colleagues on pedagogical innovations and performance enhancement initiatives	- Portfolio of different instructional materials and assessments - Presentation of data demonstrating substantial growth in learner outcomes - Documentation of leading professional development sessions and mentoring colleagues to enhance classroom practices - Evidence of involvement in curriculum alignment projects with national and international standards
p) Uses criterion-referencing to assess learners				
Exemplars				
i. Demonstrates a basic understanding of the importance of maintaining high expectations for learners but may struggle to effectively implement them. ii. Acknowledges low levels of learning outcomes for many learners in his or her classroom and the school.	i. Consistently maintains high expectations, though he or she might need further development in addressing learning gaps in the school and collaborating with colleagues. ii. assessment effectiveness.	i. Develops complex criterion-referenced assessments. Adapts assessments based on learner performance. Collaborates with colleagues on assessment alignment.	i. Utilises a range of criterion-referenced assessment strategies. ii. Analyses assessment data to inform instruction. iii. Shares assessment best practice with peers.	i. Designs and implements innovative criterion-referenced assessment methods. ii. Mentors colleagues in assessment design. Leads departmental assessment review.

Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
- Documentation of observation of assessment discussions - Supervisor feedback on participation - Record of supervised grading assistance	- Samples of designed criterion-referenced assessments - Assessment implementation records with analysis - Collected feedback from learners or peers	- Examples of complex criterion-referenced assessment - Documentation of assessment adjustments with reasoning - Records of collaboration on assessment alignment	- Portfolio showcasing diverse assessment strategies - Analysis of learner performance data linked to instruction - Records of workshops and discussions with peers	- Documentation of innovative assessment approaches - Records of mentoring interactions with colleagues - Minutes or reports from assessment review leadership
q) Demonstrates knowledge and understanding of how to align curriculum outcomes, pedagogy, and assessment				
Exemplars				
i. Demonstrates knowledge of curriculum outcomes. ii. Plans pedagogical strategies aligned with outcomes. iii. Aligns assessment practices with curriculum outcomes.	i. Designs lessons and sequences of lessons that align with curriculum outcomes.	i. Implements effective pedagogical strategies ii. Uses formative and summative assessments aligned with outcomes.	i. Adapts curriculum and pedagogy to meet diverse needs. ii. Analyses assessment data to inform instructional decisions.	i. Leads professional development on curriculum alignment. ii. Collaborates with colleagues to improve alignment.
Means of Verification of Standards in Action Exemplars for each category can be verified by looking for evidence in (but not limited to):				
- Written reflections and lesson plans that show understanding of curriculum outcomes and their alignment. - Observation by mentor teacher or university supervisor of lesson delivery - Sample assessments and rubrics created by the student teacher based on curriculum outcomes	Lesson plans demonstrating clear connections between outcomes, activities and assessment	- Video recordings or observations of lessons, showcasing the use of various instructional techniques aligned with outcomes - Samples of assessments and grading rubrics, showing clear alignment with curriculum outcomes	- Documentation of different strategies used, such as lesson plans, student work samples, and individualised plans - Evidence of data analysis, such as spreadsheets or reports, showing how assessment results are used to guide teaching	- Documentation of facilitating workshops or training sessions on aligning curriculum outcomes, pedagogy and assessment - Records of collaborative meetings or shared resources demonstrating collaborative work to improve alignment

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APPENDIX

TRAINING NEEDS FOR TEACHERS ASPIRING TO MEET THE PRE-TERTIARYTEACHERS' STANDARDS FOR GHANA (PTTSG)

Training involves the acquisition and transfer of new knowledge, skills, behaviours, values and attitudes to the performance of assigned roles at the workplace.

This means that every training programme must define its learning outcomes, participants, and content. Training needs presuppose that there is a gap between the current career level of performance of a teacher and the performance that is expected at the next career level that he/she aspires to move on to. Therefore, every training need defined for teachers at a career level must be the thing(s) that they are to do to update their professional knowledge, skills, behaviour, values and attitudes so they can perform better in their specific roles and duties.

Table A1 below presents the training needs of teachers at each career level in the Pre-tertiary Teachers' Standards for Ghana (PTTSG). It must be noted that training needs are not a content of training and that it is up to any organization to formulate training content as part of the teacher's continuing professional development.

It must also be noted that the training needs in the table contain no repetitions because it is assumed that training needs for earlier ranks have already been met, albeit they can form part of the review of previous knowledge at training sessions. In all cases, every training should be preceded by a needs assessment to identify and prioritise the training needs.

Table A1. Training needs of Teachers at various Career Levels in PTTSG

Teacher Category	Training Needs
Licentiate Teacher	• Portfolio writing/development • Action research in classroom teaching and learning • Facilitation and communication skills • Skills required for implementing equity and inclusion policies in school work • Use of gender responsive scorecard as a guide for implementing gender equity in practice • Use of assessment as, for and of learning • Use of assessment data to improve learning • Journal writing • Use of reflective logs in teaching • Motivation for self-directed study and needs assessment for professional planning and growth • Teaching and learning strategies - creative approaches, group work, questioning, talk for learning, etc. ICT integration in teaching and learning
Fellow Teacher and Senior Fellow Teachers	• Mentoring and coaching skills • Leadership for learning skills • Demonstrating understanding of school improvement plans and budgeting • Guidance and counselling skills for supporting students Report writing
Fellow Teacher and Senior Fellow Teachers	• Examination item writing and management • School curriculum policy development and reviews • Building partnership in community learning • Supporting use of learning resources including emerging technologies • Supporting and engaging in collaborative learning for professional development • Team building for school improvement • School leadership qualities and skills
Fellow Teacher and Senior Fellow Teachers	• Integrating ICT and other technologies in school administration and governance • Leadership for learning • Conflict resolution at district and school levels • Proposal writing for school support • Clinical supervision in schools • Promoting teacher motivation for improved quality education • Basic principles in planning, data collection and management • Demonstrating understanding of roles of Local government policies in education
Senior Fellow Teachers	• Knowledge of procurement laws • Knowledge of GES and MOE organograms and working principles • EMIS data interpretation and knowledge of its implications for school improvement

	• Policy development and reviews at school, district, regional and national levels • Change management skills (Leadership for Change) • Team Building for wider organizational development
Senior Fellow Teachers	• Strategic planning and management in education • Communication skills (oral and written) for dealing with policy makers and writing policy document and memoranda • Time management skills • Principles and practice of stakeholder partnership relationships • Demonstrate understanding of labour laws and working with trade unions • Knowledge of financial regulations • Public policy formulation and • Promoting social accountability in education sector • Principles of dialogue and negotiation. • Education project and programme management • Time and stress management (balancing work and pleasure) • Planning, monitoring and evaluation in sustainable development in education • Stakeholder analysis and roles development • Implementing Quality Assurance and Accreditation systems in education

Assessment	A systematic process through which the progress and achievements of a learner or learners is/are measured or judged in compliance with specific quality criteria.
Beginning Teacher	A teacher who has recently acquired basic knowledge and skills from an accredited teacher education programme and is capable of performing basic functions of a classroom teacher under supervision and guidance.
Community Practice	A group of teachers who share a concern or passion for the teaching profession and learn how to do it better as they interact regularly.
Competency	Competence indicates the ability to apply learning, to do something successfully or efficiently
Competency-based curriculum	A curriculum that emphasizes the complex outcomes of a learning process (i.e. knowledge, skills and attitudes to be applied by learners) rather than mainly focusing on what learners are expected to learn and know about 13 in terms of traditionally-defined subject content.
Continuous Professional Development	A lifelong learning process by which teachers develop, maintain and enhance their personal and professional qualities towards improving their knowledge, skills and practice.
Content Knowledge	The body of knowledge and information that are taught and learned in specific subjects.
Core curriculum	The body of knowledge, skills and attitudes expected to be learned by all students, generally related to a set of subjects and learning areas that are common to all students, such as languages, mathematics, science and social studies.
Criterion- referenced assessment	Assessment of a learner's progress and achievement against a pre- determined set of criteria.
Critical thinking	A process that involves asking appropriate questions, gathering and creatively sorting through relevant information, relating new information to existing knowledge, re-examining beliefs and assumptions, reasoning logically, and drawing reliable and trustworthy conclusions.
Culturally responsive curriculum	A curriculum that respects learners' cultures and prior experiences. It acknowledges and values the legitimacy of different cultures, not just the dominant culture of a society, and encourages intercultural understanding.
Culturally responsive pedagogy	Teaching methodologies which address the need to be sensitive and responsive to cultural differences within the classroom.
Curriculum framework	Defines the overarching vision, essential elements of what an initial teacher education programme requires to train teachers needed to deliver inclusive, equitable and high-quality education for all.
Demonstration schools	Selected basic schools that are Partner schools to the Colleges of Education, where student teachers gain practical teaching experience.
Evaluation (in and teaching learning)	A systematic process aimed at judging the effectiveness of any teaching and learning programme.
External assessment	A process and method of assessment developed and used by an examination body or agency other than the learner's school. This process commonly involves standardized testing, and often serves to grade candidates for further educational opportunities and/or for certification purposes.
Cocurricular activities	A range of activities organized outside of the regular school day, curriculum or course intended to meet learners' interests. These activities can help learners become more involved in their school or community and can help them to develop social and soft skills and to promote wellbeing. These activities can include athletics, sport, voluntary work, photography, drama, music, etc.
Formative Assessment	Assessment conducted throughout the educational process with a view to enhancing student learning. It implies: eliciting evidence about learning to close the gap between current and desired performance (so that action can be taken to close the gap); providing feedback to students; and involving students in the assessment and learning process.
Gender mainstreaming in the curriculum	Ensuring consideration of gender issues as part of the design, implementation and monitoring of policies or programmes with the aim of achieving and maintaining gender equality.
Gender Responsive Scorecard	A practical tool for gender mainstreaming in training used to establish a baseline, raise awareness as well as monitor and evaluate the gender dimension of training courses to ensure transparency and accountability.
Inclusive education	A process of strengthening the capacity of the education systems to reach out to all learners and can thus be understood as a key strategy to achieve the SDGs.
Induction	The orientation and formal introduction of a beginning teacher into the teaching profession.
Instructional Strategies	These are methods teachers use in their lesson delivery to help students learn the desired content to become independent, strategic learners.
Information and Communication Technologies (ICT)	A diverse set of technological tools and resources used to transmit, store, create, share or exchange information. These technological tools and resources include computers, the Internet (websites, blogs and emails), live broadcasting technologies (radio, television and webcasting), recorded broadcasting technologies (podcasting, audio and video players, and storage devices) and telephony (fixed or mobile, satellite, video-conferencing, etc.).

Inquiry-based	A process that provides opportunities for learners to learning construct their own understanding of the complexity of the natural and human world around them. A curriculum adopting this approach implies that learners work with new and challenging content and concepts, connect new information to former knowledge, select thinking and learning strategies deliberately and plan, monitor, and evaluate their own thinking processes.
Instruction	The creation and implementation of purposefully developed plans for guiding the process by which learners gain knowledge and understanding, and develop skills, attitudes, appreciations and values. Instruction is frequently associated with the term 'curriculum' and generally refers to the teaching methods and learning activities that a teacher uses to deliver the curriculum in the classroom.
Interactive teaching and learning	The practice of involving learners in the educational process by encouraging them to bring their own experience and knowledge into the process, while also contributing to defining or organizing their learning.
Intercultural understanding	Awareness, understanding and appreciation of one's own and other cultures. It implies openness towards and respect for other cultures.
Interdisciplinary approach	An approach to curriculum integration that generates an understanding of themes and ideas that cut across disciplines and of the connections between different disciplines and their relationship to the real world. It normally emphasizes process and meaning rather than product and content by combining contents, theories, methodologies and perspectives from two or more disciplines.
Learner centredness	An approach to organizing teaching, learning and assessment based on the learner's personal characteristics, needs and interests.
Learning outcomes	The totality of information, knowledge, understanding, attitudes, values, skills, competencies a learner is expected to master upon the successful completion of an education programme.
Lesson Plan	An outline of a topic to be addressed in a given period which can take a variety of forms and be prepared on a daily, weekly or monthly basis. It normally involves defining specific learning objectives aligned with the existing curriculum, selection of subject matter, required materials and resources, the activities that will take place as well as time and class management notes, assessment methods, and the links between previous and following lessons.
Learning resources	Any resource – including print and non-print materials and online/open-access resources – which supports and enhances, directly or indirectly, learning and teaching.
Lifelong learning	It is a voluntary act of learning throughout life.
Multidisciplinary approach	An approach to curriculum integration which focuses primarily on the different disciplines and the diverse perspectives they bring to illustrate a topic, theme or issue. A multidisciplinary curriculum is one in which the same topic is studied from the viewpoint of more than one discipline.
Multi-grade/multi-class teaching	The teaching of learners from two or more grade levels in the same classroom environment, ideally by using appropriate and specifically designed teaching methods.
Numeracy	The ability to use mathematical skills in appropriate and meaningful ways in order to meet the varied demands of personal, study, social and work life.
Pedagogy	The art and science of teaching, as a professional practice and as a field of academic study. It encompasses not only the practical application of teaching but also curriculum issues and the body of theory relating to how and why learning takes place.
Peer assessment	Assessment of learners' work by other learners.
Peer learning	A process based on exchange of knowledge and information between learners who may also act as mentors. Also referred to as peer education.
Peer teaching/tutoring	A practice in which students share their knowledge and support the learning of their peers through assuming a teaching role within a school setting.
Portfolio	
Portfolio Assessment	Assessment based on the systematic collection of learner work (such as written assignments, drafts, artwork, and presentations) that represents competencies, exemplary work, or the learner's developmental progress. Portfolios are assessed for evidence of learner achievement with respect to established learning outcomes and standards.
Practicum	A period of supervised practical application of previously studied subject content and pedagogies in the school setting
Pre-primary education or preschool education	Education experiences typically designed for children from 4 years of age to the start of primary school.
Primary education	Primary education provides learning and educational activities typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and creativity to establish a solid foundation for learning and understanding core areas of knowledge and personal development, in preparation for junior high school education.
Problem-based learning	A process designed to experientially engage learners in processes of inquiry into complex problems of significance and relevance to their lives and learning. It is intended to challenge learners to pursue authentic questions, wonders, and uncertainties in a focused way, which enables them to construct, deepen, and extend their knowledge and understanding.

Professional Knowledge	A variety of specialised training, formal education, or advanced professional learning intended to help teachers improve their professional knowledge, competence, skill, and effectiveness.
Professional Practice	The use of one's knowledge in the teaching profession in managing the learning environment, teaching and learning, and assessment.
Professional Values and Attitudes	The principles, ideals and standards that give meaning and direction to the daily conduct of teachers.
Reflective Journal	This is a diary that is developed by the teacher which contains regular entries (logs), detailing their experiences and emotions regarding the teaching and learning processes. It captures the critical reflections of self and their experiences during the teaching and learning process for improving their professional practice
School Practicum	A period of supervised practical application of previously studied subject content and pedagogies in the school setting
Secondary education	Secondary education provides learning and educational activities building on primary education and preparing for labour market entry, and tertiary education.
Self-assessment	Assessment by which the learner gathers information about and reflects on his or her own learning progress, judges the degree to which it reflects explicitly stated goals or criteria, identifies strengths and weaknesses, and revises accordingly.
Special education needs	Education designed to facilitate learning by individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods to participate and meet learning objectives in an education programme.
Teachers Standards'	Written descriptions of knowledge, skills, competencies, and attitudes that teachers are expected to know and be able to do during their training and in professional practice.
STEM	The Science, Technology, Engineering, and Mathematics (STEM) fields. They are collectively considered core technological underpinnings of an advanced society
Student teacher	A person studying to become a professional teacher and who, as part of the training, observes classroom instruction or undertakes closely supervised teaching in a school setting.
Summative assessment	The assessment of learner's achievement at the end of an instructional unit, course, semester, or programme usually, although not necessarily, involving formal testing or examinations.
Technology-enhanced learning	The use of information and communication technologies as mediating devices supporting instruction, tutoring, assessment, and student learning.
Tertiary education	Tertiary education builds on secondary education, providing learning activities in specialized fields of education.
Vocational education	Education programmes that are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade, or class of occupations or trades.

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