

**GHANA NATIONAL ASSOCIATION OF
TEACHERS**

**BEGINNING TEACHERS
HANDBOOK**

2015

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ABOUT THIS BOOK

One of the key objectives of the Action Plan of the Ghana National Association of Teachers (GNAT) Youth Policy is the development and publication of a *Handbook* for the training and mentoring of new members of the Association and the teaching profession. The GNAT Youth Desk and Membership Education Department, in collaboration with the Canadian Teachers Federation (CTF), has developed this handbook to do just that.

The mentoring of the teacher-beginner is a critical component of their induction into the profession and the Association. It is the necessary connection between theory and practice and, supports the professional and personal growth of the young teachers, as well as makes them aware of the professional-development opportunities open to them.

The handbook is intended to assist classroom teachers, Heads of Educational Institutions, and the GNAT at the National, Regional, District, and Local levels, to develop and implement their own mentoring programmes for teacher-beginners.

We hope this book will be useful to the GNAT, the Mentors, the Mentees and all those to be involved in the mentoring programme. It would also serve as a guide to the implementation of the Five-key focus areas of the Youth Policy.

On behalf of the GNAT, we want to thank the **Canadian Teachers Federation (CTF)**, the **Youth Desk and Membership Education Department** and all the contributors to this work. We hope the mentorship programme would enhance the competence of Teachers, as they guide the younger generation, to grow into useful adults, in a prosperous and peaceful GNAT, and the country, Ghana.

THOMAS MUSAH
HEAD, MEMBERSHIP EDUCATION AND YOUTH DESK DEPARTMENT
APRIL 23, 2015

FOREWORD

The Ghana National Association of Teachers is a very large family of teachers in Pre-Tertiary educational institutions/offices in Ghana. Notwithstanding the very high regard the international community and the non-teacher Ghanaian community accord the Association, the majority of the members themselves are very hesitant in patronising its activities.

This apparent lack of interest in the organization stems from the fact that many of the members are completely “in the dark” about it. The leadership of GNAT has come to the realization that if the general membership is enlightened about the organization, they would become more interested in, and committed to its ideals and objectives.

The majority of our members are organized in the educational institutions and offices, which form the Basic Unit of the Association. Our sincere belief is that after the training on the *Beginning Teachers Handbook* that the beginning teachers and youth coordinators would go through, their outlook would be broadened, and be ready to *ADOPT AND MENTOR A TEACHER A YEAR*, to help attract, retain, promote and increase our membership to 1, 048, 576, by the year 2032, when the Association would be a century years old.

Let me end by expressing our gratitude to the Canadian Teachers Federation (CTF) for graciously assisting us with funding for the *New Entrants Programme*, and, all who in diverse ways contributed to make this project possible.

ALEXANDER MAWUSI BUADI
AG. PRESIDENT OF GNAT
APRIL 23, 2015

ACKNOWLEDGEMENT

In preparing this Handbook, it is quite difficult acknowledging all who in diverse ways made it possible. However, it is imperative that members of the committee who worked on it be recognised. They are:

Mr. Paul Osei-Mensah - **Chairman**
Mr. M. V.V.K. Demanya
Mr. John Nyoagbe
Mr. Jacob Anderson
Mr. Sampson W. Yenu
Mr. Matthew Adjardjah
Mr. Thomas Musah
Mr. Emmanuel Kwaboni
Mr. Dan Garvey - Canadian Teachers Federation

The project was coordinated by Mr. Thomas Musah, Head, Membership Education and Youth Desk Department.

We wish also to acknowledge the immense assistance of the General Office staff of the Association, the Print Shop, and the Private Secretary to the General Secretary, to the success of the *Handbook*.

The works and thoughts of several personalities greatly influenced us in the preparation of the *Handbook*. They are duly acknowledged in the References. If there is any omission; we trust it would be pardoned.

WELCOME MESSAGE FOR BEGINNING TEACHERS

A very warm welcome to the Teaching Profession! Ours is a noble call as well as a wonderful profession. I congratulate you for choosing teaching, and offer you my very best wishes, as you begin work. What job could be more important than helping the young ones to learn, grow, and become USEFUL citizens in our democratic society than teaching? In today's rapidly changing world, schools and teachers play crucial roles in the lives of our young people. On behalf of your 160,000 colleagues in the Ghana National Association of Teachers (GNAT), I welcome you into the GNAT—the Union of Professionals.

The GNAT has been the voice of teachers in Ghana, since 1931. Its purposes remain the same today, as they were yesteryears – i.e: to promote education, raise the status of the teaching profession, and promote the welfare of teachers. Professional Development, Economic Welfare, and Social Justice are the bedrock of the GNAT. Through its activities, the Association has improved the lives of Teachers, students, and the public school system. It has pushed for smaller class sizes, the training of Teachers and their remuneration, inclusion of students with special needs in mainstream education, and created professional development opportunities for Teachers.

There is no doubt that you are entering our profession at a particularly difficult time in the history of public education in Ghana. Managers of the public schools are under-resourced. Despite the devastating challenges, Teachers and parents continue to work together, to meet the needs of students and create the necessary conducive environment for learning. Public opinion shows that the GNAT understands many of the challenges confronting our schools. The GNAT again believes that classroom teachers are the best source of education, and supports the Teachers' right to speak out on issues.

Throughout the school year, please try to avail yourself of events and issues in your school. Your Regional, District, Local GNAT Leaders and the GNAT Headquarters would send you regular information, via our website, social media platforms, and the *Teacher* news magazine. I encourage you to get involved in the work of the Union, through your local and other GNAT networks, and obtain information on professional development, social justice, health and safety, and Union activities.

The GNAT is a proud Union of Professionals! It is your union! We are here to support and assist you, through our many programmes, services, and initiatives. We therefore welcome and encourage your active participation!

.....
M. V. V. K. DEMANYA
AG.GENERAL SECRETARY
APRIL 23, 2015

BACKGROUND

The effectiveness of any organization depends not only on how many members it boasts of, but how well the members are informed about it and the extent of their involvement and participation in its activities. The Ghana National of Association Teachers (GNAT), in its zeal and efforts to inform and involve its members deeply in its activities, has been organizing seminars and workshops, to raise their trade union and professional consciousness. It however appears the time, expense and achievements of these programmes (e.g. the study circles, seminars, GNAT/CTF, *Nkabom* Project, etc. have not yielded the envisaged results. This is because comparatively, only a small percentage of the members participate in these activities, and actually utilize the benefits which accrue from them. The larger percentage of the grassroots, seem ignorant of the activities of the organization.

The Report of the *GNAT Membership Satisfaction Survey, (2009)* indicated low participation of members in the activities of the union. There is also ample evidence of the ineffective functioning of the structures of GNAT at the grassroots.

The startling indicators were that, of the 1000 respondents throughout Ghana:

- i. 70 % fell between the age group of 19 and 40 years;
- ii. 30 % between the age group of 41 and 60 years;
- iii. 50.4% had never participated in any activity organized by GNAT;
- iv. 80 % had never been invited for any programme;
- v. 57% were of the view that publicity of GNAT programmes are so low that something serious needed to be done about it;
- vi. 66.4% rated GNAT positively;
- vii. 33.6% rated GNAT as poor;
- viii. For most teachers, their membership of GNAT was solely, derivative from the payment of dues through the check-off system, and nothing else.

In view of this, the National Delegates Conference (2010) decided that a Youth Policy should be developed, to address the concerns of the 70% youthful members of the Association. Consequently, the National Executive supervised the formulation of the Youth Policy, backed by the GNAT Constitution as amended in 2014, and other International Youth Policies.

The purpose of the policy is to integrate young teachers within the formal structures of GNAT. Sensitization to the Youth Policy and its implementation are ongoing.

The policy provides a framework and practical guidelines for national, regional, district and local programmes. It also, provides support to improve the situation of young teachers in the GNAT.

The five key focus areas, listed under section four of the Policy, are:

- i. Professional needs;
- ii. Economic and welfare facilities;
- iii. Participation in GNAT activities;

- iv. Career progression in the Education Service and;
- v. GNAT and national development.

Issues such as health, economic, environment, drug abuse, juvenile delinquency, and leisure are addressed. In addition, participation in decision-making, use of Information and Communication Technology, HIV/AIDS and the effectiveness of the intergenerational dialogue are also addressed.

The Policy (Programme of Action) also focuses on measures to strengthen the capacities of beginning teachers at the national, regional, district and local levels. This is aimed at creating opportunities for them to participate effectively and constructively in GNAT activities. It again demonstrates the organization's commitment to all international conventions and charters of the youth such as the World Programme of Action for Youth (WPAY), International Public Service (IPS), International Trade Union Congress (ITUC) and Global Unions Policy Directions on Young Workers.

The **GNAT Youth Desk (GYD)** has been established at the GNAT Headquarters, to coordinate the implementation of the Youth Policy. Its role is to ensure coherence in the implementation of activities and programmes at the National, Regional, District and Local levels of GNAT. The GYD has been replicated at the regional, district and local levels, with the aim of ensuring the effective integration of young teachers into the GNAT development plan.

The labour scene continues to be characterised by agitations for improved conditions of service, Teachers being no exception. The GYD needs the maximum support of young members to achieve the best for them. The Desk would keep members duly informed and ensure their involvement in programmes and by this, ensure the success of the policy.

We appeal to all teachers, especially the young ones in GNAT to take advantage of the policy and participate fully in GNAT activities. This would inform future policy decisions and help design better programmes for them.

EACH ONE – MENTOR ONE TOWARDS OPERATION ONE MILLION MEMBERS BY 2032, IN COMMEMORATION OF GNAT'S 100TH ANNIVERSARY CELEBRATION

The Ghana National Association of Teachers (GNAT) has developed the *New Entrants Handbook* to facilitate both *Traditional and Reverse Mentoring* of all its members, especially the young ones, to buy into its aspirations, programmes and activities. We believe in the enormous wisdom, exuberance and potential of the youthful Teachers and wish to foster their *Talents*, as the Association keeps growing, to achieve its aims. The *Beginning Teachers Handbook*, is based on the *Art of Hosting* and *Harvesting Conversations that Matter*, to bring on board, the experiences and concerns of members, and address them, as best we can.

We are also introducing the *ADOPT AND MENTOR A TEACHER A YEAR*, drive, to up our membership to 1, 048, 576, by the year 2032, when the Association would be a century (100) years old. By this strategy, we want every Teacher at the Regional, District, and Local, and where necessary, Headquarters

level, to adopt a young colleague annually and mentor him/her, on the Association, and what it stands for, to attract and retain them, as well as promote more membership.

We are operating this strategy, on the principles of *Iron Sharpens Iron* and *Touch One, Touch All*.

Fig. 1

AT END OF	# OF PERSONS TRAINED
Year 0 (2012)	1
Year 1 (2013)	2
Year 2 (2014)	4
Year 3 (2015)	8
Year 4 (2016)	16
Year 5 (2017)	32
Year 6 (2018)	64
Year 7 (2019)	128
Year 8 (2020)	256
Year 9 (2021)	512
Year 10 (2022)	1024
Year 11 (2023)	2048
Year 12 (2024)	4096
Year 13 (2025)	8192
Year 14 (2026)	16,384
Year 15 (2027)	32,768
Year 16 (2028)	65,536
Year 17 (2029)	131,072
Year 18 (2030)	262,144
Year 19 (2031)	524,288
Year 20 (2032)	1,048,576

Dear Colleagues, we hope you would embrace it, for the benefit of us all!

Conclusion

The call for the Youth Policy was to create a better milieu for the Youth to participate in the activities of the GNAT and national development. The Youth are the foundation of our organization and would remain its mainstay in the future. Their energies, innovations, character and orientation define the pace of development and security of the union. Through their creative talents and labour power, the Union can make giant, socio-economic and political strides.

GNAT would continue to nurture and stabilize the Youth Desk, so that together, we move the organization forward.

THOMAS MUSAH
HEAD, MEMBERSHIP EDUCATION & YOUTH DESK DEPARTMENT
APRIL 23, 2015

INTRODUCTION

This handbook has been written for a group of persons who are a very crucial link between the leadership of GNAT and the general membership. These groups of persons are the beginning teachers and youth coordinators.

The GNAT Youth Coordinator is a very important leader of the Association. He coordinates activities at the grassroot, which is literally “scattered” across the country. To reach this “scattered” membership from the National, Regional, District, and Local is an uphill task. Since the Youth Coordinator and beginning teachers are peers, he/she is better placed to organize the beginning teachers more effectively.

In order to work effectively, the Youth Coordinator must be equipped with knowledge of issues of teachers. It is towards this end that the *Handbook* has been produced.

The first two units deal with *Understanding the Beginning Teacher* and *Recurring Concerns* of new entrants. A brief theoretical view of the situation, as obtains on the ground, is given and suggestions for overcoming them, offered.

The next three units are devoted to *Managing your Finances*, *the Ghana Education Service* and the *Ghana National Association of Teachers*, its structures, achievements, strengths and weaknesses.

Units Six to Eight take the reader through *Trade Union Education*, *Professional Development* and *Technology in Education* and how it could be applied to enhance teaching and learning . Their relevance to the leadership of the Association, the Beginning Teachers and Youth Coordinators are all discussed. *Technology in Education* additionally introduces the reader to the contemporary innovation in the field, and the need for members to be abreast of its use.

Unit Nine, deals with *Communication* and how it should be done effectively, while Ten examines the *Wellness* of the Beginning Teacher and how to cope with the professional, emotional, family and spiritual demands at the workplace, home and in one's personal life. Unit Eleven deals with the *Political Economy of Ghana*.

We are the first to agree that other equally important topics or issues could have been included in this *Handbook*. However, we were limited by the economy of time and resources to do so. It is our sincere belief, however, that with this “Little Knowledge” at the disposal of leadership, the Beginning Teachers and Youth Coordinators, would be in the position to improve upon their performances, and this would go a long way to make the GNAT even stronger, as it marches through the ensuing years.

UNIT ONE

UNDERSTANDING THE BEGINNING TEACHER

Who is the Beginning Teacher?

A beginner is a person who has just joined a group, society, or an Association. From the definition, a beginning teacher could be said to be one who has just joined a group of colleagues, and the community in which a school is located, as well as the Association which is responsible for his/her welfare. There are many types of beginning teachers; they could be inexperienced young people, entering teaching as a first career. There are also the more experienced teachers, as well as older people, often with a number of years of teaching.

New teachers entering the profession tend to have higher expectations of their employer. They also want opportunities to talk about their experiences, whereas, the older colleagues expect them to be self-reliant and work on their own.

As a beginning teacher, you may expect exciting times ahead, but you may also have apprehensions. You are certainly not alone in this, many teachers experience their first year as stressful. *Teacher stress* is defined by Kyriacou (1987) as *the experience by a teacher of unpleasant emotions, such as tension, frustration, anxiety, anger, and depression, resulting from aspects of work as a teacher*. The pressures on a new teacher are many: administrative tasks, classroom management, dealing with intimidating parents, challenges of developing lessons, marking of exercises, organization of work, dealing with insufficient teaching and learning materials, individual differences and many more. So providing them assistance is necessary to help beginning teachers to develop a professional identity, and the basic competencies acquired in College.

There are things every staff member needs to know, but it is wise also to remember diversity, when addressing the needs of beginning teachers. Beginning teachers typically experience profound changes in their lives, as they enter their new career. We should be conscious of the stress that may be caused by these changes. Teachers who are new in the profession must alter their self-identity. They are making the major transition from students to fully-fledged teachers, and need to re-create themselves by “taking on” the identity of professionals. Their choice of dress/wear, conduct, lifestyle and communication skills need to change, in many cases. They need to look and sound like professionals, and be aware that high standards are expected of them.

Many things have to be put in place to help beginning teachers, during their first year to enable them adjust to the work environment, the profession and the community. Some of the things that can be put in place to assist them to have less stressful tasks include, professional development, mentoring, classroom management, how to relate with colleagues at work, technology in education and wellness. The relationship one forms with colleagues, students and the community can make the difference in the early stage of one's career. As a beginning teacher, you should try to make a good impression of yourself, understand the school, members of staff, the community and the students. This may not be an easy task, but with time, it would be less stressful, if you relate well with the people around you.

Beginning teachers are likely to experience new sets of demands. They are coming from an academic setting or an established career with a sense of confidence and competence, regarding their skills and abilities. They may encounter some disillusionment, as they face classroom realities. There may be a serious mismatch between perceptions of what teaching is supposed to be and actually dealing with student behaviour, parental expectations and trying to stay on top of everything. Many would be testing their experiences with the knowledge and skills learnt in their pre-service programme, particularly their internship.

Does theory reconcile with practice? Not always, they may find. Beginning teachers are often frustrated, believing they are the only ones having these feelings, yet we know these are common struggles for them. In addition, they may struggle with managing their finances and positioning themselves in a new, unfamiliar community.

Beginning teachers often experience changes in the dynamics of their interpersonal relationships. They may have relocated (or moved from their home communities) the first time. They may be feeling isolated, as they have left familiar contacts and networks of support. They are facing new challenges and stresses in their personal and professional lives at a time when they may be feeling inadequate and overwhelmed by the role of the “teacher”. There may be other personal implications as well, including loss of personal time and privacy. They are learning that this is an occupation which can eclipse one's personal life.

What are the concerns of Beginning Teachers?

Research in new teacher retention, points out that the new teacher experiences several predictable challenges –management, personal, instructional and socialization.

- i. Management concerns:** Issues around classroom management are a bother to beginning teachers. Such issues as: “How do I manage student behaviour? How can I discipline students, and be approachable still? What if they don't listen to me? What about their parents?”
- ii. Personal concerns:** The beginning teachers could be confronted with such issues as , “Where am I going to live? How will I survive till my first pay/salary?” Since many beginning teachers are starting their first full-time jobs after graduating from the University, Colleges of Education or changing careers, they are concerned with entering into reliable financial arrangements and paying off loans. They are possibly moving to different communities and setting up their residences, maybe finding services and schools for their own children. They are meeting new people and making new friends. They are establishing a place in the school community and the neighbourhood. They have numerous needs associated with their personal concerns. All these have to be managed.
- iii. Instructional concerns:** “How do I address the needs of students in this class? There's such a wide ability range. I hear people talking about a variety of evaluation options. Besides multiple choice, true/false, and short-answer tests, what can I use? Am I really creating a Supportive Environment?”

iv. Creating a Supportive Environment: Beginning teachers may have limited repertoire of assessment strategies, and therefore rely on the methods used by their own teachers during their student days. They and their students benefit from professional development in this area. As well, everyone benefits, when a teacher regularly reflects on his/her practice and makes adjustments, based on that thoughtful reflection.

Beginning teachers can be assisted in this process. They should be encouraged to constantly ask themselves the question, “Why?” “Why am I using this resource? Why this strategy? Why am I considering this alternative evaluation?” The ability to articulate these reasons leads to the teacher becoming a more reflective practitioner.

v. Confusion over pacing: I can barely survive to the end of the week –how do I address long term planning? Is there a good system for keeping track of student grades? And organizing my material and notes? What are the roles of support personnel? How can they support my work effectively?

vi. Socialization concerns: “What does it mean to be a teacher? There are so many “unwritten rules.” How can I ever understand all the expectations? I don't want to look like I'm not managing, but who can I ask for advice and support?” The professional development for beginning teachers needs to bridge theory and practice, in order to create high quality learning environments. Professional development for beginning teachers should address: a) organizational and planning strategies, b) instructional strategies and, c) assessment strategies.

a. Organizational strategies are hidden from most classroom observations. The beginning teacher may only see the master teacher's classroom in the middle of the year, missing the advance work and classroom management strategies that the master teacher used during the first few days of classes, in order to set the tone for a positive learning environment. Also, new teachers spend more time planning instruction than do experienced teachers. These more experienced teachers can help beginning teachers with “big picture” planning. These organizational and planning strategies help create the necessary conditions for learning, and teachers can acquire these skills systematically, rather than depending on trial and error.

b. Instructional strategies exist in a continuum, from most teacher-centred to most student-centred. New teachers tend to be more comfortable with teacher-centred instructional strategies and may use them to maintain control or revert to them, when under pressure. With exposure to alternatives and subsequent support, new teachers can begin to incorporate a wider range of strategies into their scheme of things.

vii. Conventional in-service training: The intermittent after-school training is not enough to meet their needs. New teachers need access at short notice when a lesson goes awry, a student is not responding to a strategy or when a parent requires an immediate meeting. Beginning teachers need to know there are staff members to help them in a timely manner. It is also important to assure them that we have all

struggled before. They need to hear your stories about your early trials and tribulations and know that you were not always the composite professional you are now.

Needs of Beginning Teachers

Beginning teachers can be overwhelmed by the initiation into teaching and require timely assistance. They need the following:

- i. Just-in-time learning rather than just-in-case learning:** What do I need to learn, know and practise now, rather than later? What do I need to know about the first staff meeting, the first report cards and parent/student/teacher meetings?
- ii. Information and chance to ask questions:** Beginning teachers often do not know what questions to ask and need to be directed to take appropriate actions.
- iii. Acceptance:** Beginning teachers often move into communities and schools in unfamiliar areas. They therefore need to be welcomed and valued as members of the school and the community.
- iv. Acknowledgement:** Beginning teachers come into the profession with a wealth of new knowledge and skills and should be acknowledged and appreciated for the fresh outlook they bring into the profession.
- v. Treatment as colleagues:** Beginning teachers are active members of the profession and deserve to be treated as valued colleagues.
- vi. Treatment as professionals:** How can mentors assist new teachers to grow as professionals in a timely manner?
- vii. Assessment strategies:** Beginning Teachers' assessments and reflections on their own professional learning.

What are the Stages of Focus for the Beginning Teacher?

Typically, teachers define their learning needs in accordance with perceived problems or poor performance in a particular area. Their motivation for learning is to “correct” a problem; that is, they are self-directed and focused on their performance. As part of the induction plan for a beginner, we have to capitalise on this characteristic, by assisting the teacher in creating an individualised programme to address specialised needs. Beginning teachers will exhibit different levels of concern that will direct, in part, the kind of programme that will be most helpful to their development as professionals, at any particular point in time.

- i. Focus on self:** The primary concern of teachers in this stage is survival. Teachers will be interested in making good impressions when the Head is nearby, getting along with colleagues, and learning procedures and routines.
- ii. Focus on teaching tasks:** The central concern is in redefining the art of teaching, classroom management, instruction, planning, curriculum, evaluation issues and an orientation to “teaching the subject,” mark the characteristics of teachers in this stage.

You may find there are teachers who may need to be encouraged to move beyond this point, as, after finding methodology that works, they may be inclined to rest in the security of having survived.

- iii. **Focus on serving the student:** The teacher is now ready to look at teaching as a more flexible process. They are more likely to look for alternative strategies to meet the diverse learning needs of students, to be more innovative and concerned with the emotional and social well-being of students.

Phases

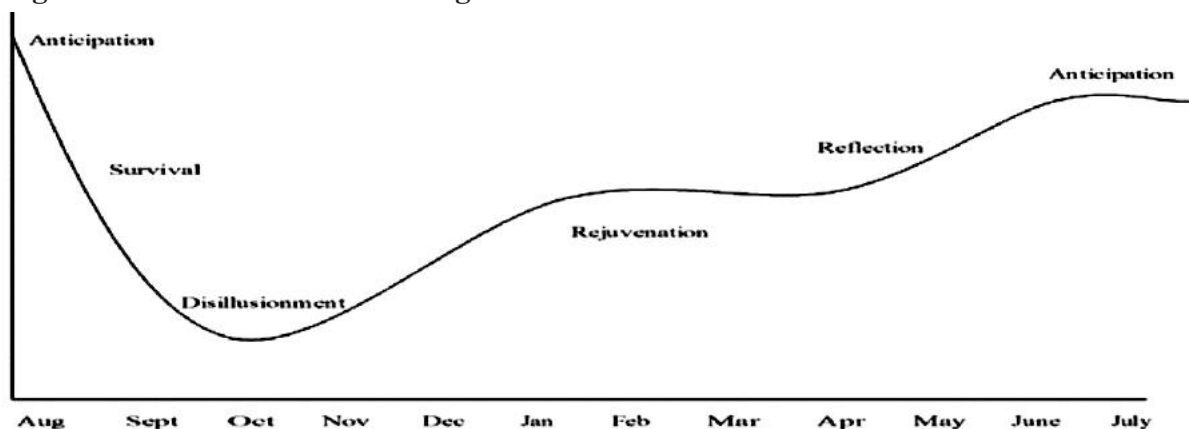
Many beginning teachers are on an emotional rollercoaster, in their first year. They start with a sense of anticipation, which becomes more a sense of survival, after a few months. Some experience profound disillusionment between September and December. This is captured in the *Phases of First-Year Teaching* as, illustrated below. This feeling occurs as a new member of the profession experiences concern about competence and commitment. As one beginning teacher described his first November in the classroom, “*I was mixing my metaphors, I felt like water swirling down the drain, wondering who I could call, while.... hanging onto the end of my rope.*” Reassure your beginning teachers that others have felt this way too.

Phases of First-Year Teaching

It is critical that new teachers are assisted, as they transit from student teachers to full-time professionals. This phase needs to be recognized, a framework consequently designed, and strategies and programmes put in place to make the first year of teaching stimulating for them.

First year teaching could be very challenging. Equally challenging is how to assist new teachers to settle into the profession. Since 2011, the GNAT Youth Desk New Entrants Project has assisted many new teachers. A number of transitional phases have been identified. While not every new teacher goes through these sequentially, these phases are very useful for all involved— the Ghana Education Service (GES), Heads of Educational Institutions, and the GNAT— in the process of assisting new teachers. The teachers move through the phases of anticipation, survival, disillusionment, rejuvenation, to reflection; then back to anticipation. Fig. 1 shows the phases.

Fig. 2 Phases of First Year Teaching



Source: Phases of First Year Teaching (Moir, 1990)

i. Anticipation

The Anticipation phase begins during pre-service preparation, especially during practice teaching. The closer student teachers get to completing their assignments, the more excited and anxious they become about their first full teaching position. They tend to romanticise the role of the teacher. They are fully committed to making a difference and have a somewhat idealistic view of how to accomplish their goals. One beginning teacher said, *“I was elated to get the job, but terrified about going from the simulated experience of student teaching to being the person completely in charge.”* This is the state of new teachers in their first few weeks in school.

ii. Survival Phase

The first month of school is quite overwhelming for new teachers. They learn a lot, and at a very fast pace. They come face to face with a variety of problems and situations they are not acquainted with. Despite the college preparations, new teachers are sometimes caught off guard by the realities of teaching. One new entrant confessed, *I thought I'd be busy, like during student teaching, but this is crazy. I feel like I'm constantly running. It's hard to focus on other aspects of my life.*

During the Survival Phase, most new teachers struggle to keep their heads above water. There is little time to stop and reflect on their experiences. It is not uncommon for new teachers to spend up to 70 hours a week on schoolwork.

Particularly overwhelming is the constant need to use the syllabus. Veteran teachers routinely re-use excellent lessons and units from the past. New teachers, still uncertain of what will really work, must develop their lessons for the first time. Depending on unfamiliar textbooks, could be enormously time consuming. Another new teacher said, *“I thought there would be more time to get everything done. It's like working two jobs: 7:30 am –4:30 pm and 4:30 pm – 6:30 pm, spending more time in the evenings and weekends.”* Although tired and surprised by the amount of work, first-year teachers usually maintain their energy and commitment during the Survival Phase, hoping that soon the anxiety would be over.

iii. Disillusionment Phase

After six to eight weeks of non-stop work and stress, the new teachers enter the disillusionment phase. The intensity and length of the phase varies, depending on the individual new teacher and the environment. The extensive commitment, realisation that things are probably not going as smoothly as they want, and the low morale, are visible signs of this period of disenchantment. New teachers begin to regret their commitment and exuberance; many fall sick during this phase.

Another difficulty is the fact that the new teachers are confronted with several new events. They are faced with meagre allowances, delay with upgrading and back pay, and their first evaluation and confirmation by the District Education Office. Each of these places an already vulnerable individual in a very stressful situation. Even the preparation of the Scheme of Work and other plans for the year could still be unclear, in the new teacher's mind.

Community and School Performance Appraisal meetings require the new teachers to be highly organized, articulate, tactful, and prepared to dialogue with parents on each student's progress. This type of communication with parents can be awkward and difficult for him/her. New teachers generally begin with the idea that parents are partners in the learning process, and therefore not prepared for their concerns or criticisms.

During the Disillusionment Phase, classroom management could be a major source of distress. According to one new Teacher, *I thought I'd be focusing more on curriculum and less on classroom management and discipline. I'm stressed, because I have some very problematic students who are academically low, and have to think about them, every second my eyes open...*

At this point, the first year teachers are stressed, teaching intensively, and receiving complaints from family members and friends. This may lead them to express self-doubt, have low self-esteem and question their professional commitment. In fact, getting through this phase may be their toughest hurdle.

iv. Rejuvenation

The Rejuvenation Phase is characterized by a slow rise in the new teacher's attitude to teaching. It generally begins in January. Having had Christmas break makes a tremendous difference for the new teacher. It has enabled him/her to resume school fresh, for he/she has had much rest, eaten well, exercised, and had ample time with family and friends. This first vacation is the opportunity that new teachers use to organize materials and plan their lessons. This freshness gives them renewed hope.

They seem ready to put the past behind them. A better understanding of the system, acceptance of the realities of teaching, and a sense of accomplishment, make them rejuvenated. Through their experiences in the first half of the year, the new teachers develop new coping strategies and skills to prevent, reduce, and manage the many problems they are likely to encounter in the second half of the year. Many of them are greatly relieved that they have made it through the first half of the year. The Rejuvenation Phase lasts in March.

v. Reflection

The Reflection Phase begins in *May*. It is particularly invigorating for the new teachers. They reflect on their successes and failures. They take into account the changes that come their way, and plan towards successful management, workable syllabus, and effective teaching strategies. The end is in sight, and they have almost made it; but more importantly, they are confronted with how the second year would be, which brings them to the new phase of anticipation. *"I think next year I'd start with the letter puppets earlier, and introduce the children to more letters"*, disclosed one new teacher.

Supporting the Beginning Teacher's Professionalism

Beginning teachers need to fully understand what it means to be a professional. As the Head of an educational institution, you have the responsibility to ensure that the standards of the teaching profession are clearly communicated to these new members, so that they can integrate them into their practices.

i. Professional Identity

Although all teachers are individuals with their unique ways of teaching, they are also members of a profession, bound by a social contract in which the public gives the profession independence and responsibility for the conduct of its affairs, in return for the profession's commitment to high standards, conduct and competence.

The implication of the social contract is that, teachers share with their colleagues an identity based on specialized knowledge, skills and other characteristics.

Many factors shape this professional identity, including pre-service preparation, work, continued professional growth and the other experiences common to the profession.

The *Code of Professional Conduct, Collective Agreement* and the *Education Act* developed by the Ministry of Education (MOE)/Ghana Education Service (GES) /GNAT for teachers, are statements of shared principles about this professional identity, and what it means to be a teacher in Ghana.

ii. Professional Practice and Contexts

Teachers teach. The public trust professional teachers, because they have the qualifications, specialized knowledge, skills and judgments, to serve students, their educational needs. In turn, teachers have the responsibility to act at all times in a manner worthy of this public trust, and consistent with the profession's expectations.

Many factors affect teachers' daily activities, and their conduct and competences, as they carry out this work. A few examples include the diversity of students' needs, the teaching assignment, class size, the condition of school facilities, as well as access to preparation time, quality learning materials and parental support.

The *Code of Professional Conduct, Collective Agreement* and the *Education Act, 2008*, speak directly to several closely-related dimensions of professional practice. These rules and the processes used to implement them also recognize that teachers' work lives involve very complex issues which must be carefully considered, whenever questions arise over an individual teacher's professional conduct or competence.

Ultimately, the rules outline what ethical conduct, competent professional practice and collective interests mean, and what the teaching profession expects from its members with regard to them.

iii. Professional Relationships

Teachers work with many individuals, including students, colleagues, administrators, education assistants, support staff, social workers, health-care professionals, parents,

volunteers and other community members. Effective professional relationships are essential to teaching practice, and teachers share the responsibility for the quality of these relationships.

Individual teachers also have relationships with both the profession and the employer. There are legislated authorities to develop and implement the Code of Professional Conduct, Professional Ethics and Collective Agreement and demonstrate what it means to be a member of the teaching profession. The GES has the authority to formulate its own policies and procedures, regarding what it means to be a staff member or employee of the Service.

It is important to note that these are two distinctive sets of expectations, policies and procedures, and that one should not be used in place of the other. Concerns or complaints about an individual teacher's conduct or competence may be addressed through the substantive and procedural rules of the GES. Teachers are strongly encouraged to become knowledgeable about the Collective Agreements and procedures, and their employer's policies and procedures, to ensure they are aware of what is expected of them.

iv. A Proactive Approach to Professionalism

Some teachers may feel uneasy with the substantive and procedural rules. They may worry that “these rules will be used against them.” It is important to keep two key points in mind, however. First, the procedures are in place to adjudicate complaints of alleged misconduct or incompetence of a teacher. These procedures are based on the principles of due process. They are designed to focus on professional conduct and practice, not personalities, and protect individual teachers from frivolous or malicious complaints.

Second, legislative authority and experienced teachers developed the rules governing the professionalism of Ghanaian teachers. All members of the teaching profession should be able to recognize, at least, some aspects of themselves and their work in the codes. At the same time, individual teachers will see their situation as somewhat unique. As teachers reflect on what the codes mean for their own practices, it is essential to keep exploring the complexities of teachers' professional identity, practice, contexts and relationships.

The rules can be viewed as a starting point for teachers to think about issues affecting them and discuss with colleagues what is important to them as professionals, what teaching skills/strategies/techniques should be used, and what, if anything, they should change in their practices to meet students' learning needs.

v. When Questions or Concerns Arise

Questions or concerns about an individual's teaching or professional competence should always be raised, first with the teacher him/herself. In most cases, taking this step will address the issues that Heads, Teachers, Parents or other individuals may have.

Teachers have an ethical responsibility to take their concerns first to the colleague in question. If a colleague offends you, first inform him/her before making valid criticism, or referring the case to the disciplinary authority.

Teachers are encouraged to contact the GNAT School Representative for advice and assistance. It is not a violation of the rules for a member to do this. The role of the GNAT in these kinds of situations is to help clarify issues and procedures and, not to judge or penalize members.

If questions or concerns about an individual's teaching or competence continue after discussions with him/her, then a formal complaint may be made to the District Education Office. In either situation, the teacher should seek advice and assistance from GNAT.

THE BEGINNING TEACHER AND THE COMMUNITY

The school is part of the community. There are a lot of expectations that the community places upon teachers, especially beginning teachers. As a beginning teacher you should know what the community expects from teachers. The community expects them to provide the education which would prepare students for the future. The community expects students to leave the school with the ability to read, write, perform basic calculations, and think critically. Many communities expect you as a teacher to reinforce values such as honesty, punctuality, etc, in the students. So as a beginning teacher, it behoves you to put in your best, to help the community.

Since the school is not in a vacuum, it is very important that it works with the community, in which it is located. It is very important to establish school-community relations. to promote growth among members of your school-community. As a new teacher, you should know that, the community has many positive rewards it can offer the school, which will benefit the teacher and the students as well.

It is very important that, you know school-community needs. The following are some of them:

- i. The school may rely on the resources of the community to carry out its activities.
- ii. Since the students are members of the community, it is very important that you help them to fit into it.
- iii. The school has to help the community to develop, and therefore imperative that it is aware of its aspirations.
- iv. There is the need for proper upbringing of children; this could be achieved through proper interaction between the school and the community.

As a new teacher, it can be both exciting and intimidating, when you find yourself in a new community. A community and its people, could be embracing and accommodating or very hostile, because of your language, tribe and or personality. In these situations, you need to work hard to establish a cordial relationship with the community members. Here are a few tips to help beginning teachers to adapt to their new environment, with ease:

- i. Learn to greet people when you meet them, don't feel too big to greet members of the community. Greeting is very important; it shows love, respect, and is the foundation for developing a cordial relationship;
- ii. Participate in community activities and events, like communal labour, festivals etc.
- iii. Attend community meetings, when and where necessary;
- iv. Join a place of worship if you are a religious person, this will bring you closer to some of the community members;
- v. Don't involve yourself in such issues as chieftaincy disputes, partisan politics, and religious fundamentalism;
- vi. Have cordial relations with parents of your students;
- vii. Educate the community members on very important and pertinent issues;
- viii. Avoid people who gossip;
- ix. Be psychologically prepared that not all people would like you;
- x. Listen to, but talk less with people.

CAUSES OF SCHOOL- COMMUNITY CONFLICTS

Even though the school and community normally work hand-in-hand to improve the standard of education, as human institutions, there is bound to be conflicts between them. As a beginning teacher, it is appropriate to know some of the challenges to school – community relations since you could be appointed a headmaster/headmistress within your very first year of teaching:

- i. Misuse of instructional time;
- ii. Poor academic performance;
- iii. Poor communication between the community and the school;
- iv. Disciplinary problems with regard to pupils;
- v. Immoral behaviour of some teachers;
- vi. Misuse of school funds and collection of unauthorized fees;
- vii. Misuse of school property and school land.

WAYS OF PREVENTING SCHOOL – COMMUNITY CONFLICTS

- i. Do your work effectively, prepare adequately before going to teach;
- ii. Educate parents either personally or through the Parent/Teacher Association (PTA), on the need to invest in their wards education;
- iii. Give enough exercises, mark pupils' assignments;
- iv. Don't be a truant, be regular in school;
- v. The Head teacher should make sure the school gets enough and qualified teachers;
- vi. The Head teacher and the Circuit Supervisor should intensify their supervisory roles;
- vii. Involve the community members in decision-making. PTA executives should be educated to know their roles in school administration;
- viii. Provide accurate information to the community members, to enable them to make informed decisions. Information can be disseminated through the Headteacher, PTA, religious leaders and the pupils, etc;

- ix. Hold public meetings to specifically discuss the problems of the school and how they can be addressed;
- x. Avoid pride; don't look down on members of the community;
- xi. Attempt to reach all classes of people in the community;
- xii. Find out the aims and aspiration of the community and help them to achieve them;
- xiii. Information about the goings-on in the school should be given to the people to build their confidence in it;
- xiv. Encourage the pupils to participate in activities of the community;
- xv. Make sure all staff members support the school's attempt to relate well with the community;
- xvi. Appreciate all agencies which help to educate the children and their other services to the community.

WORKING WITH COLLEAGUES

Majority of teachers from college end up in the classroom. One interesting aspect of teaching is how the members of staff relate with each other. In the school system we have the Head, in charge of supervision, teachers and the students. It is very important that members of staff relate with each other cordially. Cordial relationship among teachers creates a more enjoyable working relations and, a positive environment, rather than a negative one.

Most employers make the effort to help their employees to establish cordial relationships among themselves by crafting codes of conduct for them. Thus it is very important for teachers to go the extra mile and create a conducive atmosphere for themselves at the work place, so that they can be comfortable there. When teachers relate well among themselves, it enhances team work and there is increase in productivity. There is an adage that, *“the people you meet on your way up, are the same people you will meet on your way down”*. People now change jobs or places of work regularly and you never know who you would be facing in future on an interview panel when looking for a job, or upgrading to a new rank. Having a positive relationship with ex-colleague could actually help move you through the application and interview process smoothly.

Getting along with working colleagues can sometimes be a difficult task, especially when you are new in the school. There will be gossiping, whining and teasing at the work place and this can annoy or disturb you. Working colleagues are a big part of our lives considering the fact that we spend much time with them in and around the school. However, you don't get to choose the people you work with, and this often causes a clash of personality in a big way. Work colleagues are our second family, like or loathe them, you are part of them.

We all need to get along with our colleague members of staff. Here are a few tips to help you to relate well with your colleagues:

- i. Stay calm, retain your energy and don't allow your enthusiasm to be dampened by colleagues ;

- ii. Give others space and politely ask for space, when you feel your right is being trampled upon. Every worker needs some amount of independence to work;
- iii. Stay away from internal or external gossip as much as possible, even when you are being dragged in;
- iv. Stay away from topics that will make your colleagues uncomfortable (e.g. Tribal issues, criticising others' religions, political affiliation, among others);
- v. Respect others as you want others to respect you;
- vi. Be confident but acknowledge the skills and knowledge of the more experienced colleagues, because schools should have a healthy combination of experienced and new ideas;
- vii. Be a team player

CAUSES OF CONFLICTS AMONG TEACHERS ON STAFF

Conflict is a serious disagreement between people, as a result of each having opposing views and interests. In any social institution, conflict is likely to occur, due to individual differences. Conflict is part of our lives and in the most part, inevitable. As a new teacher, you should know that conflict is a source of stress, while a small amount of stress is not a problem, too much stress can be deadly. Therefore, as young educators, you must not wallow in conflicts and controversies. The following are some causes of conflicts among teachers:

- i. Back-biting and sheer jealousy;
- ii. Unorthodox teaching styles that colleagues may have problems with;
- iii. Promotion of teachers by the Head, at the expense of the more qualified;
- iv. Unhealthy competition among them;
- v. Fighting for leadership positions;
- vi. Poor allocation of responsibilities;
- vii. Favouritism on the part of the Head;
- viii. Formation of cliques among staff;
- ix. Lack of Organizational, interactional, distributive and compensation justice;
- x. Some teachers looking down on others, due to their qualification(s).

IMPROVING STAFF RELATIONS

It is very important to strengthen the relationship among teachers for positive outcomes. Poor relations among them can have serious effects on the pupils, the community and the state as well. So it is very necessary that teachers see themselves as one family. Some of the ways to improve staff relations are:

- i. The employer conducting meetings and running workshops for teachers on how to establish good relations with their colleagues, and showing concern over teachers' problems;
- ii. Complying with the substantive and procedural rules of the GES;
- iii. The Head treating all the Teachers fairly;

- iv. To avoid conflict, expect and embrace it. It is important to know that once you work with people, you cannot avoid conflict. There are no two people in this world who see eye to eye with each other. By expecting and embracing conflict means when conflict arises, deal with it!
- v. Avoid arguing with each other, this can result in poor relations, help colleagues to accept an idea by making it attractive and convincing;
- vi. Have patience and learn to tolerate colleagues at the work place, be mindful of individual differences;
- vii. When dealing with people, never take sides;
- viii. Learn to respect your colleagues, irrespective of your educational qualifications, they are also professionals;
- ix. Dress decently, because we are role models to the pupils we teach;
- x. Ensure division of labour among the teachers;
- xi. Avoid criticizing the work of colleagues publicly ;
- xii. Avoid gossiping about colleagues;
- xiii. Make good use of instructional time;
- xiv. Do not envy a wealthy colleague, be happy for him/her; jealousy is not good at the work place;
- xv. The Head should adopt a leadership style suitable to the school community;
- xvi. Teachers should be open to comments from colleagues on their teaching styles, but this should not be done publicly;
- xvii. There should be effective communication between the Head and his/her staff;
- xviii. There should be frequent meetings to discuss issues of the school and the staff, so that misunderstandings between staff members could be averted.

WHAT BEGINNING TEACHERS MUST UNDERSTAND

The importance of induction programmes and assisting beginning teachers cannot be underestimated; however, there are a lot of steps beginning teachers can take to help themselves at the formative stages. They should take the initiative to help themselves, and make their work less stressful. Beginning teachers should:

- i. Ask for help; they should not be afraid or shy to ask for help from the experienced ones, no one expects you to know it all. Nothing stops you from seeking help, guidance and assistance from the experienced colleagues. You may save yourself from making mistakes by doing so;
- ii. Be prepared to observe the more experienced teachers, as they teach. Spend the first week observing and listening to them and figure out how you want to function. Watching the experienced teachers teach will help you to identify some strategies and appropriate teaching methods to use. The experienced teachers would also know that you are open for their suggestions and advice;
- iii. Make the effort to connect with experienced teachers who love and enjoy what they do; Some new teachers may appear indecisive, timid, and apologetic in the classroom. This

can result in an undisciplined class. New teachers should be confident, the moment they set foot in the class. They should be in total control. If they have confidence in themselves and their abilities, students will equally have confidence in them;

- iv. As a new teacher, students would put you to the test, some will beg for few exercises, while others would challenge you openly in class. If they discover that you are soft, watch out! They will like you well enough, but have little respect for you. Worse still, they won't learn as much as they should. So determine, what you intend to accomplish and how best to go about it;
- v. Do not try to impose new ideas and suggestions, until you fully understand your colleagues.

Ten (10) Common Mistakes Beginning Teachers Make

Think of mistakes as opportunities to learn. Many of the mistakes you would make could be inevitable. But do your best to avoid item. The following is a list of some of the mistakes new teachers make, most often. Keep them in mind, as you begin your career:

Mistake #1: You want your students to like you, and therefore hesitate to discipline them accordingly: This is probably the most common mistake new teachers make. Let your students know immediately, what your rules or guidelines are, and their consequences. Enforce them fairly, firmly and consistently.

Mistake #2: You avoid asking for help: Teaching can be an isolating experience. You enter your room, shut your door and you are on your own this is what many new teachers think. Remember; your best source of help and advice is in the classroom next door, or down the hall. If your school does not provide you with a mentor-teacher, seek one yourself. Beginning teachers need and deserve assistance and guidance.

Mistake #3: You are constantly bringing schoolwork home, so you have no leisure at all: The first year of teaching is usually the hardest. Indeed, some veteran teachers say it was the hardest year of their lives. You feel unprepared, you have mounds of papers to grade, units to plan, parents to talk to.....the list is endless. It is vital, however, to schedule time for yourself and your family. Take time to decompress, occasionally.

Mistake # 4: You act in a less-than-professional manner in your relationship with your students: Remember that you can be friendly with your students, without being their “friend”. Always keep in mind that you are an adult professional, and act accordingly. You can be caring and kind, and remain professional.

Mistake #5: You are involved in “school politics”: Avoid this at all cost. If your staff room is a hotbed of controversy and gossip, stay away from it.

Mistake #6: You overreach yourself by volunteering too often: Learn to say “no” politely. Granted, there will be some duties you simply cannot avoid; however, try to limit what you take on, in your first year. Concentrate your efforts on your classroom, your students, and yourself.

Mistake # 7: Your students are not living up to your expectation and therefore you think you are a failure: This is common to beginning teachers. It is important to have high expectations and lofty, realistic ideas. Are your expectations realistic? If you are not sure, ask other teachers. It is also important to remember that you are not teaching in vacuum. Students who come to you may have varying abilities, from different socio-economic backgrounds, and have parents who may or may not be supportive.

Ask yourself: “Am I teaching to the best of my ability? Am I doing things that will help my students to improve? Do I have the required knowledge to teach a particular subject/lesson/activity?”

If your answers are “yes”, then continue with what you have been doing. With time, you will become more proficient in your teaching. If, on the other hand, you do not have the required knowledge, then seek help. Ask veteran teachers, do research online, take lessons or attend workshops, read on topics, or visit your district resource centre for help.

Mistake #8: You take home all the problems of the day: Leave the problems at the school. They'll be right there waiting for you, when you return. You need time to refresh and rejuvenate!

Mistake #9: You ignore small behavioural problems and think they will go away:

Small problems grow into big problems. Take care of the small problems immediately, with appropriate responses. For example, if a student is whispering quietly while you are teaching, get his/her attention and then shake your head firmly. If he/she continues to misbehave, take stronger measures against him/her. Some students try to “test” the teacher to see how much they can get away with. If you fairly and consistently discipline students, this should not be a problem. Remember; you teach what you tolerate.

Mistake #10: You do not have a clear set of rules or guidelines. Your first priority is, create (or allow your students to create) a set of classroom rules or behaviour expectations. Post them in the room. At the beginning of the year, go over each rule and expectation with your students. Make sure they know what their consequences when they break them. Remember to be firm, fair and consistent, when enforcing them.

UNIT TWO

RECURRING CONCERNS OF BEGINNING TEACHERS

This is the summary from participants at the pilot workshops held across the country using the affinity chart.

Issues from the Affinity Chart

Assessment

- i. How often should a class of 90 be examined in a week?
- ii. What is the best way of assessing pupils' performance?
- iii. How do I assess students after giving them notes on a topic?
- iv. External assessment of students
- v. How do I assess a class of 90 students?
- vi. How do I assess 105 pupils in the class?
- vii. How should a teacher teach and evaluate a class of 102 pupils?

Social Issues

- i. How do I address the issue of a low achiever who sleeps all the time in class?
- ii. How do I manage immoral issues among pupils?
- iii. How do I handle teachers, pupils and parents who think that home visits by teachers are not in their interests?
- iv. How do I involve or engage community members in the activities of the school?
- v. How do we deal with the issue of teenage pregnancies?

Planning

- i. How do I evaluate a pupil who neither does class exercises nor gives his exercises for marking?
- ii. How are lesson notes involving narration of events written?
- iii. How do I help students who do not copy notes given?
- iv. How do I handle pupils in a rural area who don't have interest in education?

Special Needs

- i. How do I encourage a teacher who fails to honour his/her lessons to do so?
- ii. How do I encourage a lazy student to learn?
- iii. How do I help a needy but brilliant child in my class?
- iv. I get easily angry. How do I control myself if my pupils misbehave?
- v. How do I handle pupils who misbehave in class in the absence of caning?
- vi. How do I deal with pupils with low ability in class?
- vii. How do I help a pupil to write?
- viii. What methodology do I use for pupils to understand certain topics?
- ix. How do I use TLMs to get slow learners to learn?
- x. How do I teach pupils with low mathematical basics?
- xi. How do I identify pupils with special needs in the class?
- xii. How do I teach a class of 60 pupils with varying capabilities?

Communication

- i. In a class of 80 pupils how can the teacher communicate to parents about each of them's progress and weakness?
- ii. How can a teacher foster good relationships with parents?
- iii. How can teachers foster cordial relationships among students?
- iv. I find it difficult getting kids in school. The more I try the more they absent themselves from school. How best do I handle this?
- v. When a pupil is very poor and performing below average, how do I help him/her?
- vi. If my Head is aggressive and lying at staff meetings, how do the teachers handle him/her?
- vii. How do I communicate with friends or pen pals in different countries?

Teaching and Learning

- i. How do I encourage group learning in my class?
- ii. How do I handle a JHS1 student who cannot read even one paragraph of the English textbook?
- iii. Large class size?
- iv. Inadequate text books and supplementaries for pupils' private reading?
- v. The possible methods and strategies for handling lower classes?
- vi. How do I increase the retention of information for one day and the next?

Others

- i. Awarding performing students, when the school has none and is highly deprived.
- ii. How do I handle students who don't follow time?
- iii. How can a teacher handle pupils' discipline with parents?
- iv. When a pupil misbehaves is it right to send him/her out of class?
- v. How can a teacher control his ideological leanings in school?
- vi. How do I teach effectively, when my Headteacher does not put up good practices?
- vii. How do I teach a practical lesson in science in a deprived school with virtually no science materials?
- viii. I have planned for the week, and friends and families day in and day out bring in their issues which distract mine a lot. Do I ignore them, or what do I do?
- ix. Scheme of work.

Affinity Chart Issues

Assessment

How to Assess a Large Class

- i. Limit the number of questions. Assess a small area.
- ii. Group presentation.
- iii. Get achieving students to help with the marking.
- iv. As you teach, check for understanding from your students, and their responses to your questions

Different Ways of Assessment

- i. Group presentation (oral).
- ii. Poster, game, song, drama presentation.

Social

How Do I Deal with a Child Who is Always Sleeping in his/her Class?

- i. Find out why the child is tired. It could be due to his/her health or he/she is not getting enough sleep at night.

How Do I Manage Immoral Issues Among the Students?

- i. Develop trust with students;
- ii. You have the responsibility and duty to deal with immoral situations;
- iii. Be aware of how you approach the person being accused and think of how to protect him/her. The safety and well-being of the child is most important.

Home Visits

- i. It is important to do home visits to find out more about the child and his/her family;
- ii. Invite parents to the class to observe their children;
- iii. Be proactive and portray the school positively.

How Can I Get the Community Involved?

- i. Hold curriculum night(s).
- ii. Movie night(s).
- iii. Evening picnic/dinner
- iv. Sports /games (football matches with parents).
- v. Invite chief to an evening event.

How Do I Deal With Teenage Pregnancy?

- i. Begin sex education sessions with students, as early as possible;
- ii. Encourage safe sex and abstinence;
- iii. When you find out that a child is pregnant, encourage her to continue with her schooling;
- iv. Make sure to get her parents involved;
- v. Form a support group for her;
- vi. Having sex with a girl under 16 years is illegal (defilement);
- vii. Encourage girls to be more assertive and say, “no” to male advances.

Planning

How Do I Deal with a Student Reluctant to do His/Her Work?

- i. Find out why the student does not want to do his/her work;
- ii. Contact his/her parents;

- iii. Pair him/her with another student, or group of students who can help him/her with his/her work;
- iv. Sit him/her down and find out how you can help him/her (building teacher/student relationship);
- v. Put the student in a small group which can assist him/her;
- vi. Feel confident to try new methodologies/strategies.

How to Help a Student to Catch Up with Mixed Work

- i. Get another student to help child who misses classes to catch up.

How Do I Help Students Who Do Not Copy the Notes I Give Them?

- i. Find out why (special needs, they do not have pens or papers).
- ii. Give the notes to the child at his/her desk to copy.
- iii. If the student has poor eyesight, move him/her to the front of the classroom, and write boldly, with white chalk, on the board.
- iv. When students make their own notes, they should summarize the main ideas, rather than copy the text, word for word.

How Do I Motivate Students in a Rural Area to be More Interested in Attending School?

- i. Be a role model for them students (be excited about the school, show up for classes to teach);
- ii. Find out why they are not attending. It may be due to situations at home;
- iii. Talk to the parents to encourage them to attend;
- iv. Make the school and learning fun, interesting;
- v. Emphasize the importance of education, and its impact on their future;
- vi. Put in place rewards system to encourage student attendance;
- vii. Put in place non-academic activities (soccer games), to entice them.

Special Needs

How Do I Help a Slow Learner in Class?

- i. Allow student extra time to complete work;
- ii. Give less work;
- iii. Go round and help him/her;
- iv. Pair him/her with brighter colleagues to assist him/her;
- v. Create extra time after school and work with him/her.

How Do I Help Gifted Students in Class?

- i. Give them more challenging work;
- ii. Have the student skip a grade;
- iii. Pair the students with the low students, to help them.

How Do I Control My Anger With a Disruptive or Disobedient Student?

- i. Find out why that student misbehaves;
- ii. Ignore him/her, praise good behaviour;
- iii. Reward good behaviour;
- iv. Avoid power struggles;
- v. Make sure the student knows what the consequences of negative behaviour are;
- vi. Give a “time out” to younger students in an area away from the group of students.

How Do I Deal With a Misbehaving Student Without Using the Cane?

- i. Give the student extra work (eg. reading);
- ii. Put him/her in an isolated area;
- iii. Give him/her lines to write;
- iv. Have a discussion with the student about his/her behaviour;
- v. Design a behaviour *contract* with the student. Write down how he/she should change his/her behaviour and signed by the two of you. Review it together, after a few weeks);
- vi. Reflective thinking- have student write down his/her behaviour and how he/she will change it.

What are Some Strategies I Can Use to Help Students Understand Topics?

- i. Adapt the work to meet their needs (give them calculators). For example, instead of 5 questions, let them do 2.

Which TLMs do I use to Suit Low Learners?

- i. Visual aids;
- ii. Tactile materials (counters, rocks, sticks);
- iii. Role plays.

How Can I Effectively Teach Maths to Students Who Don't Know the Basics?

- i. Modify the work for them;
- ii. Individualize, as much as possible;
- iii. Pair the low students with the high students, so that they can be assisted.

How Do I Identify Special Needs in the Classroom?

- i. By observation;
- ii. Check for understanding (Question the student);
- iii. Assess the student. Find out what he/she knows/does not know.

Communication

How Can The Teacher Communicate with All Parents on Students' Individual Needs?

- i. On the report card, the teacher can invite the parent to the school to discuss his/her child's needs;
- ii. Student him/herself or mate to send the invitation/message.
- iii. Have the consent of the Headmaster to have the meeting with the parent(s);

- iv. The Headmaster, teacher and parents can meet together. The student may attend as well;
- v. The Parent /Teacher Association (PTA) can also discuss the welfare of the teachers and the students.

How Can a Teacher Foster Good Relations With a Parent?

- i. Do home visits. Reach out to parents;
- ii. Through community/social events (Prize giving day);
- iii. Put your phone number on the student's report card, for access by parent(s)
- iv. Teacher participating in community activities;
- v. Send positive messages to parents.

How Can a Teacher develop Good Relations With Students?

- i. Resolve situations (eg. negative behaviour) calmly;
- ii. Treat situations according to their merits;
- iii. Give them full attention;
- iv. Give positive comments on behaviour or improved behaviour;
- v. Play games (eg. football, volleyball) with, and be accessible to them;
- vi. Assist them when and where necessary;
- vii. Know their interests and incorporate them into your scheme of things;
- viii. Build trust with them.

How Can I Help Poor Students in my Class financially?

- i. Know the grant given to your school. The Headmaster has this information;
- ii. Identify students who need financial assistance and send the information to the District Director or the Head. Establish that the parents can't actually assist the child and assist, the best you can.

How do I Encourage Students to Attend School?

- i. Educate them on the importance of schooling and its impact on their future;
- ii. Do home visits;
- iii. Give rewards;
- iv. Get the community to help to encourage them to attend school;
- v. Make school fun and interesting. Incorporate the students' interests into your lessons;
- vi. Bring in guest speakers to talk to them.

How do I Handle a Headmaster Who Often Tells Lies at School? (eg. Staff Meetings)

- i. Be hard on the problem but easy on him/her when confronting the situation;
- ii. If you can't resolve the situation, contact your GNAT representative for assistance. Each school has a GNAT representative. Your union is around to assist you.

SUPPORTING CLASSROOM ORGANIZATION AND MANAGEMENT

In an interview, a beginning teacher expressed her feelings about an unruly class as follows, *In an overall sense, I am not in control of this class, whatsoever. Feeling like that could be*

frightening. I knew what I was supposed to do. I thought I knew how to do it, but their behaviour was so poor. I had a real hard time dealing with it. She also said the situation was on her mind, even when away from the school.

I just don't know what else to do. I've tried being nice, counted seconds, waiting for them to pay attention to me, and kept some of them after class. I even yelled today, and that got their attention for, about 30 seconds. I'm so mad with myself. Other people handle their classes well all the time. What's wrong with me? Why can't I control the class? I just can't stand going back to that room, she remonstrated.

One most frequently reported challenge of beginning teachers is classroom management. What does this mean? It is simply, the organization and order necessary to establish a conducive environment which allows for learning to take place. Beginning teachers should develop, as well as understand the relationship between planning and, instruction as well as responding to the diverse needs of students.

During induction, the beginning teachers should be taught classroom management. We should know they have little or no experience with managing pupils, so they should be guided to acquire it.

There is no magic formula which works for teachers in all situations; but share some of the following principles with your new staff members:

- i. Make sure you are prepared – have both short- and long-term plans clearly thought out;
- ii. Put your students at the centre. Students “buy in” when they feel ownership of the learning process;
- iii. Develop classroom management policies before the year/semester begins and share them with your students;
- iv. Such classroom policies should be simple and easy to enforce;
- v. No two classroom management plans will be identical;
- vi. Your personality will influence your management;
- vii. The management systems should have room for flexibility;
- viii. Listen and ask questions before applying sanctions;
- ix. Know why students are reporting late to school;
- x. Are there personal issues at play?;
- xi. Control your anger and sarcasm, they are always counter productive;
- xii. Humour is often a far more effective way to resolve issues before they become problems;
- xiii. Disruptions are bound to occur in every school, but try to stay as focused as possible;

As an astute administrator, help beginning teachers to know their strengths in management and clearly exemplify the culture you want them to emulate. Be explicit with your expectations and engage the beginning teachers in dialogue on how to create a healthy tone for the school.

You can still support beginning teachers by:

- i. Assisting to control difficult or disruptive students;
- ii. Accommodating disruptive students, until teacher considers alternatives;
- iii. Looking for alternatives to detentions and suspensions;
- iv. Being visible in the classrooms, hallways, on the school grounds and at school functions;
- v. Communicating with staff about behavioural expectations and disciplinary procedures to ensure everyone is in trim;
- vi. Recommending resources a beginning teacher might need;
- vii. Assisting them to attend workshops on class management;
- viii. Reminding beginning teachers that the problems they may encounter are common during the formative years of teaching and that most teachers encounter class management problems in their career.

Great teachers find their own ways to “manage” students. For instance, if a student interrupts the class inappropriately, the teacher should ask him/herself whether the content or his methods of teaching contributed to the problem. The most effective teachers draw up and adapt situations to their circumstances. We must however note that, class management styles, may vary from teacher to teacher.

All, however, at least come across, the following situations in their classrooms:

- i. Behavioural problems;
- ii. A culture of respect which flows from teacher to students, students to teacher, students to students, and even guests;
- iii. A clear, shared understanding of acceptable and appropriate behaviour.

Discipline - Problem solving, not Punishment

The discipline aspect of classroom management focuses on prevention and problem solving, rather than punishment. A secure, conducive classroom promotes respect, dignified and purposeful children and , well-planned activities. The teacher is crucial in establishing an effective learning environment. The objective is to instil self-control in students, and not merely exert your control over them. Set the tone of your classroom from the very start by being firm and fair; friendly, yet professional. When you are confident of your ability to maintain order, you will be more relaxed and the students will perceive you as one who really cares. Without order in your classroom, very little learning will take place. Remember that inappropriate behaviour is the cause of anger, need for attention, exertion of power, and failure.

Discipline and good behaviour are bedfellows. Guide your students to live by them. **Help your students to understand that rights go with responsibilities.** Encourage them to be responsible for their own learning and behaviour. When students make choices, they learn new skills and gain social awareness.

What Works

Discipline is an aspect of the teaching process. For effective results, tell students what you expect of them, be a model of good behaviour, check for understanding and allow practice and follow-up. Don't assume students know how to behave appropriately—they need to be taught and coached to do so.

Create a classroom environment which reinforces positive behaviour. Set high standards; be clear and realistic with your expectations. Classroom conflict may reduce, if you:

- i. Continually arrive in class before the students and, if possible, greet them individually, as they enter;
- ii. Organize and prepare adequately for each lesson;
- iii. Insist that everyone is treated with respect;
- iv. Listen to the students' opinions and consider their feelings and act on them.;
- v. Maintain a sense of humour and tolerance;
- vi. Assist the children to make appropriate choices;
- vii. Teach the students, decision-making skills;
- viii. Help the students to be aware of mistakes, and take them in their stride;
- ix. Use a quiet, friendly voice/language;
- x. Have faith in, and build on the strengths of the students;
- xi. Help the children to enhance their self-esteem;
- xii. Know that all children are capable and lovable;
- xiii. Have a low-key, consistent and matter of fact manner;
- xiv. Use realistic and logical punishments and enforce their consequences.

Your management skills and personality will determine the classroom climate.

What Does Not Work

Even with the most tactful and careful preparation, children will put you to the test. Let your students know that while you disapprove of their negative actions, you still value them. Show anger when and where appropriate, and use it in measured and consistent terms. Be aware of the legal rights and responsibilities of colleague teachers and students.

Remember, successful teachers **DO NOT**:

- i. Preach, nag, criticize or shout about;
- ii. Use excessive praise, they rather encourage;
- iii. Punish to teach appropriate behaviour;
- iv. Accept excuses, bargain or blame;
- v. Use sarcasm, embarrass or humiliate;
- vi. Act hastily without knowing the implications;
- vii. Punish the whole class for the misdeeds of a few.

A Classroom Routine/Procedure Checklist

Establishing routines and procedures is one of the most effective ways of avoiding indiscipline. Bear in mind that it takes time for routines and procedures to become effective and habitual. Teach them well. Create opportunities for practice. It will make the rest of your year smooth.

Consider establishing procedures for the following:

- i. Behaviour during announcements;
- ii. Cues or signals for getting students' attention;
- iii. Degree of talk allowed during class work;
- iv. Dismissing the class;
- v. Distributing supplies and materials;
- vi. Fire drills and emergencies;
- vii. Format of assignments;
- ix. Hall movement;
- x. Lining up; Queueing?
- xi. Lunch;
- xii. Make-up work;
- xiii. Playground;
- xiv. Putting away supplies and equipment;
- xv. Roll call, absentees, students who leave early;
- xvi. Movement within the room;
- xvii. Tardy students;
- xviii. What students should do when they finish work early;
- xix. What to do when there is an interruption.

Remember—routines and procedures must be *practised*. Give the students clear directions and sufficient opportunity to practise, to make them effective.

Rules and Consequences

In establishing the rules and consequences, ask the children for their inputs and incorporate them, to give them a sense of ownership.

Tips for Rules:

- i. Limit yourself to 3-6 ;
- ii. State them in positive terms;
- iii. Keep them short, precise and succinct but broad enough to encompass many specifics;
- iv. Post them in the classroom, notice board;
- v. Teach them;
- vi. Ensure their compliance;
- vii. Be consistent with them.

Sample rules:

- i. students and class mates to be respectful towards each other;
- ii. students to arrive at school on time, and with necessary materials.

Consequences should:

- i. Be clear and specific;
- ii. Have alternatives;
- iii. Not be additional punishments;
- iv. Be related to rules;
- v. Be humane and logical. Remember, it isn't the severity of the consequence, but the consistency it is used which makes it effective.

Sample consequences:

- i. Time out;
- ii. One minute after class;
- iii. Have student call parent;
- iv. Write letter home;
- v. Visit of the Head;
- vi. Time out in another classroom.

Think Sheet

A think sheet is a generic form designed to encourage students to think about their behaviour, with the aim of improving it in future situations.

The think sheet is **not a consequence**, but should be given **in conjunction** with a consequence.

GUIDELINES FOR EFFECTIVE DISCIPLINE

Three Basics to Remember:

a) Monitor student behaviour

- i. Use “active eyes”. observe what is going on. Don't be preoccupied with someone or something else and ignore the rest of the class. It's said that one teacher on his/her feet is worth two on seat. This would ensure discipline and is as well, an effective teaching strategy.
- ii. Simply looking the student directly in the eye while continuing with the lesson, sends a non-verbal message; *I saw what you did and I want it stopped.*

b) Be consistent

- i. Have the same expectations for appropriate behaviour for all students. Your students should know that you enforce rules consistently and determine appropriate consequence. Your goal is to be fair, and that might mean varying the consequences for students. If one student frequently fails to return homework, you may have a different consequence than you would for a student who forgets his/her homework the first time. *Know that you will be fair, but not equal, and your students should understand that equality is not always fairness.* Be consistent, and certain that the consequences for student behaviour are reasonable and appropriate.

c) Manage inappropriate behaviour promptly

Effective classroom managers know that misbehaviour must be handled

immediately, since they risk its snowballing effect. Instead of the one or two students involved, soon, there may be several of them. In order to provide maximum time for learning and reduce behavioural problems, you could use the following strategies, among others.

STRATEGIES

- i. **Proximity:** Continue your lesson, move about the room, pause near “trouble spots”, and the students would know, they are expected to demonstrate appropriate behaviour. Getting “boxed in” behind your desk or lectern may encourage misbehaviour in the far corners of the room.
- ii. **Pause:** The continuous sound of “teacher talk” can provide students a noise screen for their own conversations. An occasional pause—just a few seconds of silence—can bring an off-task student back in focus.
- iii. **Eye Contact:** This can be used for emphasis. Direct eye contact or shaking of the head stresses your message to the student.
- iv. **Asking for Response:** Hearing your name can capture your attention even when unattentive. Working an off-task student's name into a question can bring him/her back into the lesson. Remembering the students’ dignity, it would be appropriate to mention their names first, and put the question across.
- v. **Active Participation:** Have the student respond to a question or be involved in an activity to eliminate undesirable behaviour. Asking for a show of hands, having students perform a physical activity, or writing a quick answer to a question gets them participating actively in the teaching and learning process.
- vi. **Rewards and Reinforcement:** Rewarding students with an enjoyable activity, in consonance with appropriate behaviour can motivate them to complete a task. *If we can finish this chapter by 9:45, we'll have time to play the map game* is assuring enough to get them to work.”

SETTING LIMITS

When the basic classroom management guidelines and strategies do not achieve the desired results, you should set limits. You then operate within them to ensure good behaviour by the students.

Guidelines for setting limits:

- i. **Clearly state the inappropriate behaviour and why it is inappropriate.** Saying “stop that now” is not a clear enough message;
- ii. **Give student a choice in the form of reasonable consequences, presenting the positive first;**
- iii. Even if the student makes a poor choice, this sets the stage for follow-up discussions on the issue;

- iv. **Allow time for compliance.** Walk away and give student “think time”—not less than 10 seconds. This maintains the sense of “choice”;
- v. **Enforce consequences.** Limits don't work, unless you follow them through with the consequences. **Example:** *Robert, turn round and pay attention—you are disturbing others and missing directions for the next activity. Now know what to do. If not, you'll probably need extra help after school;*
- vi. Remember, behaviour does not change overnight. By setting limits and enforcing consequences, you are providing a structure through which, over time, students can learn to change;
- vii. For behaviourally challenged students—keep detailed records (date, situation, consequence). This will help you to keep the student under check, and he/she him/herself to make a conscious effort to change. These records can prove invaluable in the follow-up discussions with the student, the Head or parents.

Teaching Strategies and Classroom Complexity

On any given day, a classroom teacher may have more than 1,000 personal interactions with students. These interactions must be interpreted on the spot. Because teachers respond to these immediate needs, they may have little time to really reflect on what they are doing and planning to do. Teaching has two dimensions; working with the curriculum, and working with people. When these dimensions overlap, teaching becomes multi-dimensional.

Teaching is often a hectic and isolated profession. So it is important to develop a repertoire of strategies to achieve your specific objectives. They would also help you to monitor your class effectively, and make adjustments where necessary.

Teachers need to vary their strategies. Often the process of learning is as important as what is taught. The elementary maths and science curricula are very hands-on. Teacher talk, or lecture may be an instructional strategy; however, don't fall into this trap when things get difficult. Approach your more experienced colleagues, for help.

Essential Teaching Attitudes

Cultivate the following attitudes and personal characteristics; though they may not guarantee your success, you could enjoy a productive and enjoyable teaching experience:

- i. Establish and maintain your credibility;
- ii. Be dependable and consistent;
- iii. Value and enjoy your teaching and learning of your pupils/students;
- iv. Help your students to become who they want to be;
- v. Be interested in your students, respect their individuality.

Successful Lesson Planning

Well-planned lessons should achieve the following objectives:

- i. Attract and hold students' attention;
- ii. Move at a good pace;

- iii. Allow for monitoring and student understanding;
- iv. Create room for different strategies;
- v. Capture students' interest;
- vii. Attract meaningful assignments;
- viii. Contain the ingredients for success;
- ix. Provide opportunity for questions;
- x. Make room for student assessment;
- xi. Link with previous knowledge;
- xii. End within time.

TEACHING STRATEGIES

After developing the scheme of work, start planning. In designing instruction, you need to consider many things for instance, how you would introduce the topic and get the attention of the students. Which instructional strategies would be most effective? How would you connect with the students? Would there be room for assessment and evaluation?

Let's consider teaching strategies. Teaching strategies can be grouped into five broad categories:

- i. Direct Instruction* — the teacher imparts knowledge, demonstrates skills.
- ii. Indirect Instruction* — the teacher devises strategies, but does not teach directly.
- iii. Interactive Instruction* — the students interact with each other with— the teacher as an organizer and facilitator.
- iv. Independent Study* — the students study on their own
- v. Experiential Learning* — the students experience and feel; they are involved in activities.

You may further consider the nature of the topic, resources available, age and maturity of the students and your personal teaching style. However, for your lessons to be more successful, create opportunities for your students to be involved in them and apply the knowledge acquired subsequently.

Learning together provides for small group work, promotes interdependence, face-to-face interaction, individual accountability and increased group skills. The grouping of students could assume the following forms:

- i. Group investigation* — groups of two to six students working together, using cooperative inquiry, discussion, cooperative planning and projects.
- ii. Jigsaw* — individuals in the group learn parts of the material, discuss them with members of other groups and then teach their own group.
- iii. Teams, Games* — team members assist each other to master material or skills in order to compete against other teams

Effective Instruction

Effective instruction manifests itself in the knowledge, attitude and skill development of students. Teachers with effective instructional skills:

- i. Understand the concept of multiple intelligence and integrate it in their instruction design;

- ii. Have clear expectations of their students;
- iii. Can define their teaching strategies;
- iv. Are efficient;
- v. Provide students the opportunities to learn;
- vi. Exhibit effective classroom management and organizational skills;
- vii. Understand the curriculum and minimize student frustration;
- viii. Actively instruct their students in large and small groups;
- ix. Teach for mastery;
- x. Provide a serene learning environment;
- xi. Provide for self-evaluation;
- xii. Teach thinking skills;
- xiii. Are flexible and able to modify plans;
- xiv. Recognize and exploit teachable moments.

Teaching is complex. It requires you to experiment and find your most effective teaching style, while recognizing the different learning needs of your students. You will need to search out new and different methods, to present your materials and motivate your students to learn. Try to find out what works and what doesn't. Discuss ideas with your colleagues, ask questions and share experiences. Find time to reflect on your teaching skills and enhance them.

Questions you should ask yourself after each lesson:

Did it go well?

- i. What made it work well?
- ii. What connections were made to other learning situations or real life?
- iii. What unexpected connections were made?
- iv. If I did this again, what things would I change?
- v. What were the best resources?

Teaching is both challenging and exciting. Identify your mistakes and correct them, your successes and build on them.

Students with Special Needs

It is the responsibility of a school to provide education for all the children in its location. Inclusion could be defined as providing social and academic opportunities for children with special needs. For severely handicapped students, there is often a teaching assistant. Other assistants could be consultants, community personnel and the Head of the school.

If you have a special-needs student in your classroom, here are some things to keep in mind:

- i. Be patient with him/her;
- ii. Develop programmes based on his/her needs;
- iii. Enlist volunteer help, where appropriate;
- iv. Foster trust in him/her;
- v. Involve the parents in determining appropriate programmes;
- vi. Set realistic expectations;
- vii. Value the child;
- viii. Work as a team with support personnel, parents and school administration to develop Individualized Programme Plan;
- ix. Create an atmosphere of caring, where each member of your class is respected and valued. Working with children with special needs has its own rewards.

UNIT 3

MANAGING YOUR FINANCES

It is an open secret that some workers normally exhaust their salaries, between the first and second week of the month, and may thus be left with little or no money at all. Others go about borrowing with high interests or credit food stuffs and provisions. This situation is very worrying. Therefore, as young educators in the system, you need to be guided to manage your finances. Personal Financial Management is not taught in many schools, unfortunately it is something we will encounter, when we enter the job market. The following are some useful tips on how to manage your finances, as young educators.

- i. Start saving today:** Make it a habit to save a portion of your salary, monthly. Some banks also have services of taking a portion of your salary automatically into your savings account.
- ii. If you can borrow or rent don't buy:** Some books can be borrowed from colleague teachers. Others can also be downloaded free of charge on the internet. Therefore there is no need spending so much to buy books as reference materials or for reading.
- iii. Avoid impulse buying, as much as possible:** Impulse buying is simply buying what you have not planned. Impulse buying is a habit which is very difficult to avoid. However it is important you do away with it, as much as possible.
- iv. Avoid over-burdening your pay slip with too many insurance policies:** Teachers have the habit of subscribing to many insurance policies. Some insurance policies are good. However, it would be advisable to subscribe to, at least, two. Subscribing to so many of them will just result in financial burdens. Every insurance policy is designed to meet specific welfare needs, hence new entrants must select product (s) which would satisfy the most pressing needs at a time.
- v. Avoid moving round with large amounts of money:** Colleagues, there are so many means of banking in the currently these days. Therefore new entrants must open bank accounts which are normally universal, as much as possible. Such banks offer Master Card and Visa Electronic services which allow you to draw money from your accounts through the ATMs of different banks. In addition new entrants can also subscribe to the Mobile Money services of MTN, Tigo and Airtel which are reliable and common even in deprived communities in the country. All these are innovations to save new entrants from carrying large amounts of physical cash about.
- vi. Avoid taking loans with 'killer' interests:** It is important for new entrants to weigh the cost analysis of the interest rates of banks and other financial services before you securing loans from them. Financial Institutions will be moving round your schools in vans with money, just to entice you to take loans from them. Think twice and research

very well into their interests before you go for the loan. To avoid being exploited by these institutions, join the Teachers Fund, Teachers Credit Unions, District Welfare, and Staff Welfare, among others, for relatively cheaper interests on loans and services.

vii. Managing your back – pay: Avoid investing your back – pay in transport business or other businesses that you know very little about. Instead, invest it into a fixed asset like building or lands. You can also invest it in treasury bills if you don't want to use it immediately. Do not be in haste to buy a car within your first or second year of working. As new entrants, you must understand that cars take so much money in terms of servicing and fuelling. Thus, you must buy a car when you believe; you have saved, at least, three times its total cost.

viii. Supplementing Your Income: If possible, engage in lawful income generating activities to supplement your salary. You may consider gardening, farming, animal husbandry, trading or any lawful activity that may bring you extra income.

You should, however, not gloss over the fact, that you are first and foremost a teacher, therefore, such activities should not interfere with the performance of your professional duties. Avoid plunging into any such business until you have done thorough feasible studies to assess its viability, and your competence to handle it.

ix. Control Your Expenditure on Phone Calls: It is common for young people to engage in conversations with their peers for long hours on phone. If you are one who engages in such acts, the chances are that you may spend 10% to 20% of your monthly salary on mobile credits. You may be better off, using emails, texting, WhatsApp and other social media.

x. Avoid Being a Slave to Fashion: Young people generally cherish fashion. Being in vogue goes with cost, which your income may not adequately meet. Teachers are expected to be decent and modest in their dressing. You can be decent and modest in your dressing without being excessively fashionable.

xi. Be Diligent with the Educational Choices You Make: Most young teachers today have the penchant for further education, with its attendant financial implications. While this is encouraging, it is important to caution members to be circumspect with the choice of courses they enrol for. It is not just enough to want to acquire a first degree or a post-graduate degree. Before you pursue any academic or professional programme, make sure it meets your future aspirations. For example, a Post-Diploma Degree in Basic Education would not guarantee you a teaching appointment in a Senior High School. Furthermore, not all degrees will enable you earn a promotion. You are, therefore, entreated to seek advice, so that you don't make expenditures that are not worthwhile.

UNIT 4

THE GHANA EDUCATION SERVICE

Background

It is significant to note that the introduction of formal education was pioneered by European merchants. This process was popularized by the religious bodies until 1882, when the colonial government struck a partnership with them to promote education in the then Gold Coast. Management and administration of the schools and colleges were carried out by the various religious bodies while the government schools were managed by Education Officers under the Department of Education. The GES was established in 1974 after a long period of several recommendations for the establishment of a Teaching Council

The Erzuah Committee (1952)

The Erzuah Committee was the first committee that made recommendation for the setting up of a Teaching Council. The Committee was one of those set up by the Government in 1952 to review the salaries and conditions of service of non-government teachers. It made a number of recommendations, including the setting up of a Teachers Professional Council “to deal with all cases of professional misconduct and have power to remove a teacher's name from the Register of Teachers, or impose any lesser penalty which it considers just. Such Council, would promote the maintenance of professional standards by teachers” (MacWilliam 1959, p.96). The Government did not implement the recommendation to establish such a Council.

The Commission on the Structure and Remuneration of the Public Services in Ghana – (1967)

The National Liberation Council (NLC) set up the Commission to examine the structure and Remunerations in the Public Services in 1966. The Commission issued its Report in 1967. It made a number of recommendations with far-reaching effects, including:

- i. A single, unified Public Services governed by standard practices in recruitment, promotion and discipline;
- ii. A single pension scheme, and a unified salary structure;
- iii. Abolition of the Civil Service pension scheme (cap 30), and the coverage of SSNIT to all public servants;
- iv. Management of schools, Technical Institutes and Training Colleges to be decentralized, from the Ministry of Education to the Regional and District authorities;
- v. Creation of the Teaching Service Division (paragraph 85 at p.11 of the Commission's Report). Again the recommendation for the establishment of a Teaching Service was not implemented by the Government.

The Ghana National Association of Teachers (GNAT) never stopped agitating for the establishment of a Teaching Council.

The National Redemption Council (NRC)

The Council established the Ghana Teaching Service in 1974, under NRCD 247, to manage the pre-tertiary education system. The NRCD 247 was subsequently amended by NRCD 252, 357 and SMCD 63. The name Ghana Teaching Service was changed to Ghana Education Service.

The Reasons for the establishment of the Ghana Education Service

To:

- i. Divorce policy formulation from policy implementation
- ii. Provide a broad-based advisory body for the Ministry of Education
- iii. Ensure implementation of educational policies and programmes by educationists and
- iv. Insulate education from undue political interference

The Mandate of the Ghana Education Service

The Ghana Education Service (GES) “is responsible for the implementation of pre-tertiary educational policies of the Government, to ensure that all Ghanaian children of school-going age, irrespective of tribe, gender, disability, religious and political affiliations, are provided with quality formal education and training, through effective management of resources to make education delivery efficient and relevant to the manpower needs of the nation”. (P.1, *GES Annual Performance Report 2011, dated June, 2012*).

Relationship between the GES and Ministry of Education (MoE)

The management of the educational system in Ghana is largely under the Ministry of Education (MoE). Under the Ministry of Education, there are a number of agencies, over 17 of them responsible for implementing policies. The two main agencies are the Ghana Education Service (GES) and the National Council for Tertiary Education (NCTE).

The management of Education under the MoE is carried out within the following three major sub-sectors:

- i. Basic Education;
- ii. Secondary Education; and
- iii. Tertiary Education.

The Ministry of Education is responsible for:

- i. Policy formulation;
- ii. Allocation of resources;
- iii. Monitoring and evaluation of implementation;
- iv. Exercising oversight responsibility over implementing agencies.

The Ghana Education Service is the largest implementing agency, with a total workforce of 270, 188 as at 2012.

The Relevant laws applicable to the Ghana Education Service

Currently, there are two main Acts directly applicable to the Ghana Education Service:

- i. Ghana Education Service Act 1995, (Act 506) which replaced NRCO 247, as amended
- ii. Education Act, 2008 (Act 778) which repealed Education Act 1961 (Act 87).

In addition to the above-mentioned Acts, there are other laws relevant to the operations of the Ghana Education Service. **These are:**

- i. The 1992 Constitution of Ghana;
- ii. Local Government Act, 1993, (Act 462);
- iii. Local Government Instrument 2009, (L.I.1961);
- iv. Financial Administration Act, 2003, (Act 654);
- v. Financial Administration Regulations, 2004 (L.I.1802);
- vi. Internal Audit Agency Act, 2003, (Act 658);
- vii. Public Procurement Act, 2003, (Act 663);
- viii. Internal Revenue Act, 2000, (Act 595);
- ix. Audit Service Act, 2000, (Act 584);
- x. National Pensions Act, 2008, (Act 766);
- xi. Fair Wages and Salaries Commission Act 2007 (Act 737);
- xii. Workmen's Compensation Law 1987 PNDCL (187);
- xiii. Factories, Offices and Shops Act, 1970 (Act 328);
- xiv. Labour Act, 2003, (Act 651);
- xv. Children's Act, 1998, (Act 560).

It is important that teachers, particularly those in management positions, as well as GNAT, officers and officials familiarize themselves with the laws, so as to enable them carry out their duties effectively.

The Structure of the Ghana Education Service

The Ghana Education Service is one of the Public Services, as provided for under Article 190 (1) of the 1992 Constitution of Ghana, and in accordance with clause, (3) (a) of Article 190, it has a governing Council. Act 506 provides, under section 4(1), the Governing Council that consists of 15 members, representing Government and identifiable interest groups, including the Ghana National Association of Teachers. The Council has general control over the GES, and in addition, to:

- i. Ensure the implementation of the functions of the Service;
- ii. Submit to the Minister, recommendations for pre-tertiary educational policies and programmes;
- iii. Promote collaboration between the Ministry of Education and the Services; and
- iv. Advise the Minister on such matters as the Minister may request.

The Ghana Education Service is to work directly under the Council, and is vertically accountable to it. The Service has four main distinct management levels, as follows:

- i. School Level Management;
- ii. District Level;
- iii. Regional Level; and
- iv. National Level.

At the National Level is the Director-General with two Deputy Directors-General and functional Divisions headed by Directors of Education as follows:

- i. Human Resource Management;
- ii. Finance;
- iii. Curriculum Research and Development;
- iv. Inspectorate;
- v. Teacher Education;
- vi. Technical and Vocational;
- vii. Secondary Education;
- viii. Basic Education;
- ix. Special Education;
- x. Supplies and Logistics.

The Ghana Education Service is a deconcentrated administrative structure, with its lower levels vertically responsible and accountable to the Director-General.

The Functions of the Ghana Education Service

The Ghana Education Service is responsible for the implementation of approved national policies and programmes relating to pre-tertiary education. It is the duty of the Service:

- i. To provide and oversee basic, senior secondary, technical and special education;
- ii. To register, supervise and inspect private pre-tertiary educational institutions;
- iii. To submit to the Minister, recommendations for educational policies and programmes;
- iv. To promote the efficiency and the full development of talents among its members;
- v. To register teachers and keep an up-to-date register of all teachers in the public system;
- vi. To carry out such other functions as are incidental to the attainment of the functions specified above; and
- vii. To maintain professional standards and the conduct of its personnel.

In effect, the main functions of the GES may be summarized as follows:

- i. Co-ordination of approved policies and programmes for pre-tertiary education;
- ii. Ensuring provision of educational facilities at the pre-tertiary level;
- iii. Developing curriculum;
- iv. Supplying educational materials;
- v. Recruitment, promotion, and discipline of staff;
- vi. Providing teacher education, both pre-service and in-service;
- vii. Regulating admissions of pupils/students;

- viii. Ensuring examination and certification of pupils and students;
- ix. When the Education Act, 2008 (Act 775) becomes fully operationalized, the above functions will be ceded to the National Inspectorate Board, National Teaching Council and National Council for Curriculum and Assessment; and
- x. The District Assemblies, under Section 3 of Act 778, shall be responsible for the provision and management of basic education and second cycle schools;
- xi. Under section 4 of Act 778, Ghana Education Service shall be responsible for co-ordination of the approved national policies and programmes relating to pre-tertiary education;
- xii. Act 778 has thus established a new legal regime for the management of pre-tertiary education.

DISCIPLINARY AND GRIEVANCE PROCEDURES IN THE GHANA EDUCATION SERVICE

Introduction

One of the concerns of Management of enterprises or organizations is compliance with rules, regulations and directives by employees.

One prerogative of management is the right to discipline employees who violate rules of the organization or enterprise.

Disciplinary Procedures

Section 9(e) of the Labour Act, 2003, Act 651, provides that employers have the duty to “provide and ensure the operation of an adequate procedure for discipline of workers”.

In the Ghana Education Service there is a Code of Conduct which is an integral part of the Terms and Conditions of Service of Teachers. The Code defines acts and omissions which constitute violation or infringement of rules in the Service. Though the Code of Conduct is not law, its non-observance by an employee attracts sanctions by the Service. Technically, misconduct means an act or omission of an employee, which is inconsistent with the faithful discharge of the contract of service. For example if an employee steals the property of his employer, the act of stealing shall constitute a misconduct. Similarly if a teacher fails to protect pupils/students put under his/her care and exposes them to hazards, the teacher shall be held liable for negligence.

The Code of Conduct contains acts and omissions which employees are to abide by and the sanctions which go with them.

The acts, omissions and their corresponding sanctions are categorized into minor and major offences, signifying their seriousness.

The disciplinary authorities, from the school level through other levels of management to the GES headquarters, with the Ghana Education Service Council as the final appellate disciplinary body are all spelt out in the Code.

Application of the Code of Conduct is guided by the following principles: The offending teacher shall be given a hearing - meaning he/she should be informed of the act or omission he/she has engaged in.

He/she:

- i. Shall be given reasonable time to defend him/herself;
- ii. Shall have the right to be accompanied to the hearing, by a person of his/her choice, especially a Union Officer or Attorney;
- iii. Shall have a right of appeal;
- iv. Apart from formal proceedings for establishing that a teacher has misconducted him/herself, there is also a summary procedure by which the disciplinary authority may exercise instant action, because there is no dispute about the act or omission having been committed by the teacher;
- v. Acts and omissions which have criminal implications may be dealt with, according to the rules of the Code, without prejudice to any action the state may further take.

Disciplinary authorities of the GES are advised to apprise themselves of the relevant provisions in the 1992 Constitution, with regard to the fundamental rights of the citizens of Ghana. For instance, Article 191(b) of the Constitution states that; “A member of the public services shall not be dismissed or removed from office, or reduced in rank or otherwise punished, without just cause”.

Similarly those in management positions in the GES should also have in mind, Article 23 of the Constitution, when exercising their functions. Article 23 says; “Administrative bodies and administrative officials shall act fairly and reasonably, and comply with the requirements imposed on them by law, and persons aggrieved by the exercise of such acts and decisions shall have the right to seek redress before a court, or other tribunal”.

The Code of Conduct is to encourage good behaviour and diligent performance of duties by employees as well as punish those who break it.

Grievance Procedures

Just as employers have the right to discipline their employees when they go wrong, employees have the right to express their grievances over unfair treatment meted out to them by their employees. The unfair treatment may arise out of their terms of contract, or other rules. There are procedures by which an employee may express his/her grievances. He/she may do it first through the immediate Head and if still dissatisfied, go to the next higher authority till the grievance is satisfactorily disposed of or carried to the National Labour Commission, or the Commission on Human Rights and Administrative Justice, in accordance with Article 287 of the 1992 Constitution or a court of competent jurisdiction, for redress.

It is important for teachers to familiarize themselves with the Code and conduct themselves in accordance with its stipulations.

Teachers are advised to seek assistance from their union officials when dealing with issues of discipline and personal grievances.

UNIT 5

THE GHANA NATIONAL ASSOCIATION OF TEACHERS (GNAT)

Introduction

The Ghana National Association of Teachers is a non-partisan, non-sectarian, equal-opportunity professional association of Teachers in pre-tertiary education institutions and offices in Ghana. The Association was registered under the Trustee Incorporation Act of 1962 and recognized by the Ghana Education Service Act, 1995 (Act 506) (section 16) as the only body which represented teachers in Ghana. Currently the Ghana National Association of Teachers is registered as a trade union under the Labour Act, 2003 (Act 651), and holds the Collective Bargaining Certificate, on behalf of all teachers in the GES.

The Origins of GNAT

The name Ghana National Association of Teachers appeared in the history of Trade Unionism in Ghana in 1962. This however does not mean there were no teacher organizations operating in the country before this time. There were, Teacher Associations, based on place of work and employer such as the church educational units, government school teachers and local government teacher organizations.

The origins of the Ghana National Association of Teachers is traced to the 1930s when as a result of the World War 1, economies of many countries, including that of the Gold Coast (Ghana) suffered a great decline. In 1931, there was a trade slump and prices of commodities fell. Cocoa, which was the mainstay of the Gold Coast economy, suffered severely. To contain the situation, the Colonial Government decided to introduce some austerity measures by making cuts in public spending as a means of reducing its total financial burden. The axe fell heavily and unexpectedly on education. The colonial government decided to reduce the salaries of mission school teachers who were already discriminated against in terms of physical infrastructure, salaries and other conditions of service as compared to the Government school teachers who were regarded as part of the colonial administration. In fact, a committee appointed by the government to consider the cost of education to government and recommend a means to reduce it by 50,000 pounds, recommended that the non-government school teachers' salaries should be reduced by 29%. The Committee was chaired by F.E Tallard.

The non-government school teachers under the leadership of J.T.N Yankah protested against this injustice vehemently and submitted a petition signed by 8000 teachers from the Eastern part of the country to the colonial government. E.Y Anipare, a teacher under Yankah was very instrumental in the collection of the signatures. In addition to the petition, the group lobbied the African members of the legislative council to support their petition. At the end of the day, the petition was carried and the 29% salary reduction directed against the mission school teachers was dropped and a general 5% salary cut slapped on all workers on the central government's payroll, but was later withdrawn, altogether. The protest and its outcome jolted the teachers to the realization that there was strength in unity. Subsequently, the Mission School Teachers came together to form the Assisted School Teachers Union (ASTU) in 1931, to protect their interests. In the attempt to embrace all teachers in the country, the union changed its name to Gold Coast Teachers Union (GCTU) in 1937.

Between 1931 and 1958 two rival unions operated in the country. They were the Gold Coast Teachers Union and the National Union of Teachers (NUT). However through the influence of the ruling Convention People's Party (CPP) government and the Industrial Relations Act, 1958, the two unions were brought together in a merger, under the Trades Union Congress (TUC) as the Teachers and Cultural Services Union. The teachers were unhappy under the TUC because:

- i. Not all teachers could become members of the TUC, as those on salaries of £680 and above per annum could not unionize; and
- ii. They felt they were professionals.

Teachers therefore started agitating and in 1962, the government directed that they opt out of the TUC. The new union, the Ghana National Association of Teachers was inaugurated on 14th July 1962, by the Minister of Education of the time.

For about thirteen years (1962 - 1975) the Association was organized along the lines of constituent bodies, prominent among them, the Elementary School Teachers Association (ESTA), the Association of Secondary School Teachers (ASST), the Association of Teachers of Training Colleges (ATTC), the Association of Teachers of Technical Institutions (ATTI) and the Association of Teachers in Education Units. In 1975, at Achimota, all the constituent bodies were abolished and the GNAT started operating as a unified body of teachers in all pre-tertiary educational institutions and offices.

The Vision Statement of GNAT

The vision of an organization is the lay out of its desired future state; what it likes to achieve. The vision of the Ghana National Association of Teachers is to be:

A vibrant, pro-active, result-oriented teachers' union championing the cause of teachers and quality education for a brighter future

The Mission Statement of GNAT

A mission states an organization's reason for existence. It is the unique purpose which sets it apart from other organizations of its type and defines its scope of operation. A *mission* embodies the organization's philosophy, the image it seeks to project, reflects its concept and indicates its service area and the primary customer needs it wishes to satisfy. The mission of GNAT is as follows:

The Ghana National Association of Teachers is a non-partisan, non-sectarian, equal opportunities teachers union, operating in pre-tertiary educational institutions and offices. We campaign effectively on behalf of our membership, through legitimate channels, for improved terms and conditions of service, in line with national labour laws and International Labour Organization (ILO) Conventions and Recommendations. We provide Professional Development and Socio-Economic services for our members. We believe that a high standard of education is necessary for the preservation of a democratic society. We work with the most cost effective and efficient processes through team spirit, in collaboration with stakeholders, to achieve our corporate goals. We believe in constitutionalism, the rule of law, social justice, democratic governance and safe environment.

The Association has the following aims:

The Aims of GNAT

- a) To accord equal rights to all members;
- b) To promote the interests of members and secure for them attractive conditions of service that shall retain them in the Teaching Profession;

- c) To promote high academic standards, professional competence, trade union education and exemplary conduct of members;
- d) To provide internal economic and other appropriate and relevant welfare services for members;
- e) To promote organic solidarity among members of the teaching fraternity;
- f) To co-operate with Government in pursuit of development of education;
- g) To support and co-operate with students in the Colleges of Education and GNATOC in tertiary institutions;
- h) To co-operate with other worker unions, in and outside Ghana;
- i) To participate effectively in public affairs;
- j) To place the services of the Association at the disposal of individuals, public bodies and other organizations, in pursuit of education.

The Structure of GNAT

Two organizational structures operate within the Ghana National Association of Teachers. These are the Political and the Administrative structures. The political structure is responsible for policy formulation and executive direction, while the administrative structure is the Secretariat, which implements the policies and programmes of the Association.

The Political structure is based on effective representation by which representatives who carry the mandate of the people they represent, elect people to various positions at the various levels of the organization. There are five levels of the Association, namely:

- i. Basic Unit (School branch or office);
- ii. Local branch;
- iii. District branch;
- iv. Regional branch; and
- v. National

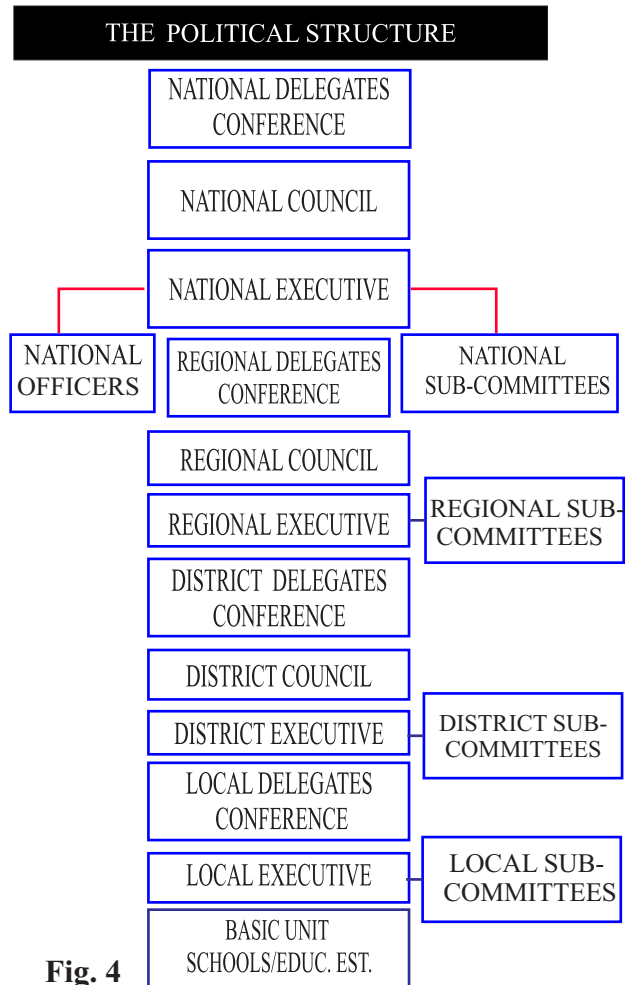
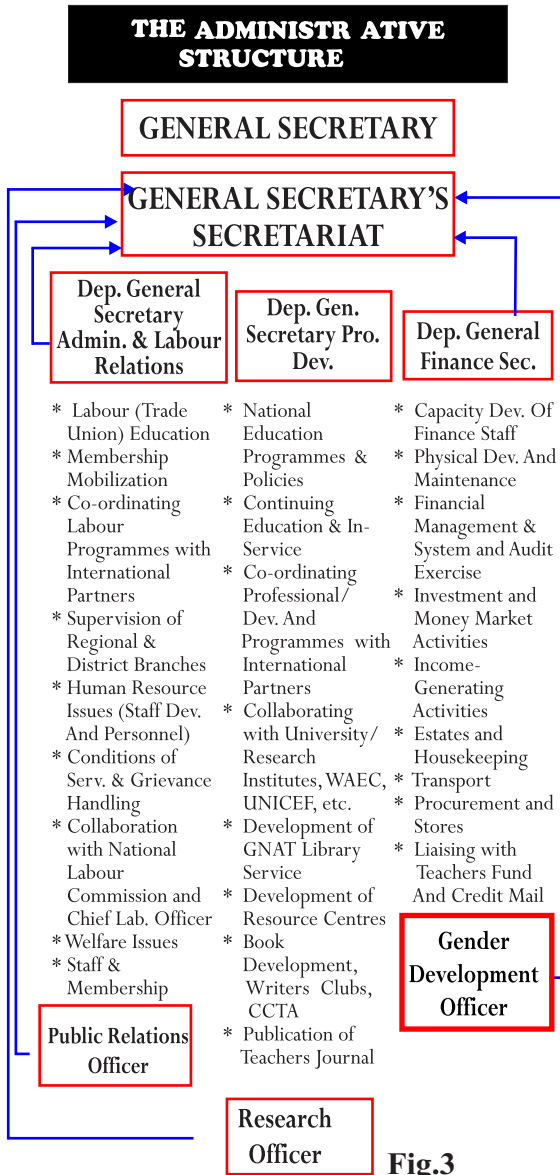
The basic unit of the Association is either the school or office branch. All teachers in the school are eligible to be members of the Association. Members of each school branch elect a leader called the School Representative who co-ordinates the activities of the Association at that level. The School representative also attends meetings at the Local level, participates in decision making and carries back those decisions and other information back to the school.

The Local branch is made up of all the schools (basic units) in a locality, while the District branch consists of all local branches in a given district. All the District branches in each of the administrative regions constitute the Regional branch, while all the regional branches put together, form the National Association. At each of these levels, delegates elect people to various positions at the conferences held every four years. At the local level however, conference is held every two years. The following are the positions to which people are elected: Chairman, Vice Chairman, Treasurer, Trustee, Basic Education Representative, Second Cycle Representative, Technical Education Representative, College of Education Representative, Education Administration Representative, Youth Coordinator and Women's Representative. They constitute the Executive at the various levels. At the national level the, Chairman is called the National President. The National President is the head of the political structure, and Head of the Ghana National Association of Teachers.

Administrative Structure

The administrative structure, headed by the General Secretary is responsible for the implementation of policies and programmes of the Association. The General Secretary is assisted by three Deputies and officers with specific schedules at the National level. Administrative functions in the regions are in the hands of Regional Secretaries and their Assistants, while the districts are manned by District Secretaries - The members of the administrative set up are basically teachers who are appointed into full time service.

GOVERNANCE



Decision - Making in GNAT

Decisions in the Ghana National Association of Teachers are made by the accredited representatives of the members at the various levels of the Association. These representatives are enjoined to be in constant touch with the members. The highest decision making bodies in

the Association are the Delegates Conferences. Major decisions are taken at these conferences, held at the National, Regional, District, and Local levels. All the conferences, except the local ones are held once every four years. Local conferences take place every two years. Issues which come up for discussions emanate from the grassroots, through resolutions. Between conferences, Councils/Executive govern the Association and take decisions as and when necessary.

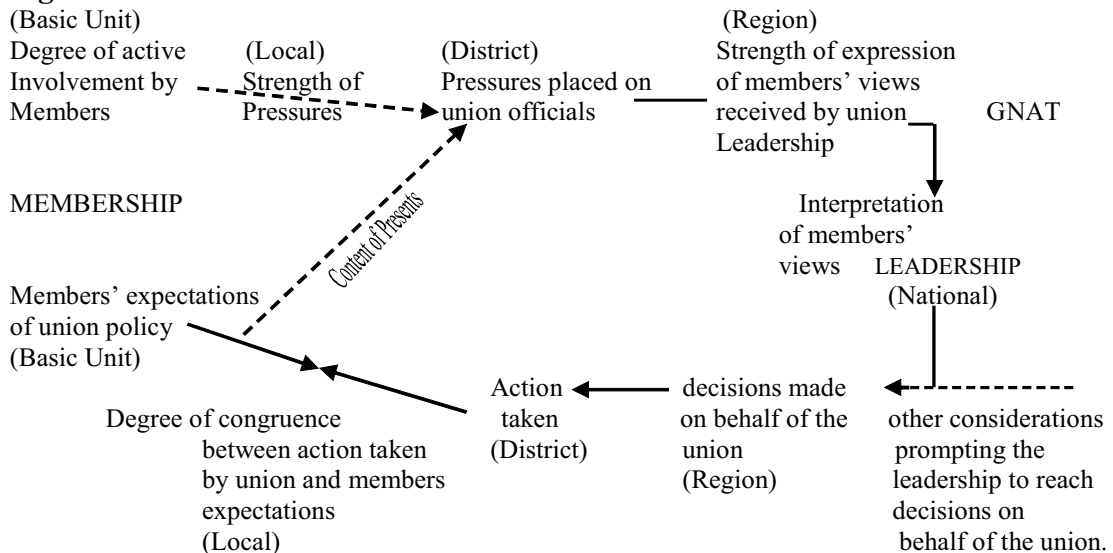
The Councils operate at the National, Regional and District levels. They can review decisions taken at the conferences. Such reviews are normally influenced by the prevailing conditions after the last conference. The Councils meet, at least, once every year. The Executives give direction for the day-to-day administration of the Association, at the various levels. They meet, at least, once every three months. By this, they closely monitor the implementation of Council decisions and can review such decisions as and when necessary, to ensure the dynamic development of the Association. The Executives are expected to regularly inform their constituents of the decisions taken at their meetings. They are similarly expected to express the sentiments of their members on issues to the secretariats and the Councils at their levels.

The National Officers of the Association are the President, Vice President, Treasurer and two Trustees, all of who are elected by the National Delegates Conference. They hold office for four years, but can be re-elected for another term of four years. The National Officers meet once every month to, among other things, take or review important decisions as may be necessary, between National Executive meetings and monitor the operations of the National Secretariat.

The National President is the Head of the Association. He presides over statutory national meetings and conferences.

Regional, District and Local Chairmen exercise same functions at those levels. The National Treasurer is the authorizing officer of the Association. Regional, District and Local Treasurers perform same functions at their levels.

Fig. 5



NATIONAL AND INTERNATIONAL RELATIONS

The Ghana National Association of Teachers believes in strategic alliances and coalitions, in pursuit of its organizational goals. The Association therefore has very good relations with both Local (National) and International bodies, primarily concerned with the teaching profession, and education in general.

INTERNAL RELATIONS

GNAT has very healthy working relation with the Ministry of Education (MoE) and the Ghana Education Service (GES). These are two very important bodies in education in Ghana. While the MoE is responsible for the formulation of educational policies, the GES is the implementer of such policies and programmes. The Ghana Education Service (GES) is the largest employer of the members of the Ghana National Association of Teachers (GNAT) and much of the Association's dealings with the Government of the day, including negotiations on terms and conditions of service are done through the functional structures of the GES.

It also has relations with the Faculty of Education of the University of Cape Coast, which oversees the content of the training programmes under which majority of the Association's members acquire their professional education and training.

Apart from these bodies, the GNAT has working relations with the Ghana Book Development Council (GBDC), through the GNAT / CTF / GBDC Book Production Project.

The Association has over the years, developed very cordial working relations with the Ghana Trades Union Congress (TUC) and other unions including the Teachers and Educational Workers Union (TEWU). On several occasions TEWU and GNAT have cooperated and worked on projects of mutual concern.

The GNAT has been part of Organized Labour in the country. It was a member of the Forum, which was the coalition of four Public Service Organizations whose workers subsisted on the Consolidated Fund for their emoluments, and for whom they sought the best terms and conditions of service from the Government, their employer. The other members of Forum were the Civil Servants Association (CSAG), Ghana Registered Nurses Association (GRNA), and the Judiciary Service Staff Association of Ghana (JUSSAG).

INTERNATIONAL RELATIONS

GNAT'S international relations are Intra-African, and Global.

Intra-African Relations

In 1974, GNAT became a founding member of the All-Africa Teachers Organization (AATO) with its Secretariat in Accra, Ghana. Dr. S.G. Nimako its then General Secretary was the first Secretary-General of AATO. AATO was the recognized educational wing of the Organization of African Trade Union Unity (OATUU). The Ghana National Association of Teachers also has warm relations with other Teacher Unions in Africa.

We also have relations with the Organization of African Trades Union Unity (OATUU) the continental trade union movement, with its headquarters in Accra.

Global Relations

GNAT became an associate member of the World Confederation of Organizations of the Teaching Profession (WCOTP), in 1958 and a full member in 1960. Mr. E.B. Caulley, its then General Secretary became the first African to serve on the Executive Board of the WCOTP and was later appointed representative for Africa. Mr. T.A. Bediako, former General Secretary of GNAT also served as a WCOTP representative of the English-speaking Africa Region.

In 1970, the GNAT became affiliated with the International Federation of Free Teachers Union (IFFTU) and seconded its first Deputy General Secretary, Mr. M.K. Senoo to it as the full-time African Regional Secretary in 1977. Mr. Kwabena Kyereh, the President of GNAT, was elected a member of the IFFTU Executive in 1981 in Panama City, and served in that capacity, till 1984.

The Ghana National Association of Teachers (GNAT) is a charter member of Education International (EI), the largest world body of teachers and educational workers with its headquarters in Brussels, Belgium. The Education International has over 300 teacher organizations worldwide, and represents over 24million educational workers in 155 countries. The immediate past General Secretary of GNAT, Mrs. Irene Duncan-Adanusa, was the President of Education International (EI), Africa Region and one of its Vice-Presidents, global.

Mrs. Georgina Baiden, the first female president of GNAT, was also one of the Vice Presidents of E.I. for two terms of 3 years, a term.

GNAT has also developed special bilateral relations with the Canadian Teachers Federation (CTF), the Danish Teachers Union (DFL), the Swedish Teachers Union (Larar forbundet), the Danish National Association of Early Childhood Teachers and Youth Educators (BUPL) and the Norwegian Teachers Union (NL) as well as the Histadrut of Israel. These relations have resulted in many benefits, to the Association including training programmes in unionism, professional development, book production and cooperative credit union activities.

SERVICES TO MEMBERS

GNAT does not operate in a vacuum. Its activities are influenced by the political, social, economic, technological and international economic environment, as well as the changing needs and aspirations of its members:

A. Terms, Salaries and Conditions of Service of Members

- i. GNAT influences and co- determines with the GES, the Terms and Conditions of Service, under which teachers work;
- ii. Ensures the implementation of approved Terms and Conditions of Service;
- iii. Settles industrial disputes arising from the implementation and non-implementation of approved Terms and Conditions of Service;
- iv. Assists members with the resolution of individual grievances.

B. Education and Professional Development Activities

- i. Influencing formulation of Education policies;
- ii. Providing continuous education and training for members;
- iii. Influencing the development of relevant national curriculum to suit the changing times;
- iv. Ensuring that teachers perform their duties, with relative amount of autonomy;
- v. Promoting professionalism among Teachers.

C. Provision of Economic and Welfare Services

- i. GNAT, with the help of the Canadian Teachers Federation (CTF), promoted the establishment of Teachers Credit Unions throughout the country;
- ii. In 1998, GNAT established the Teachers Fund which now has subsidiary companies;
- iii. The Teachers Fund provides group solidarity insurance against deaths or permanent disability and other services;
- iv. GNAT provides death and retirement benefits for its members;
- v. Since 2012, GNAT has insured its members with the Swedish – Ghana Cancer Foundation, against all cancer-related cases;
- vi. GNAT has hostel facilities in the regional capitals;
- vii. Provides special donations to members to meet critical needs;
- viii. GNAT provides annual souvenirs for its members.

REPRESENTATION ON PUBLIC BOARDS / BODIES

Through its representation on public boards and bodies, GNAT is in the position to influence the policies of such organizations. GNAT uses this opportunity to articulate the interest of its members and brings its expertise to bear on them.

Currently the Association is represented on a number of Public Boards and Committees including;

- i. The Professional Board of the Institute of Education, University of Cape Coast;
- ii. The West African Examinations Council;
- iii. The Ghana National Commission for UNESCO;
- iv. The National Commission on Children;
- v. The Ghana Book Development Council;
- vi. The Social Security and National Insurance Trust (SSNIT);
- vii. The GETFUND;
- viii. The National Media commission;
- ix. The Environmental Protection Council Sub-committee on Education;
- x. The National Council on Adult Education;
- xi. The Consultative Council on Labour;
- xii. The Sports Council of Ghana;
- xiii. The Museums and Monuments Board;
- xiv. The National Textbooks and Education Equipment Committee;
- xv. The National Implementation Committee for Non-Formal Education;
- xvi. The Advisory Board of the Language Centre, University of Ghana.

SOME ACHIEVEMENTS OF GNAT

We wish to recognize the fact that before 1962, when the GNAT officially came into being, two very significant achievements were recorded through the untiring efforts of its founding fathers. This was the bringing of all Mission School Teachers into a unified Teacher Union, as a result of which, teachers had a unified conditions of service, which included pension and gratuity. In 1958, the use of the check - off system for the collection of membership dues was granted the Association, even when a member of the TUC. Since 1962, GNAT was able to hold all teachers together under its leadership until 1998 when a section of the teachers broke away to form the National Association of Graduate Teachers, (NAGRAT).

We now highlight some of the major achievements of GNAT:

- i. Promotion and establishment of Teachers Credit Unions, with the technical assistance and advice by the Canadian Teachers Federation (CTF).
- ii. Establishment of the Ghana Teaching Service in 1974, through the instrumentality of the Association.
- iii. When the GES was established and became operational in 1976,
 - a. It became possible for teachers to become Directors of Education
 - b. Teachers enjoyed study leave with pay and earned promotions while on study leave.
 - c. They had a clearly defined career path of progression.
 - d. GNAT is on the Governing Council of the GES and ventilates the concerns of its members and influences policies
- iv. Even though GNAT relentlessly fought for the reconstitution of the Ghana Education Service Council, it did not succeed. However, by virtue of Article 190(3) of the 1992 Constitution of Ghana; the Ghana Education Service Council has been reconstituted. We are happy that GNAT has been vindicated;
- v. It would be recalled that in 1967, teacher-trainee allowance was withdrawn by the Government. However, GNAT strenuously fought, until it was restored in 1987. Regrettably, this allowance has been abolished again, and we are urging the Government to restore it;
- vi. Determination of Salaries, Terms and Conditions of Service of Teachers is a predominant pre-occupation of GNAT. Since 1962, GNAT, had gone about them through such avenues as:
 - a. Submission of memoranda to Commissions and Committees;
 - b. Direct discussions with relevant state authorities, and sometimes through strike actions, GNAT was able to improve the salaries, terms and conditions of service, and scheme of service of teachers without collective bargaining, as stipulated under the Industrial Relations Act, 1965 (Act 299).

- vii. Now, we wish to note, with satisfaction, that since 2006, when GNAT registered as a Trade Union, it now holds the Collective Bargaining Certificate for the teaching personnel in the Ghana Education Service. What this means is that, GNAT has the legal power to co-determine, with the appropriate state agencies, the salaries, terms and conditions of service of teachers in the GES, through a Joint Standing Committee, comprising the representatives of all the Teacher Unions in the GES, under its leadership on one part, and state authorities on the other.
- viii. It was GNAT's agitations which led to the establishment of the Pension Review Commission chaired by Mr. T.A. Bediako, former, General Secretary of GNAT, which resulted in the introduction of the three-tier pensions for workers in Ghana.

The Association:

- i. Organized remedial classes for teachers to obtain the *Ordinary* and *Advanced* Levels which enabled some of them to gain admission into the Universities to upgrade themselves, academically and professionally;
- ii. Initiated the Modular training programme for pupil teachers to obtain Certification;
- iii. The upgrading of the Teacher Training Colleges into Colleges of Education;
- iv. The development of Distance Education and Sandwich Programmes by the Universities which has resulted in many teachers improving their academic and professional qualifications;
- v. The development of Early Childhood Education in Ghana.

Welfare Ventures

- i. Through GNAT, a number of teachers were allocated SSNIT Flats across the country;
- ii. In 1998, GNAT established the Teachers Fund as an economic venture which provides varied services for its members;
- iii. The Association has built Teachers Hostels in the regional capitals;
- iv. GNAT provides Legal Services for its members, who so require them;
- v. Consultative Status of GNAT: GNAT has been given representation on several Commissions, Committees, Boards and Councils which implies its recognition by the state.

Other forms of assistance:

- i. Financial Assistance for critical needs
- ii. HIV/AIDS counselling services for GNAT members

UNIT 6

TRADE UNION EDUCATION

A. What Trade Unions Stand For

As it would be pointed out elsewhere, the Industrial Revolution gave birth to the formation of trade unions. Workers experienced considerable hardships, long hours of work under poor and very deplorable conditions, including meager salaries; moreover, they had no opportunities of influencing the decisions which affected their daily lives and the power to challenge the dictatorial and capricious use of power by employers. These severe deprivations and aspirations for improvement in their working and living conditions motivated them to bind themselves together at the workplace, to enable them reduce or minimize the preponderant powers of their employers, by participating in the process of decision making, which affected their work and daily lives.

B. The Beginnings of Trade Unions

The Trade Unions emerged from the throes of the Industrial Revolution in the mid - 18th Century, in Europe. They played significant roles in the struggle for the extension of power and wealth from the aristocracy to the emerging middle-class. Initially, they were considered illegal combinations, and legislations tilted against them. However, with time, the Trade Unions came to be recognized as legal in 1871 in England, and thereafter were considered essential elements in the political economies of the various nation states of Europe. Their very existence and activities came under protection of laws, which among other things, granted them the right to collectively bargain with their employers.

Through the work of the International Labour Organization, the Trade Unions won international recognition and subsequently, the ILO came up with Conventions and Recommendations which provided them such wide scope of rights as:

- (a) Freedom of Association and Protection of the Right to Organize: Convention (87) 1948; and
- (b) Right to Organize and Collective Bargaining: Convention (98), 1949

The sovereignty of the Trade Unions over their affairs was thus not seriously restricted.

C. The Beginnings of Trade Unions In Ghana

In Ghana, the process of modernization, in terms of central government with the authority to control the people and their activities for the common good of the state, began around 1874, with the establishment of the Crown Colony in the coastal areas.

The economy started a rudimentary transformation with the introduction and production of cocoa, around the 1860s, followed by mining of gold in 1897 and timber industry closely in tow. This development led to the construction of roads, railway lines and a harbour at Sekondi-Takoradi. With these developments emerged wage employment.

Around 1900, there were several associations of workers whose main objectives were rather welfare in nature but not trade unions. However, following the world economic depression in the 1930s, many workers began to form unions to perform trade union activities; some such early unions were railway workers, teachers, mines workers and employees of the Meteorological Services Department. The colonial government established labour department in 1938 in Kumasi, to regulate and deal with labour issues generally.

The first Trade Unions Ordinance (Cap 91), was introduced in Ghana in 1941 and permitted the formation of Trade Unions which Labour officials helped to structure and gave them advice. In addition, the Conspiracy and Protection of Property (Trade Disputes) Ordinance was introduced, which placed some restrictions on strikes, particularly by workers in Government Departments.

The status and functions of Trade Unions underwent significant transformation with the enactment of the Industrial Relations Act in 1958 which recognized only one central labour centre the Trades Union Congress (TUC), with seventeen national unions, including the Teachers and Educational Workers Union (TEWU). Later the Act was replaced with the Industrial Relations Act, 1965, (Act 299) which granted the workers the right of collective bargaining and mechanism of disputes settlement.

The history of Trade Unionism was replete with undue interference by the government, from the colonial days, till the enactment of the Labour Act, 2003 (Act.651) which provided for the establishment of a tripartite body to settle industrial disputes. The 1992 Constitution of Ghana also provides for Trade Union pluralism, with Fundamental Human Rights and Freedoms, which give protection to individuals and legal entities such as Trade Unions.

In Ghana, as elsewhere in the world, the teaching profession has been characterized by poor conditions of service for teachers. Teachers who taught in the mission schools were entirely in the hands of the Churches and in addition to their classroom work, undertook such Church duties as Catechists, Evangelists and Choir Masters. Their salaries were meager and, on retirement had neither pension nor gratuity. Furthermore, they were subjected to Church discipline. In the light of these deprivations, as well as the decision to cut their salaries, following the economic depression in the 1930s, they were compelled to form a Teacher Association in 1931, to fight for better conditions of service and the right to participate in making the decisions which affected their work, conditions of service, development of education and the right to ventilate teachers' views on national affairs.

Between 1958 and 1962 there were competing teacher unions which later merged under GNAT as constituent bodies. However in 1975, these constituent bodies were unified into a single body. In 1998, a section of teachers seceded and formed the National Association of Graduate Teachers (NAGRAT).

D. The Functions of Trade Unions

The primary concern of Trade Unions was the improvement of their members' immediate conditions of employment that is, pay and hours of work. With time, however, they broadened the scope of their functions, to include the co-determination of the conditions under which they worked through Collective Bargaining, as well as Settlement of Industrial Disputes, taking interest in issues on the economy, politics and education. They also developed economic ventures to improve the living conditions of their members. GNAT for example, over the years promoted Teachers Credit Unions and in 1998 established Teachers Fund with its subsidiary companies. GNAT again developed professional and trade union education programmes for its members.

E. Trade Union Ideologies

Ideology as a concept, has been defined differently by several social scientists. The word is believed to have been coined by a French man de Tracy in the 19th Century, as the “science of ideas”. Before him, Francis Bacon and John Locke had also put forward the idea that knowledge was acquired through observation and experience of the physical environment and not through spiritual or mystical process. For these social scientists, knowledge, was scientific, materialistic and could be used to improve the social, economic and political conditions of human kind.

There is no consensus on whether ideology is positive, negative or neutral. Some argue that ideology justifies the status quo, while some also believe, it opposes it. Despite all these postulations, some common strands run through the different definitions and climax in a five-point definition.

- i. “The term ideology can be given a political meaning.
- ii. All ideologies provide interpretation of the present and a view of a desired future, portrayed as materially better than the present and attainable within a single lifetime.
- iii. Each ideology includes a list of specific steps to be taken to accomplish its goals
- iv. Ideology is oriented towards the masses
- v. Ideology is simply stated and presented in motivational terms”

In positive terms, it refers to things uniting a group of people – the common values, ideas, convictions and views which the members of the group share and propagate. That is a group identity signalling a strong mutual trust, prevailing between the members. This trust is essential. Without trust, no group and no ideology can survive. “In order to protect our interests, we are indeed always dependent on others. So, we cannot but commit ourselves to organizations and groups” Trade Unions are social units created for specific purposes, protection and promotion of the interests of their members. Therefore Trade Unions have ideologies. At the international level at least, three types of trade union ideologies may be identified:

- i. Anti-establishment Marxist - purpose is to change the society;
- ii. Pluralist tradition – trade unions which accept the logic underlying the political economy;
- iii. Neo-corporatist Ideology – Social partnership and social integration is the priority concern.

It is argued elsewhere that African Trade Unions need to develop ideologies specific to their social, economic and political contexts in their quest for social, economic and political improvement of their members and the societies they find themselves in.

F. Types of Trade Unions in Africa

It is presumed that every social unit deliberately created to fulfil certain objectives, is bound to have an ideology which provides it direction and strategies for accomplishing its tasks.

Some writers have classified Trade Unions in developing countries into four main groups:

- i. **Predatory unions** – Their Primary goal is to enrich themselves, at the expense of the workers they represent;
- ii. **Up-lift unions** – concerned with social issues;
- iii. **Revolutionary Unions** – primarily oriented towards changing the fabric of society;
- iv. **Business Unions** – represent employees for immediate employment interests.

The view of this writer is that Trade Unions exist to represent their members' interests at the work place, and this objective can be achieved if they develop interest in and influence the political economies they find themselves in.

Trade Unions must guard against the tendency of becoming masters instead of servants of their members.

G. Challenges of Public Sector Unions

Public Sector employees are considered, a privileged few, compared with the numerous workers in the informal sector of the economy, as well as the unemployed, and the rural peasants, who do not enjoy their assistance in their struggle for improved conditions of service. Public Sector workers speak for themselves and not the larger community.

The failure of the Public Sector workers to form alliances to pool resources together to research and formulate common policies on wages as well as other national issues which affect them and their members is another weakness and a big challenge.

The large numbers of workers who do not participate in union activities and are thus skeptical of them and their leaders is a threat to the survival of unions.

The lack of internal democracy in union management and administration makes the trade unions less responsive to the needs and concerns of their members. Added to this is the development of labour aristocracy in some unions by which their leaders enrich themselves at the expense of their members.

The undue interference of governments in the affairs of trade unions is also a threat to them. The position of the government as the employer of public sector unions makes this development a real danger, thus undermining trade union autonomy which is very essential for their effective and efficient running. The poor and sometimes unwise decisions of some governments also affect the little gains that trade unions make, through their own efforts.

The effects of international economy through the activities of organizations such as the International Monetary Fund(IMF), World Trade Organization (WTO) and the World Bank also affect the Trade Unions in the developing countries negatively.

From the foregoing, Trade Unions need to build alliances with each other, undertake joint researches and projects that will enable them control their destiny, be more interested in the political economy and provide alternative options to governments. They must develop and deepen their internal democracy, encourage greater participation of their members in their activities and be more accountable to their members. Perhaps Public Sector trade unions need to rethink their mission, ideologies and strategies and adopt new ones that may help them speak for not only their members, but the larger suffering peasants who remain unorganized and the unprotected informal sectors both of whom provide the bulk of services that the members of the trade unions depend on for living, as well as the jobless who are most likely to be a threat to them, and national security.

The greatest problem confronting employees is the quantum of money they earn and spend, a problem no amount of increase in wages and salaries has solved over the years. It is therefore, myopic to continue to rely solely on collective bargaining and strikes as the main tools for striving to improve the lot of workers, without first transforming the political and economic structures inherited from the colonialists.

Trade Unions in Ghana must lead the crusade to transform the political and economic system which the colonialists bequeathed to us, as well as other institutions which are obstacles to our progress. Until that task is accomplished, it would be more prudent to mobilize members to engage in income-generating ventures on co-operative basis, and persuade governments to develop the informal sector of the economy. It is only through such development strategies that increases in wages and salaries of public sector employees would be meaningful and more beneficial to them.

Trade unions must stand up, fight against social injustice, corruption in public life, and the workplace and educate their members to adopt positive attitudes to work, forge alliances with other progressive organizations in the society, and hold public officers and officials accountable for their stewardship. They themselves must fully be accountable to their members.

H. Trade Union Pluralism And the New Labour Law

Trade Union pluralism is not a new development in the history of trade unionism in the country because as far back as 1941, legislation permitted five (5) or more people to join a trade union. Perhaps what is now new is that the current Labour Law permits the formation of more than one trade union centre than existed under the Industrial Relations Act, 1958 (No. 56), and also two or more people in the same industry to form a union.

With the history of teacher trade unionism in Ghana there were two teachers organizations between 1925 and 1958, the difference was that one operated for government teachers while the other was organized by teachers, employed by the Churches. From 1962 until 1975 four main teacher organizations operated as a federation under the GNAT. Between 1975 and 1998 only one Teacher Union (GNAT) was recognized in the Education Sector. Now there are GNAT, NAGRAT and the recently formed Coalition of Concerned Teachers (CCT) and the Innovative Teachers, all operating in the Education Sector.

The 1992 Constitution of Ghana provides protection for Fundamental Human Rights and Freedoms which include Freedom of Association, while the Labour Law also provides that two or more persons can form a union. Freedom to form or join a union implies that a person can withdraw his membership from a union for another. Again, trade union pluralism implies competition, this poses challenges to GNAT to market itself, so as to attract and retain members through vigorous mobilization drive and provision of more services for them.

It should also develop policies driven by the needs and concerns of its members, encourage and increase their participation and deepen further democratic practices in the Association, and be more transparent and accountable to them.

The Labour Act, 2003 (Act 651), has liberalized industrial relations in Ghana. It deals primarily with the following:

- i. Health and Safety at the work place;
- ii. Employment;
- iii. Industrial Relations;
- iv. The establishment of the National Labour Commission, with the responsibility of settling industrial disputes in the country;
- v. The establishment of the Tripartite Committee, with the power of determining the daily minimum wage, and also advising Government, on Industrial Relations.

Trade Unions have experienced a chequered history, but have come to stay. They have a future, and can control their destinies, since they can influence decisions affecting their members, and enjoy the protection of the law.

They should avoid tendencies such as labour aristocracy, the iron law of oligarchy as well as becoming masters, instead of servants of their members.

Trade unions in Africa should become instruments of economic, social and political transformation and assume the added responsibility of speaking for the larger community.

THE FAIR WAGES AND SALARIES COMMISSION AND THE SINGLE SPINE SALARY STRUCTURE

Introduction

The Fair Wages and Salaries Commission was established by Act 736, to ensure fairness, equity and equal pay for work of equal value. With it, all Public Service Institutions under Article 190 of the 1992 Constitution of Ghana were to be migrated onto the Single Spine Salary Structure, while performance management systems should be developed, to ensure value for money.

The Fair Wages and Salaries Commission is mandated to:

- i. Ensure fair, transparent and systematic implementation of the Government of Ghana Public Service Pay Policy;
- ii. Develop and advise Government on, and ensure that decisions are implemented on matters related to salaries, wages, grading, classification;
- iii. Do job analysis and evaluation;
- iv. Undertake Performance management and other indicators;
- v. Assess allowances and benefits in the public service, with the ultimate objective of their consolidation and other benefits; and undertake negotiations, where compensation is financed from public funds.

The activities of the Commission include:

- i. Implementing the public service pay policy, except the determination of emoluments, under Article 71 of the Constitution;
- ii. Develop and monitor allowances and benefits of public servants and the consolidation of salaries of public servants;
- iii. Undertake job analysis and job evaluations;
- iv. Develop and ensure a consistent review of standard job evaluation methodology;
- v. Develop and ensure implementation of grading and classification;
- vi. Review requests for re-grading of positions;
- vii. Co-ordinate, manage and monitor collective bargaining processes where Government is the direct or indirect employer;
- viii. Develop salary structures for the public service;
- ix. Ensure that the balance of internal consistency, external competitiveness and employee performance are fully reflected in the public service pay system;
- x. Advise on performance management processes and indicators;
- xi. Develop a mechanism within the public service salary system, to attract and retain critical skill;
- xii. Undertake research on salaries, benefits and allowances;
- xiii. Review and propose changes to salary related components in enactments, and Perform other functions related to the objectives of the Commission.

Market Premium

Market Premium is a monetary incentive paid for critical skills in short supply, within an economy. This is to attract and retain such skills for which the public services have to compete with the private sector. Should the market premium not be paid, it is likely the skills would not be available to the public sector.

A “Market Premium” is defined by the Government White Paper on the Single Spine Pay Policy (SSPP) of 2009 as “monetary incentive paid to attract and retain critical skills in short supply within the economy. The premium is to bring the salaries of skills in short supply to be close or equal to the actual market value of such skills. The rationale is to enable the public services compete favourably for such skills with the private sector”.

How market premium is determined

Skills shortage

A market premium is allowed only for established critical skill-shortages, as determined by the Fair Wages and Salaries Commission. Skill-shortage is usually identified by the sector which requires the skill to enable it to deliver the services required to the public/client, in the desired quantity and quality assurance.

Determination of Market Premium

The Fair Wages and Salaries Commission is mandated to undertake surveys and reviews, to determine the differences in pay in the different sectors of the country. It should then establish the base line needs for the skills and determine shortages in the various areas. The surveys should be undertaken on comparative positions and institutions to determine the differences in the amounts provided under the Public Sector Single Spine Pay Policy and the market. Not all positions within a particular service classification, or institution would be eligible for market premium. For example, there may be a shortage of Nurses, however this may not automatically mean there is shortage of Orderlies; therefore, Orderlies would not receive the market premium.

Application of Market Premium

The Market Premium is an incentive paid over the basic salary and identified on the pay slip as such. This amount is not pensionable; but would attract income tax.

Review of Market Premium

The Fair Wages and Salaries Commission has the responsibility of undertaking regular market reviews, to determine the skills shortage for each position to receive a market premium. It would regularly establish the need to reduce or increase the premium, and reviews to determine the continued need for incentives for specific sectors.

Market Premium is not supposed to be part of the early phase of the implementation of the

Single Spine Salary Structure (SSSS). This current phase takes care of migrating existing salary structures onto the Single Spine Salary Structure. However, the Commission realized that it would be impossible to migrate certain institutions without tackling the Market Premium at least, as an interim arrangement.

PERFORMANCE MANAGEMENT, MONITORING AND EVALUATION

The Government White Paper clearly states in Section 4.8 that “Government acknowledges that the attraction and retention of the right mix of skills to deliver public goods and services is central to its overall human resource strategy. Government recognises that, Market Premiums should be used to attract and retain critical skills which are in short supply. However, not all jobs within a particular Service Classification will be eligible. To avoid abuse of this facility, clear guidelines for identifying jobs which qualify for market premiums will be developed and reviewed periodically.”

The Fair Wages and Salaries Commission is in the process of developing these guidelines to ensure that skills in short supply within the public service are paid Market Premium to attract and retain them. Stakeholders, especially unions and associations must exercise some restraint, as the Commission goes through the various phases of implementation of the new pay policy. We all need to guard against anything that has the potential of disrupting the process. The institutions receiving Market Premium are institutions that had some form of Market Premium in their existing salary, although not defined as Market Premium.

It must be noted that job descriptions are not grounds for Market Premium. The inability or difficulty to attract, retain or replace the skills is what triggers Market Premium.

Measuring the performance of an individual to the general output of an organization is very critical to the growth of that organization. In the light of this, the Directorate is very crucial to the growth and development of the Public Sector, as it is tasked with the responsibility of Developing and Monitoring Performance Management Systems within the Public Service. The development of these systems is to ensure that the Performance of Public Servants can be monitored and evaluated.

Within the Commission itself, this Directorate will have to monitor and evaluate the implementation of all policies for the achievement of the Commission's goals. The Single Spine Pay Policy is a new policy introduced by government, as such its impact on the performance of Public Servants needs to be assessed and the Directorate has that responsibility as well as advises on performance management processes and indicators.

JOB ANALYSIS AND JOB EVALUATION

Job Evaluation is the systematic process of analyzing the contents of jobs to determine the relative worth of jobs within and across institutions. Job Analysis and evaluation exercises were undertaken in 2006, with benchmark jobs in the public services, on the basis of the following broad groupings:

- i. Knowledge and Skill;

- ii. Responsibility;
- iii. Working Conditions; and
- iv. Effort.

THESE FOUR BROAD FACTORS WERE DIVIDED INTO 13 SUB-FACTORS AS FOLLOWS:

KNOWLEDGE AND SKILL

- i. Knowledge (required for satisfactory performance of job duties);
- ii. Learning Experience (practical work experience required to perform the job duties satisfactorily) and
- iii. Judgment (exercising judgment in decision-making).

RESPONSIBILITY

- i. Consequence of Error (in decision-making);
- ii. Financial responsibility (responsibility for financial resources);
- iii. Responsibility for Assets (responsibility for assets and people-patients, students, inmates, goods, tools, equipment, etc);
- iv. Supervisory responsibility (supervision of others) and;
- v. Responsibility for relationships (responsibility for effective handling of personal contacts with staff, clients, visitors, general public, government officials, private sector, etc.).

WORKING CONDITIONS/ENVIRONMENT

- i. Working environment (exposure to undesirable conditions); and
- ii. Hazards (frequent exposure to hazards or the safety requirements under which the staff work.

EFFORT:

- i. Dexterity (the level of physical agility required by a job);
- ii. Physical effort (physical fatigue which results from performing the job; and
- iii. Mental effort (mental, visual and auditory fatigue which results from performing the job).

RULES ON NEGOTIATION PROCEDURE

- i. The Fair Wages and Salaries Commission and the labour unions, associations, institutions or occupational groups shall in accordance with section 102 of the labour Act, 2003, (Act 651), and the Memorandum of Understanding specified in the FWSC Regulations set up a negotiating body to be known as the Public Services Joint Standing Negotiation Committee referred to in FWSC Regulations as the “Joint Committee”, to negotiate wages and salaries of public service organizations covered by the FWSC.
- ii. The Joint Committee shall, in relation to wages and salaries, conduct negotiation to determine the Base pay and Pay Point Relativity of the Single Spine Salary Structure.

The Joint Committee shall be composed of Stakeholders and Social Partners as follows:

- a. On the side of the employer – the Fair Wages and Salaries Commission, comprising at least ten members; on the side of the employees – labour unions, associations, institutions or occupational groups, one representative from each of the unions
 - b. Associations, institutions or occupational groups as specified in the FWSC Regulation
- iii. The parties to negotiation within the Joint Committee shall negotiate in good faith with a view to reaching agreement;
 - iv. For the purposes of sub-regulation (2), each party to the negotiation shall make available to the other party information relevant to the subject matter of the negotiation;
 - v. For the purposes of the negotiation, information disclosed by a party shall be treated as confidential by the party receiving the information and shall not be disclosed to a third party, without the prior written consent of the party providing the information;
 - vi. The parties to the negotiation shall not make false or fraudulent misrepresentations, as regards matters relevant to the negotiation;
 - vii. The Joint Committee shall have its own rules to govern its procedures, and shall also have the authority to appoint its own sub-committees;
 - viii. Each party represented on the Joint Committee may give notice to the other party, requiring that other party to enter into negotiation on any matters which may properly be dealt with, by the Joint Committee;
 - ix. An agreement concluded between the parties shall be in writing and signed by a duly authorized representative of each party on the Joint Committee, and two copies of the agreement shall be deposited with the Ministry of Employment and Social Welfare and the National Labour Commission;
 - x. Decisions shall be by consensus, and have effect from the date the parties determine.

UNIT 7

PROFESSIONAL DEVELOPMENT

Introduction

A profession is a practice of occupation based on knowledge and skills acquired through a long period of education and training, whose practitioners are more concerned with the services they render to their clients and society.

Characteristics of a Profession

- i. Professionals are guided by professional ethics;
- ii. Have associations or organizations;
- iii. The main concern of an association or organization is the interest of its clients, and not necessarily monetary or financial rewards;
- iv. It has the power of sanction;
- v. It expects its members to perform their work with skill and care;
- vi. Membership has autonomy of practice.

It is the belief of GNAT that teaching is a profession and that all teachers will perform their duties and behave as professionals. One of the purposes of the professional development of GNAT is to promote professionalism of teaching in Ghana.

Teaching as a profession

First and foremost, teachers are employees of the Ghana Education Service (GES). The Ghana Education Service is a public institution, responsible for the management and administration of pre-tertiary education in Ghana. As a public institution, the GES is the representative of the State, therefore if teachers are employees of the GES, it means they are in contractual relationship with it and since the GES is working on behalf of the State, it can be said that teachers are employees of the state.

The GNAT has a Code of Ethics for its members. The Ghana Education Service (GES) and the Teacher Unions have a Code of Conduct which governs and regulates the conduct of teachers, as well as a Collective Agreement which deals with their terms and conditions of service.

Why GNAT devotes resources to professionalism/professional development:

- i. To educate its members on Education policies;
- ii. Provide opportunities for continuous professional education and training of its members;
- iii. Interest of the Association in continuous development of relevant national curriculum, to suit changing times;
- iv. As part of the drive towards professionalism in teaching, teachers must demonstrate that they have knowledge, skills and attitudes to discharge their duties, and convince the education authorities that they need the autonomy to practise their profession, without undue interference;

- v. To enable members to upgrade themselves to perform their duties, and conduct their affairs within acceptable standards;
- vi. GNAT, as a professional body and through regularized consultative procedures, influences educational policies and adoption of best practices, to ensure effective education delivery;
- vii. GNAT engages in professional development as a means of reminding its members of their professional responsibilities, so that it can point to the good work they continue to do, as justification for improving their conditions of service.

Professional Practice and Contexts:

Teachers teach and the public trusts Professional teachers, because they have the qualifications, specialized knowledge, skills and judgment to serve students' (client) educational needs. In turn, teachers have the responsibility to act at all times in a manner worthy of this public trust, and consistent with the profession's expectations. Many factors affect teachers' daily activities, and their conduct and competence, in their lines of duty. A few examples include the diversity of students' needs, the magnitude of the teaching assignment (workload), class size, the condition of the school facilities, as well as availability of preparation time, quality teaching and learning materials, time for assessment, grading of students' work and parental support.

The Code of Professional Conduct and Collective Agreement, speak directly to several closely related dimensions of professional practice. These rules and the processes recognise that teachers' work lives involve very complex contexts that must be carefully considered, whenever questions arise over an individual teacher's professional conduct or competence. Ultimately, these rules and procedures outline what professional conduct, competence, practice and collective interests mean, and what the teaching profession expects from its members.

Professional Relationships:

Teachers work with many individuals, including students, colleagues, administrators, education assistants, support staff, social workers, healthcare professionals, parents, volunteers and other community members. Effective professional relationships are essential to teaching and teachers share the responsibility for the quality of these relationships.

Individual teachers also have relations with both the profession and the employer. There are legislated authorities tasked to develop and implement the Professional Competence, Professional Ethics and collective interests which express what it means to be a member of the teaching profession. In Ghana, there are the GES Council, the National Teaching Council, the National Council for Curriculum and Assessment, the National Inspectorate Board, the District Education Oversight Committees and the Teacher Unions, all recognised under the GES Act 506 of 1995 and the Education Act, Act 778 of 2008. Aside these authorities, there are School Boards at the Senior High Schools and analogous levels and School Management Committees (SMCs) at the Basic School level, which have the authority to formulate their own policies and procedures, on what it means to be a teacher or staff of a school or employee of the Ghana Education Service

It is important to distinguish between policies and procedures. A *policy is an official decision about what to do in particular situations. A procedure on the other hand is the officially accepted way of doing something.* The Ghana Education Service has policies on recruitment of teachers and procedures for effecting the recruitment, as well as discipline, meritorious awards, severance, etc.

Teachers are strongly encouraged to be knowledgeable about policies, Collective Agreements and procedures of their employers, to ensure they are aware of the expectations of them.

A Proactive Approach to professionalism:

The ideal situation is for the public, through legislation, to grant teachers and their Professional Associations the autonomy to regulate the professional competence, professional ethics and collective interests of their members. By proactively developing codes and disciplinary processes, teachers develop the culture of accountability and reinforce public confidence in and support for the profession. In many countries, this is not the case. There is the tendency of many state authorities to monopolize these crucial components of the teachers' professional life. In Ghana, there is a partnership between state authorities and the Teacher Associations, in developing a Code of Professional Conduct, and professional competence policies and procedures, even though the state remains the major partner in the relationship.

Some teachers feel uneasy with Codes, with the fear that they may be used against them. It needs to be first appreciated by teachers that experienced colleagues developed the three codes governing the professionalism of Ghanaian teachers, and that all members of the profession should recognize some aspects of themselves and their work in them. At the same time, however individual teachers will see their situation as somewhat unique. As teachers reflect on what the codes mean for their own practice, it is essential to keep exploring the complexities of their professional identity, practice, contexts and relationships.

Second, the Codes and procedures are established to adjudicate complaints about any alleged misconduct or incompetence of a teacher. The procedures are based on the principles of due process and designed to focus on professional conduct and practice, not personalities, and to protect individual teachers from frivolous and malicious complaints.

Overall, the Codes can be viewed as a starting point for teachers, to think about various professionally-related issues and discuss with colleagues, what is important to them as professionals, what active professional teaching should involve, and what they should change in their practice to meet students' learning needs.

MENTORING

Mentoring: *Is the complex developmental process that mentors use to support, and guide their mentees through the necessary transitions that are part of learning how to be effective educators and career-long learners. (Sweeny, 2008)*

Having a mentor is like getting to ride on your Mom or Dad's shoulders as a child. It is a safe place and you feel important. You see things from a totally new point of view.

Team Mentoring: This approach divides the tasks of mentoring among several veteran educators, who share the responsibilities, based on their individual strengths. Each contributes in different ways to the development and support of the protégé. (Sweeny, 2008)

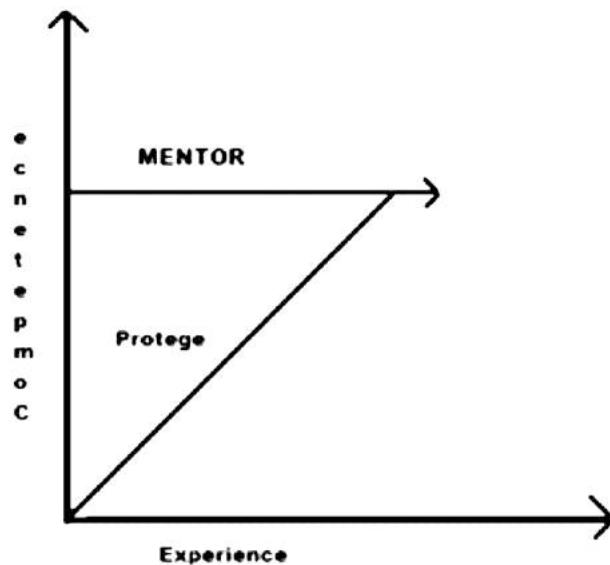
Why a formal mentoring programme?

Why not just “the teacher across the hall”?

As described in the model of Informal Mentoring (*Fig. 6*), the level of competence of the mentees usually reaches the level of the mentor. This is a result of not going further than the initial orientation of the mentee. The mentor provides teaching materials, classroom teaching strategies, and unit and long-range plans for the benefit of the mentee. This could be referred to as an apprenticeship model. The competence level of the mentor does not increase under this model. No reflective practice is in place, and no action research is carried out by mentor or protégé. Little professional growth of the mentor takes place under this informal or buddy system.

Informal or Buddy System

Fig. 6



Source: Garvey, 2000

Under a Formal Mentoring process (*Fig. 7*) the mentee not only reaches the competency level of the mentor, but grows beyond the established baseline, along with the mentor. The mentor may share materials, but also goes beyond sharing and moves into the development of materials within a collaborative team. This requires reflective practice, collaborative planning and action research, coupled with a joint action plan by the mentor and protégé. Through this process, both mentor and protégé soar to new heights of professional growth and competence.

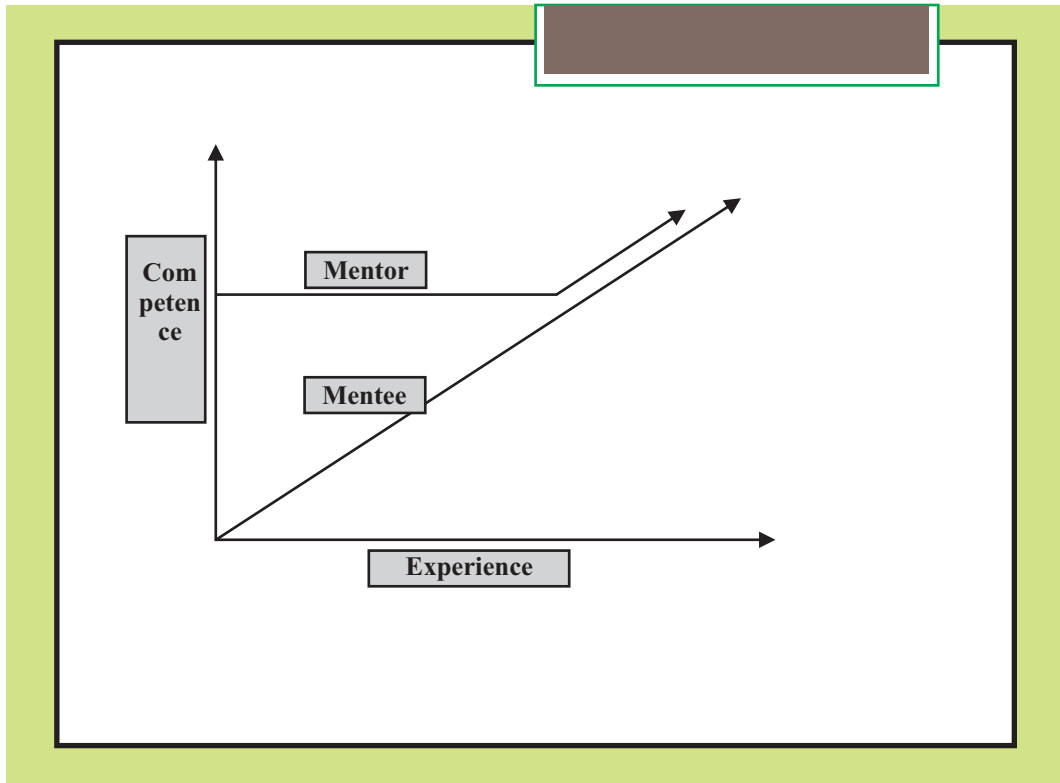


Fig. 7

Source: Garvey, 2000

New Teacher Development:

- i. **Initial Protégé orientation** is usually done at the start of the first term of the academic year. It is called “initial”, because the mentoring process (step 6) includes ongoing orientation. Orientation is done to increase the mentee's opportunity for success, the first time they go through each new experience;
- ii. **Protégé training** is the district training specifically designed, based on national research and local data, on individual teachers needs, for learning;
- iii. **Protégé observations of expert teachers** give beginning teachers the opportunity to see excellent practice in action. Usually, observations are selected by the **mentee**, in consultation with the mentor and designed to focus learning on one or more of the mentee's professional growth plans;
- iv. **Protégé peer support activities** are carefully structured and facilitated opportunities for beginning teachers to learn from and support each other. This component is critical, because peer influence is often as powerful as mentoring, but needs to be focused on learning best practices. These are either separate group meetings or activities that are integrated into training, to reduce the demand of beginning teachers' time;

- v. **Protégé professional development goals and plans** are essential to teaching the young teachers the skills of, and dispositions toward reflective practice and continual improvement. Most often, setting these goals and making these plans is a process facilitated by the mentor. This is based on mentor feedback and guidance, through assessment of the **Mentee's** own practice and comparison with professional standards;
- vi. **Protégé professional growth portfolios** are a requirement, because reflecting on actual work products and other artefacts is more powerful than reflecting on one's memories. This component takes extra time for a busy young teacher to do, and can become counter-productive, if not handled appropriately;
- vii. **Mentoring and coaching pairs' work.** At this stage of the induction and mentoring programmes, the mentor guides the protégé to integrate all the learning acquired for implementation in the classroom.

Now we switch our attention to the right half of Fig. 8, and the column titled “Mentor Development.” This side is what we would call the mentor programme. It includes the overlapping area representing the work of mentoring and coaching. The components are:

Components Needed for High Impact Induction and Mentoring Programme

Beginning Teacher Development.

Mentor Development

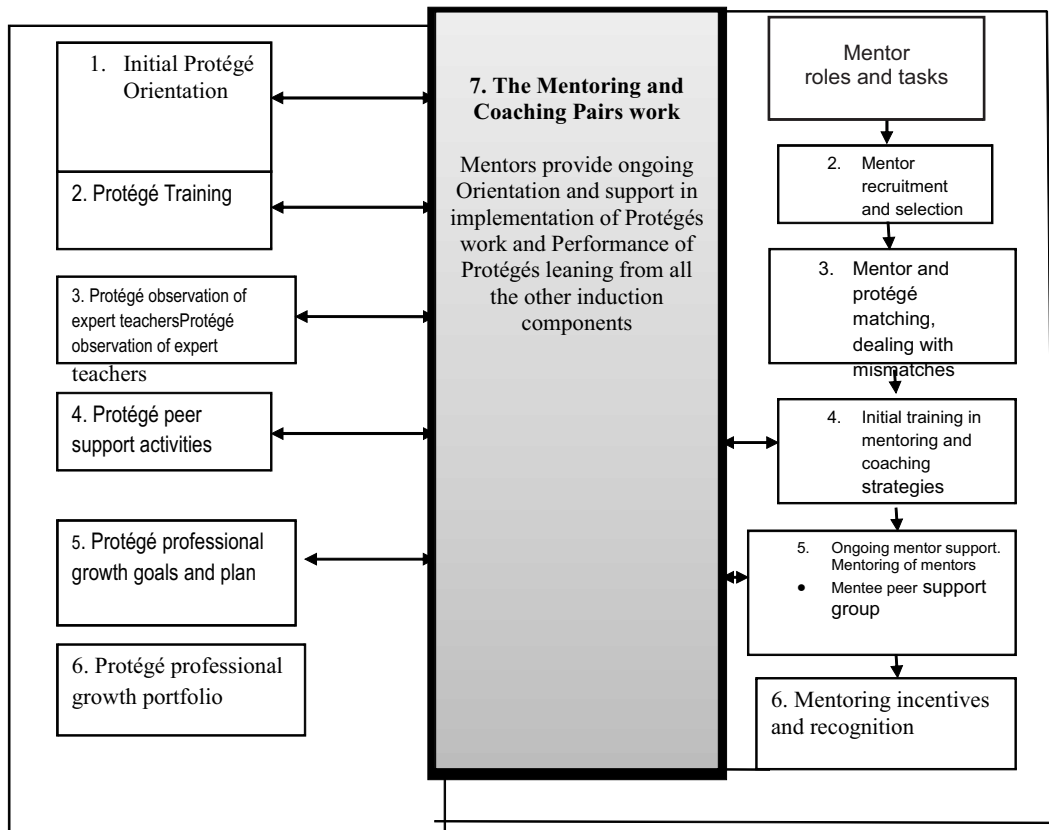


Fig. 8

Mentor Programme:

- i. Mentor roles and tasks.** *Roles* describe what effective mentors need to be, while *tasks* describe what effective mentors must do. These are considered first, because effective recruiting, mentor selection, training, and other components all build on mentor roles and tasks;
- ii. Mentor recruitment and selection.** Recruitment is what is done to ensure there are a sufficient numbers of persons who want to become mentors. Recruitment works with mentoring incentives to attract and pre-qualify persons.

Guiding Principles for selection of mentors:

- i. Successful teaching experience;
- ii. Commitment to the profession and GNAT;
- iii. Willingness to mentor;
- iv. Headmaster selection process for mentors;
- v. Establishment of pool of mentors;
- vi. Selection to be based on: Proximity, Time, Subject.

Mentor and mentee matching, and dealing with mis-matches:

- i. Matching is identifying the mentor with the most appropriate match of characteristics and strengths, to address a specific mentee's needs;
- ii. Mismatch problems are often resolved by the programme leader;
- iii. However, when a mis-match cannot be resolved, a specific process must be in place, as a guide.

Initial training in mentoring and strategies:

- i. This is the first training the mentor attends;
- ii. On-going mentor training is best integrated into mentor peer support meetings;
- iii. Often the first mentor and mentee training takes place near the end of the first term, the point at which most programme leaders feel mentees have their “feet on the ground.”

Three kinds of ongoing support for mentors:

- i. Peer support** is when mentors meet to learn from, and support each other;
- ii. Mentoring of Mentors** is the work of a programme leader and ensures that mentors have the support and accountability they need;
- iii. Reverse Mentoring.**

Mentor recognition:

- i. Almost every programme includes some form of mentor recognition;
- ii. Specific best practices, such as certification, can help programmes retain a sufficient number of mentors.

The practice of mentoring and coaching:

- i. This is where the components and efforts come to fruition;
- ii. If your programme has cultivated the whole process, you will be able to reap what you expect.

Teacher Mentoring as Professional Development

Teacher mentoring programmes have dramatically increased since the early 1980s, as a vehicle to assist and retain new teachers. Most of the material on mentoring focus on what mentors should believe and do in their work with the new teachers. However, facilitators of mentoring programmes and researchers are recognizing that mentors also derive substantial benefits from the mentoring experience:

- i. Professional competency:** As mentor teachers assist their mentees in improving their teaching, they also improve their own professional competency. Mentor teachers frequently characterize working closely with beginning teachers as a source of new ideas on curriculum and teaching;
- ii. Reflective Practice:** Mentors report that mentoring has forced them to be reflective on their own beliefs about teaching, students, learning and career. It has also provided them with opportunities to validate the experience they have gained over the years;
- iii. Renewal:** A number of researchers report that mentors experience professional renewal, are re-energized and often have their commitment to the teaching profession strengthened.
- iv. Psychological Benefits:** The benefits of mentoring are both career-related and psychological. Mentoring enhances the mentors' self-esteem, empowers experienced teachers and gives them great significance in their world. Mentors frequently describe their contribution as a way of giving back to the teaching profession;
- v. Collaboration:** Mentors report that continued contact with the mentee is one of their richest collegial interactions. Mentor training and experiences can build mentors' capacities for leadership, through structured professional development, training, classroom observation and coaching skills. Mentors are recognised for their valuable knowledge and expertise, and sought for various school and district leadership roles;
- vi. Mentoring Combined with Inquiry:** Working with new teachers can lead mentors to participate in research on them. Mentors who participate in inquiry critically examine their own practice, and this can lead to a heightened awareness of the complexity of teaching.

The Mentor Traps

Mentors need to be aware of the following traps:

- i.** *I can help.* Mentors are helpers; but sometimes the mentee needs to find, his own way. Don't feel rejected when your assistance is rejected, or your advice not taken. "Experience" they say, "is the best teacher;"
- ii.** *I know best.* Mentees are not there to stroke your ego; they are there to learn. Be honest with yourself. If you relish compliments from your mentee, you may use them to fulfil your own needs. Be careful. This is a dangerous trap;

- iii. *I can help you get ahead.* Mentors do open doors which help the mentees get ahead. However, this can lead to score-keeping, which is unfair to the mentee;
- iv. *You need me.* This lays the grounds for a relationship built on dependency. The focus should be on improving the protégé's practice
- v. Avoid jargons and explain them when others use them;
- vi. *I showed you last week.* Remember? Avoid patronising remarks.
- vii. *I'll tell the Head how well you are doing.* Be careful! That is evaluation, and it gives the impression that you are reporting to the boss. Mentors are support providers, not evaluators;
- viii. *He did well because of me.* Another ego trap that pigeon-holes the protégé. Let go, and celebrate the success of your colleague.

Phases of the Mentorship Relationship:

- i. **Initiation**—getting to know each other;
- ii. **Cultivation**—what things do mentors and protégés do together to promote and enhance teaching and learning?
- iii. **Separation**—how does the role of the mentor diminish and the role of the mentee increase?
- iv. **Re-definition**—how does the mentor–protégé relationship evolve to a peer coaching, critical-friend relationship? Is this a valid progression?

Like good counsellors, mentors want to work themselves out of the job. They need to be aware of the phases of mentoring, and strive to move to the redefinition of the mentor–mentee relationship.

Basic Assumptions of Successful Mentoring:

- i. Mentoring is the central feature of a successful induction process;
- ii. Without mentoring, new staff focus on orientation and take considerable time to move to the professional practice and learning community stages;
- iii. Both the mentor and the mentee gain from the mentoring experience;
- iv. Mentorship activities, structures and programmes can vary widely, from mentor–mentee pairs to teams of mentors;
- v. Good teachers do not necessarily make good mentors;
- vi. A different set of skills is needed to work effectively with adult learners;
- vii. Mentors should be able to volunteer or say, “No, not this year.”
- viii. Learning to be a good mentor takes time;
- ix. Mentors move from being expert teachers, to novice mentors to expert mentors

Though experts at pedagogy, they find that they can become novice mentors—they, too, move through a learning cycle in terms of the mentor process. Mentors will need specific mentor skill development, to facilitate the professional growth of the mentee.

Fig. 9

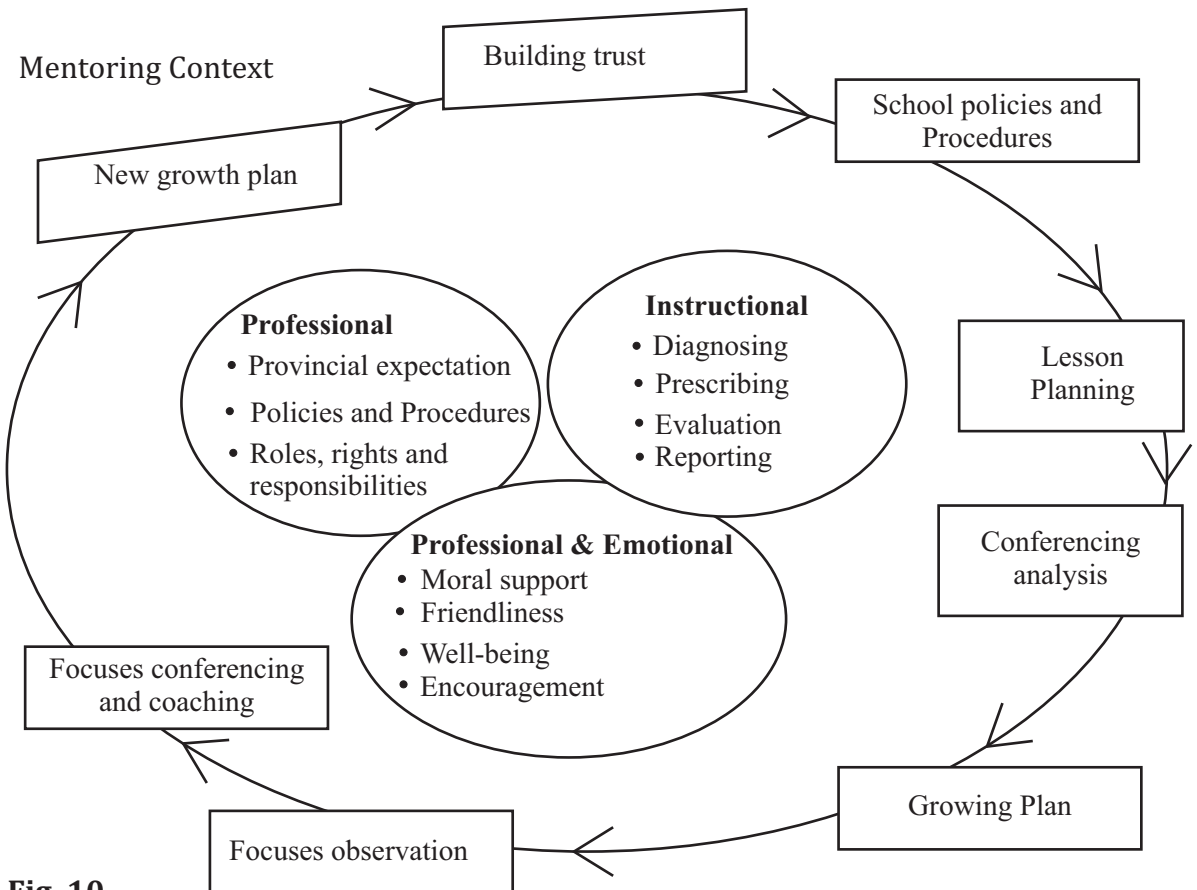
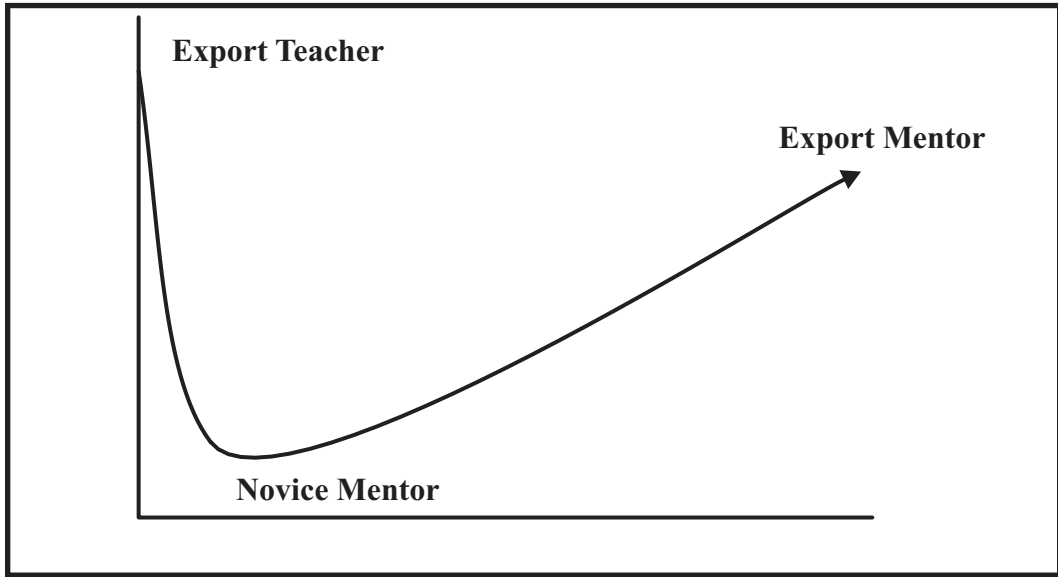


Fig. 10

Source: Anderson 1998, p 41, Enz 1992, p 74

Contained in the planning cycle are three areas in which beginning teachers need assistance: professional, instructional, personal and emotional

THE BENEFITS OF MENTORING

For the Beginning Teacher:

- i. Access to the knowledge, experience, and assistance of a mentor teacher;
- ii. Personal and professional well-being from reduced stress during the transition;
- iii. Increased job success, self-confidence, and self-esteem;
- iv. Reduced trial-and-error learning and accelerated professional growth;
- v. Successful induction into the teaching profession.

For the Mentor:

- i. Increased learning, renewal, and teaching performance;
- ii. Recognition as an excellent teacher, earned through status;
- iii. Re-focusing on instructional practices and development of reflective skills;
- iv. The gratitude of the mentee.

For the Headteacher:

- i. A helping hand from the mentor with beginning teacher orientation and support;
- ii. Reduced teacher attrition and time required for beginning teacher recruitment, development, supervision, and problem solving;
- iii. Increased quality of teacher performance for both beginning and mentor teachers;
- iv. Reduction in classroom management issues;
- v. Increased school performance.

For the Students:

- i. Better teachers who are more reflective and disposed to continuous improvement;
- ii. Teachers who focus on student needs, rather than own survival;
- iii. Teachers whose self-confidence leads them to use a wider range of instructional and assessment strategies and activities;
- iv. Increased instructional continuity from reduced teacher turnover.

For the District:

- i. Able to attract and retain the best, most creative teachers;
- ii. Retention of experienced teachers who identify new challenges and growth by serving as mentors;
- iii. Establishment of professional norm of openness to learning from others, new ideas and instructional practices, continual improvement, collaboration, collegiality, and experimentation;
- iv. Increased continuity of traditions and positive cultural norms of behaviour.

For GNAT:

- i. Increased active participation of members;
- ii. Greater knowledge and understanding of services from GNAT;

- iii. Greater knowledge and understanding of Acts and Regulations pertaining to the GES and GNAT;
- iv. Reduction in infractions of the rules and regulations of the GES; and
- v. The progression of the young teacher.

THE DEVELOPMENT OF SCHOOL HEAD

Assumptions of a Successful Heads Mentorship Programme

Mentoring is a key feature of the successful transition from classroom teacher to headship roles or to veteran administrators developing new knowledge, skills or attributes:

- i. Without mentoring, new heads or administrators may take more time to advance their knowledge and/or skills
- ii. Support of school leadership, is critical
- iii. Effective mentorship programmes will provide for flexibility in activities, structures, programmes and partnerships
- iv. Professional development, built on the needs identified by the participants, is a key component of a successful programme
- v. Mentorship plans can form the basis of the administrator's growth plan and be accepted as such by the district. All parties gain from the mentoring experience
- vi. Learning how to be effective in a mentorship partnership takes time
- vii. The complexity of the relationships and/or goals may require more than one year to achieve the desired outcomes
- viii. Mentorship can be an ongoing process throughout an administrator's career.
- ix. Many people can be informal mentors, although only a few will be part of the formal process.

THE DEVELOPING ADMINISTRATOR

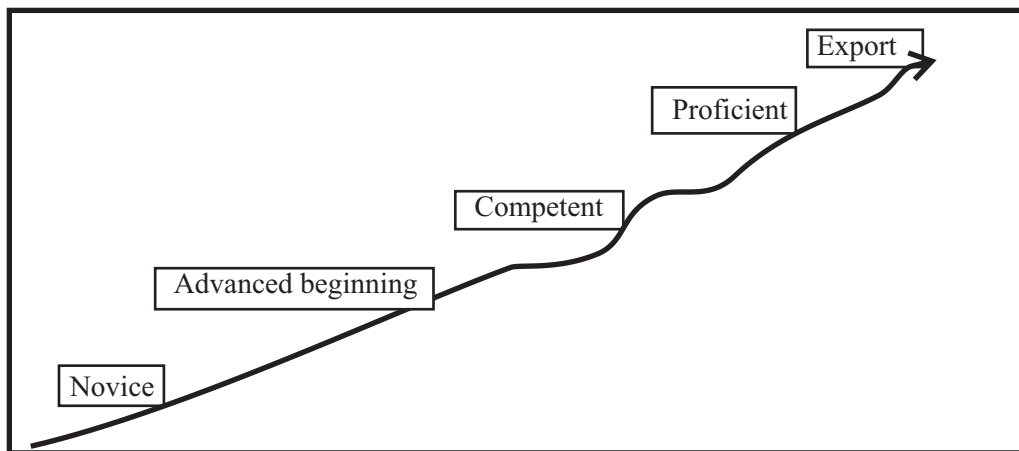


Fig. 11 Developing School Heads

Stages of School Heads Development

There are many models of transition to the position of a school head. According to Denise Armstrong (2002) there are seven stages of transition. Her findings may well apply to other situations, when someone begins a new role or position, including a school head. The time period may vary. The stages are:

1. **Immobilisation and shock:** Evidenced by feelings of elation and a sense of being overwhelmed
2. **Minimisation:** Evidenced by feelings of remorse and denial of change
3. **Self-doubt:** Evidenced by feelings of anger and disappointment
4. **Letting go:** The turning point
5. **Testing out:** The person begins to distance him- or herself from the teaching staff and explores career possibilities
6. **Searching for meaning:** The person re-assesses his or her commitment to the lifestyle and values of headship, and a new perspective on a career path emerges
7. **Internalisation:** New behaviours and assumptions are integrated into the changed lifestyle

STAGES OF SCHOOL HEADS DEVELOPMENT

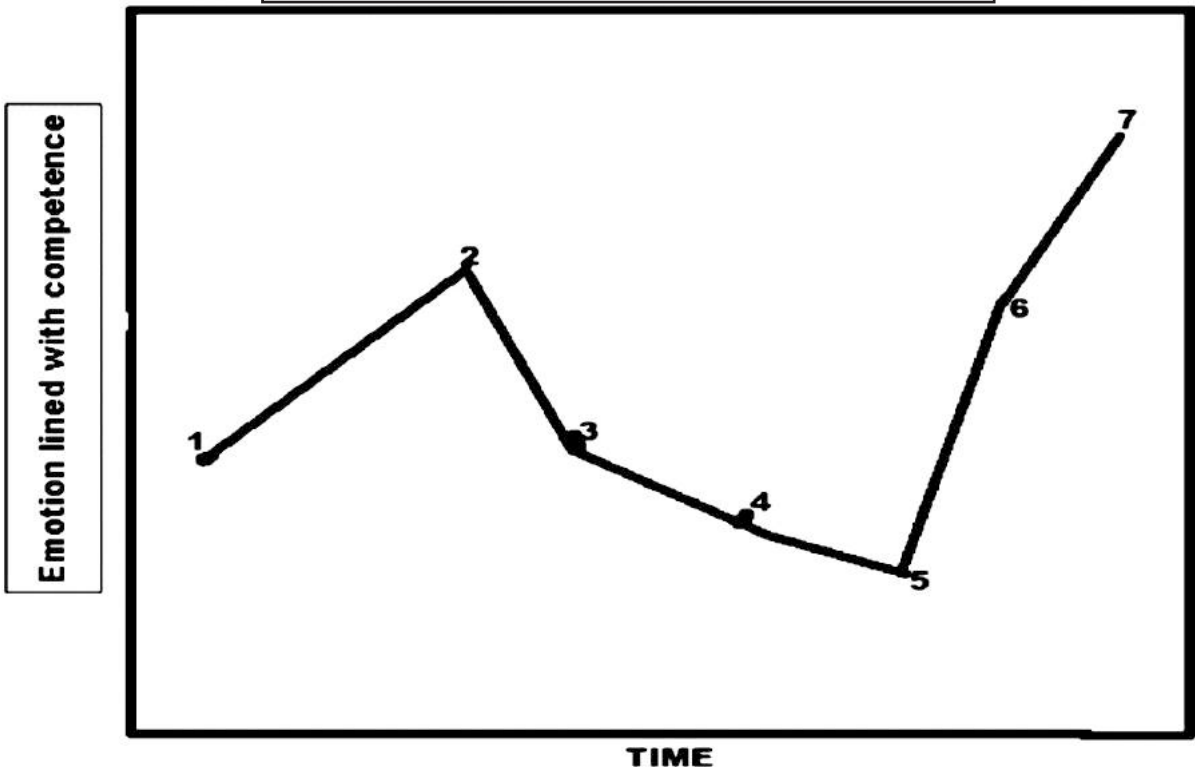


Fig. 12

The Mentoring Relationship

Many mentoring relationships have evolved to become more focused on learning. Unlike the more traditional model, learner-centred mentoring is a partnership grounded in a dynamic reciprocal relationship, which involves critical reflection and full participation by both partners. The mentee is a proactive and equal partner, helping to direct the relationship and set its goals. The mentee can also have multiple mentors concurrently, or over a lifetime. The primary method of interacting is still face-to-face, but mentoring can also occur by telephone, e-mail or other means. As Aubrey and Cohen (1995, 161) observe, “Wisdom is discovered in a learning relationship in which both [or many] stand to gain greater understanding of [themselves], the workplace and the world.” There is no one right way to mentor.

Learner-Centred Mentoring:

- i. Professional in nature;
- ii. Evolutionary and dynamic;
- iii. Reciprocal;
- iv. Shared responsibilities and full participation of both partners;
- v. Mentee helps direct the relationship and sets goals;
- vi. Multiple mentors over a lifetime or concurrently.

Setting up Mentor Partnerships

School Heads mentoring relationships look very different from the teacher–protégé relationships with beginning teachers. The administrators come to the mentoring relationship with extensive experience in teaching and learning, and have been leaders in various capacities. However, they most likely may never have been in a formalized mentoring relationship. In their new roles, they focus on enhancing their leadership capabilities and knowledge and skills to support them in their new position. They are committed to the goals they have developed and work towards them, collaboratively.

It is important to ensure that participants have the ability to form relationships that will meet their personal and professional needs. These relationships could be self-initiated or facilitated with district office staff. As well, it is important to respect the developmental stages of heads and assistant heads, and the goals they shape in this process. Supporting these relationships and goals with professional development, meeting times, research and feedback are essential for the relationship to grow. The mentorship groupings can be structured in a variety of ways to meet the needs of those involved.

- i. **Traditional mentors:** The mentor acts as a model and the mentee develops a professional identity and competence, with his/her help, in the following areas: building of parent /student relationships, skills and commitment to growth.
- ii. **Critical friends:** Trusted people who ask provocative questions, provide data to be examined through another lens, and critique a person's work as a friend. They are people who help with our educational actions and decisions, by seeing a different perspective (Costa and Kallick. 2000).

- iii. **Primary mentors:** They are considered central or key in meeting needs at critical points, in the administrative career.
- iv. **Secondary mentors:** People who are more short term or act only at certain points in a career.
- v. **Peer/co-mentoring (dyads and triads):** Groups which look at similar needs and develop goals around them. The skills and knowledge brought to the group can vary, but the processes towards the goals are shared.
- vi. **Book study groups:** Groups that study a book and reflect on the content through open dialogue, reflective sharing and pointed questions.
- vii. **Lifelong mentoring:** Continually seeking, finding and reconstructing mentoring and co-mentoring relationships.
- viii. **Mentoring mosaics:** Network of multiple mentors and opportunities for growth.
 - a. Primary/secondary mentors
 - b. Critical friends
 - c. Study groups
- ix. **The time frame of a mentoring relationship**
 - a. A: Accepting the mentorship principles
 - b. D: Developing relational trust
 - c. M: Mentorship goals and plans established
 - d. I: Improved leadership
 - e. N: Next steps: reflection and evaluation

ROLES AND RESPONSIBILITIES

Mentors:

- i. Act as advocates and guides;
- ii. Provide help and assistance;
- iii. Listen as critical friends;
- iv. Teach through strategies such as modelling;
- v. Share resources and expertise;
- vi. Question for clarification and understanding;
- vii. Sympathize without condoning or condemning;
- viii. Encourage risk-taking within a safe environment;
- ix. Empower the protégé or mentoring partners to take leadership roles;
- x. Collaborate and plan together;
- xi. Challenge the protégé or mentoring partners to grow in practice and understanding.

Mentees:

- i. Collaborate and plan together;
- ii. Listen to advice, reasoning and suggestions;

- iii. Question for clarification and understanding;
- iv. Reflect on experiences to improve practices;
- v. Take risks to explore new ideas and methods;
- vi. Communicate issues, concerns and experiences.

Co-mentors:

- i. In co-mentoring or peer-mentoring relationships, all partners may engage in the roles and responsibilities listed for mentors and protégés, at one time or another.

GNAT:

- i. Set up a mentoring team;**
- ii. Clarify the purposes/goals/objectives of the team;
- iii. Identify how the final project will look;
- iv. Establish guidelines for the project, including responsibilities of participants;
- v. Establish a time frame;
- vi. Promote the project and seek participants;
- vii. Communicate the vision and plan with those who wish to be involved;
- viii. Enable project success, by putting support mechanisms in place;
- ix. Gather feedback from participants during the project;
- x. Conduct final project evaluation;
- xi. Adjust the plan, based on feedback;
- xii. Provide the *School Heads Mentorship Handbook* and related literature;
- xiii. Assist with the planning and organization of mentorship programme for administrators in the jurisdiction or local;
- xiv. Provide information and training sessions for administrators in the mentorship programme;
- xv. Offers consultation services to key local and district contacts;
- xvi. Continue support beyond the initial year of the programme.

School Administrators:

- i. Promote the value and benefits of administrator mentoring programme;
- ii. Facilitate and support other administrators in mentoring partnerships;
- iii. Encourage professional development activities for colleagues;
- iv. Participate in mentorship programme.

District Secretariats:

- I. Formulate implementation strategy;
- ii. Facilitate assistance by the district office;
- iii. Serve on mentorship steering committee;
- iv. Provide and integrate professional development opportunities;
- v. Provide financial support;
- vi. Accept mentorship as a plan to grow the Association;
- vii. Facilitate partnerships as needed;
- viii. Accept that participants will develop programmes to suit their individual professional needs;
- ix. Encourage regular meeting.

Local:

- i. Sits on the steering committee;
- ii. Promotes the programme in the local;
- iii. Contributes financial resources to support the programme;
- iv. Facilitates professional development opportunities;
- v. Participates in the evaluation of the programme;
- vi. Identifies policy and guidelines necessary in the mentorship process.

BENEFITS AND CHALLENGES OF MENTORING**Benefits:**

- i. Participants are engaged in a process of personal and professional change;
- ii. They are actively involved in research, reflective writing and professional dialogue;
- iii. Reduces isolation and build collegial networks;
- iv. Provides a safe domain in which to build trust, share and explore best practices;
- v. Fosters new ideas, risk taking, creative and critical thinking;
- vi. Contributes to staff professional development opportunities;
- vii. Builds deeper understanding and information base for administrator's specific area of focus;
- viii. Provides a network for sharing resources, expertise, challenges, strategies and celebration of successes;
- ix. Fosters partnerships in problem solving and decision making.

Challenges:

- i. Developing relational trust;
- ii. Finding time in busy schedules;
- iii. Accessing resources, relevant literature and meaningful professional development activities;
- iv. Maintaining ongoing active, shared commitment to the goals established by the mentorship partnership;
- v. Mentor training;
- vi. Adult learning strategies and techniques;
- vii. Gender- and minority-group issues;
- viii. District and Local support.

Developing a Mentorship Plan

In developing a mentorship plan, School Heads must be familiar with the GES Competency requirements and other standards.

A. The Leadership Quality Standards and Descriptors as Developed by the Ghana National Association Teachers

Quality leadership occurs when the Head, through ongoing analysis of the school context, demonstrates professional actions, judgments and decisions in the best interest of students, and supports teaching and learning opportunities. In all aspects, the Head should operate in a fair and ethical manner.

Elements of the Knowledge, Skills and Attributes of the School Head: The under-listed descriptors comprise a repertoire of selected knowledge, skills and attributes from which a Head can draw, as situations warrant. The role of a school Head is multi-faceted and achieving a balance within the immediate and contextual demands of the school is critical to providing adaptive leadership which focuses on teaching and learning. The **School Head's** role is to facilitate teaching and learning by acting as:

- i. A Leader:** The Head is foremost an educational leader, with a vision for education based on sound research, beliefs and values. The head is a visionary, change agent and risk taker. As a leader, he/she sees the importance of public education to society, and works with the staff the and the community to chart the direction of the school. He/she also helps students to prepare for the future. In a professional learning community, he/she develops the school's mission and vision statements, formulates improvement plans, encourages participation in educational research, promotes changes in keeping with current and future needs, and facilitates appropriate parental and community involvement.
- ii. An Instructional Leader:** The Head ensures quality teaching and learning. While recognising that the teacher is responsible for instruction and evaluation, the Head is responsible for facilitating a climate and conditions conducive for learning. This role involves supporting the teachers in implementing curricula, demonstrating understanding of the programmes of study and pedagogy, and creating conditions for success. The Head is equally responsible for staff development, selection and supervision of staff, support for professional development, and teacher appraisal. She/he is a coach, motivator, mentor, model, counsellor and teacher.
- iii. A Decision Maker:** The Head makes decisions, solves problems and is responsible for establishing and nurturing stakeholder involvement in the school. The *Education Act*, the *Code of Professional Conduct* and Ghana Education Service policies confer responsibility for certain decisions on Heads. However, collective decision making and processes are important. The Head should be skilled in facilitating, problem solving, team building, modelling, and development of leadership skills in others.
- iv. A School Head:** Is responsible for implementing GES decisions, and utilisation of resources, and ensures a safe and effective learning environment. This includes implementation of regulations, policies, processes, human resources, time, technology and the school budget.

- v. **An Advocate:** The Head advocates for the school and public education, and is responsible for establishing and maintaining positive working relationships with all stakeholders. In this role, the skills of communication, conflict resolution and public relations are essential for working with students, parents, the school Management Committee and the school community. It is important for the Head to be able to influence conditions and respond to local political, economic, social and cultural challenges. In this role, he/she promotes and supports activities which will lead to fulfilment of the school mission and vision.
- vi. **A Professional Colleague:** The head is committed to being a leader of teachers in the practice of education. He/she models career-long learning and is a teacher, team player and professional colleague.
- vii. **Major Issues which Require Constant Attention**
 - a. Staff growth supervision and evaluation
 - b. Site-based management
 - c. Communication
 - d. Obtaining and using resources effectively
 - e. Planning and organizing instruction
- viii. **Other Considerations When Developing the Mentorship Plan:**
 - a. Participants in a mentorship partnership should consider all the five major areas when the mentorship plan is being developed.
 - b. As with the beginning teacher mentorship plan, the plan should be flexible enough to deal with issues which arise unexpectedly, yet structured enough to provide growth indicators.
 - c. It is recommended that the mentorship plan be used as the headship growth plan during the course of the mentorship programme.
 - d. Possible plan guides and sample needs assessment

REVERSE MENTORING – Mentoring from the bottom up

The concept of mentoring in the workplace has been around for generations. It has always been defined as a more experienced person guiding a less-experienced one. Although reverse mentoring is currently gaining steam, it is not a new concept. According to the *Wall Street Journal*, it was initially championed by Jack Welch in the late 1990s (particularly 1999), when he was the CEO of General Electric. He ordered five hundred (500) of his top managers to find young employees who could teach them the internet. Since then, reverse mentoring has become a *good practice* among such large corporations as Dell and Procter and Gamble.

What's Reverse Mentoring

Reverse Mentoring is defined as the pairing of a younger employee, acting as a mentor, to share his/her expertise with an older employee, as the mentee. This is opposite to the traditional mentoring relationship. The objective of this relationship is learning and leadership development. It is an excellent tool for senior employees to acquire technical knowledge of current trends, gain a cross-cultural global perspective and understand the younger generation.

It works both ways, with senior employees offering advice on how to build a successful career, while the younger employees provide fresh perspectives on organizational processes, and innovation on topics such as technology, social media and current trends. In the technology industry or businesses which rely heavily on technology, reverse mentoring is seen as a way of bringing senior employees up to speed in areas that are often second nature to younger employees, whose lives have been more deeply integrated with the computer and the web.

Why Is It Important?

The mentee (senior employee) gains valuable insight into areas of expertise he/she may lack. For example, how to work with tools such as *WhatsApp*, *TweetDeck*, *Sendible* and *Sproutsocial*, to connect with potential clients or customers. The mentor (young employee) derives direct fulfilment, by working with a senior employee. It provides learning opportunity, exposure to leadership, career growth and success, professional development and networking. This mutual relationship bridges the gap between the generations currently in the workforce; *baby boomers* (born between 1946 and 1964), *Generation X* (born between 1965 and 1976) and *Generation Y, also called millennials* (born between 1977 and 1998). Thus, reverse mentoring is a useful tool for both mentors and mentees to enhance their individual development, network and build intergenerational bridges in organizations. It should be and is a “win-win” relationship.

The Lisa Quast Model

We introduce to you the Lisa Quast of *Forbes.com* model for successful reverse mentoring. It is classified into the Hard glue (defining expectation and setting rules), and the Soft glue (Willingness to learn, Trust and Transparency/measuring progress).

Hard Glue

Expectations: You begin by discussing your expectations frankly and sincerely (clinically), with your mentoring partner, up front. Both of you have to be clear on what you want to accomplish. You should also be committed to and ensure your goals are synchronous and congruent. Such issues as *what do you want to get out of the relationship? What specific skills do you want to learn? What knowledge, skills and experience can you provide? How, where and when will you meet?*, should all be addressed. For example, at BhartiAirtel, India's largest cellular services company, reverse mentoring is used to help high-level managers to understand the demands of young cell phone users.

Set the Rules: The parties should agree on the rules and be committed to them. Subordinate – manager relationship as pertains in the traditional mentoring programme should be avoided. This ensures more openness and less stress, and assures of the success of the relationship. For example, younger employees may feel more comfortable engaging via email or instant messaging, while their senior employees may prefer to speak on the phone or meet in person. So, make sure you are sensitive to the other person's communication preferences and needs.

Soft Glue

Willingness to learn: The key is to tap into the creativity of mentors (young employees) before they get assimilated or totally immersed into the organization's old ways of thinking (i.e. old mental model). It should be noted that managers are busy people, and make time for the programme, only because they like the person(s) they are to work with. Likewise, junior employee should like and respect the people they pair with. This means both parties must genuinely want to learn and share with each other. There should therefore be a good chemistry between them. So, someone should not be chosen, just because he/she is young. Instead, your ideal mentor should have the skills or knowledge you need and be willing to learn. You may conduct a personal SWOT analysis and identify what needs to be addressed. HR should however not impose reverse mentoring. Instead, Mentors and Mentees should together clarify such issues as, *Are the pairs willing to work? Are they motivated to learn? Are senior members willing to be mentored by junior members?*

Next is **Trust**, which is the willingness of a party to be vulnerable to the actions of another party, irrespective of the ability to monitor and control him/her. Thus, individuals are more willing to take risks, such as asking 'dumb' questions in this learning process, if there is trust. Therefore building trust and rapport in reverse mentoring is critical, since knowledge is absorbed faster and more completely, when the quality of the connection between mentor and mentee is high. This helps to push the parties outside their comfort zones, to try new ways of thinking and working. One should not get frustrated, if one's partner does not understand the skill one is trying to share. Instead, communicate with tact and give encouraging feedback which does not belittle his/her knowledge. Since different generations communicate differently, be open to seeing things/situations from different angles, taking into consideration the prevailing organizational, national, and international cultures.

Transparency/Measuring Progress: Should be premised on telling whether or not reverse mentoring is working. The following should be the indicators: *Are people taking time to meet? Are the parties satisfied with the progress made? Are people benefiting from and enjoying the partnership? What ideas have been improved? What are the challenges?*

In conclusion, reverse mentoring offers organizations the tools with which to innovate for talent management, recruitment, retention, improving social equity and diversity, bridging technology gaps among employees, understanding trends, as well as custom-driving innovation. Also, individual learning of the parties may extend to the organization and promote the culture of continuous learning.

NEEDS ASSESSMENT

Use the following in the initial mentoring relationship to develop mentorship plan.

For each of the items below, choose the response which most closely indicates your level of need for assistance or desire for improvement:

- i. Little or no need for assistance in this area;
- ii. Some need for assistance in this area;
- iii. Moderate need for assistance in this area;
- iv. High need for assistance in this area;
- v. Very high need for assistance in this area:

- a. Evaluating staff;
- b. Facilitating/conducting group meetings;
- c. Designing and implementing data-based improvement process;
- d. Developing and monitoring school budget;
- e. Organizing and conducting parent–teacher conferences/meetings;
- f. Establishing a schedule for students and staff;
- g. Being aware of issues related to school law/regulations;
- h. Managing school, office and other support staff;
- i. Establishing positive relationships with other Heads;
- j. Determining who is who in a school/district;
- k. Understanding how Headship affects personal lives;
- l. Developing interpersonal networking skills;
- m. Encouraging involvement by all parties in the education system;
- n. Developing positive relationships with other organizations;
- o. Enhancing awareness of organizational culture;
- p. Being aware of why one is/was selected for a leadership role;
- q. Demonstrating self-confidence on the job;
- r. Being visionary and knowing how to achieve organizational goals;
- s. Demonstrating the desire to make significant difference in the lives of students;
- t. Being aware of one's biases, strengths and weaknesses, understanding and seeing that change is ongoing and results in continual changing vision of the Head;
- u. Assessing responsibilities in terms of the “real role” of the Head;
- v. Developing instructional leadership strategies.

Source: St Albert Protestant Schools:
Mentorship of School Administrators; Pilot Program
Draft Framework 2003 10 20, pg 17.

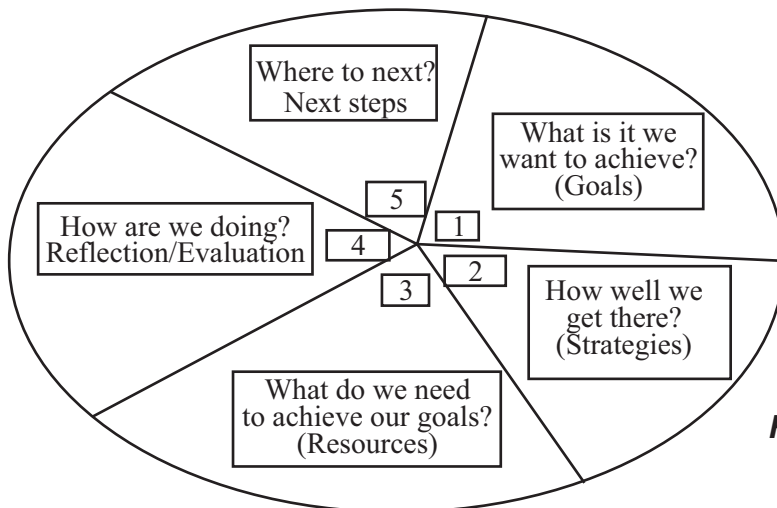


Fig. 13

INDUCTION PROGRAMME FOR BEGINNING TEACHERS

A. Definition: A Teacher Induction Programme involves those practices used to help new and beginning teachers to become competent and effective professionals in the classroom. Induction programmes also help to develop an understanding of the local school, community and cultures.

B. Why a Teacher Induction Programme?

Research has shown that:

- i. 20% of new teachers leave the profession in the first three years;
- ii. The first year is predictive of success and retention in the career;
- iii. New teachers are more influenced by their first school setting than their pre-service training;
- iv. Supported teachers and Heads can influence many things, which affect new teachers;
- v. Supported teachers use a wider variety of teaching practices, and more challenging activities to engage students;
- vi. Supported teachers have better planned instruction, a wider range of materials, more confidence and better classroom management.

C. Goals of Teacher Induction:

- i. Improve teacher performance;
- ii. Retain competent teachers in the profession;
- iii. Promote the personal and professional well-being of beginning teachers;
- iv. Build a foundation for continued professional growth through structured contacts with mentors, Heads and veteran teachers;
- v. Transmit the culture of the school and teaching profession.

Unlike some other professions, a beginning teacher assumes the same level of responsibility as the more experienced colleagues. Unfortunately, in some cases, a beginner may even be given an assignment with greater challenges than the more experienced. Beginning teachers become stunned, when they discover their assignments include multiple preparations, multiple classrooms (often stripped of resources), multiple grades in one classroom, the most difficult and challenging students, courses for which they have no training, and numerous and demanding co-curricula responsibilities. Veteran teachers even complain of such responsibilities. Therefore, new teachers have to be helped to adjust to these demanding situations.

Because there are such high expectations of teachers despite the challenges they face, a sound professional culture, and induction are the umbrella label for the process of welcoming beginning educators to the profession and preparing them to assume full responsibilities of their career, effectively.

D. Effective preparation includes a number of components:

- i. Orientation on the school, community, job expectations and the curriculum;
- ii. Professional development designed specifically for the beginning teacher's needs, including professional development goals and plans for self-improvement;
- iii. Peer support activities, necessary for both the beginning teachers and the veterans working with them;
- iv. Observation of the work of exemplary colleagues, to be followed with its analysis with the more experienced teachers;
- v. Provision of individualized support for beginning teachers in the form of mentors who can guide the planning and application of what the beginning teacher should learn.

E. Why Is Induction Important?

Induction is critical means of welcoming beginning teachers into the profession and helping them to understand what it takes to be a skilled educator. Effective induction can result in the following:

- i. Improved performance of students as a result of improved teacher performance;
- ii. Increased retention of the new teachers;
- iii. Promotion of personal and professional health and well-being of teachers;
- iv. A more thoughtful and reflective school climate for all teachers;
- v. Improved collegiality and collaboration.

Orientation is often confused with induction. Orientation is the first phase of induction and generally deals with practical aspects of the teaching situation. An effective induction programme can be designed, organized and delivered in many ways, dependent on a variety of factors specific to the school, district and the number of beginning teachers involved. Induction programmes are best designed in response to their needs. However, research consistently points out several common qualities of an effective induction programme.

F. Successful induction programmes are developed around frameworks and may cover:

- i. A set of goals and intended outcomes;
- ii. Commitment and collaboration by division/district, schools and individuals involved in the process;
- iii. Understanding that this is a team initiative, involving shared responsibility;
- iv. Orientation prior to school opening, to provide an overview of the school, community and district;
- v. Mentorship component with structured time for both mentor and beginning teacher, to observe and discuss;
- vi. Commitment to professional development opportunities;
- vii. Structure which provides the beginning teacher with feedback, based on classroom observation and discussion on strategies for improvement;

- viii. Attention to teaching assignments and workloads for the novice teacher;
- ix. Assumption that induction is ongoing and likely to continue beyond the first year of teaching.

G. What Are the Qualities of an Effective Induction Programme? What Is My Role in Induction As A Headteacher?

As a Head, you have an opportunity to be influential in the professional lives of your teachers. As the developer and nurturer of school culture, it falls on you to share information and assist the beginning teacher to understand the culture of the school. Coupled with this responsibility, is the value that beginning teachers place on your opinion.

Research demonstrates that the Heads influence on beginning teachers is significant, if not profound (Alliance for Excellent Education, 2004). The Head is the most significant person in the school, as far as most beginning teachers are concerned. They may consider you to be responsible for hiring them, as well as for making the decision as to whether or not, they will receive a favourable evaluation. Your approval is essential for them. One difficulty that beginners face is the tension that exists between the “head-as-support person” and the “head-as-evaluator.” Beginning teachers feel more comfortable, if they have a clear idea, how their performance approximates your expectations. This can be successfully communicated in the following ways:

- i. Communicate to your new teachers that you appreciate their efforts;
- ii. Ask for their inputs about how you can better support them;
- iii. Have a few suggestions on hand, in case they can't think of anything specifically;
- iv. Sometimes we don't know what we don't know;
- v. Also, remember that beginning teachers may be reluctant to ask for help, as they feel it may be admission of their incompetence;
- vi. Beginning teachers may find it difficult to describe their professional aspirations, capacities (e.g., workload capacity) and needs (e.g., instructional strategies, professional development needs, etc.);
- vii. Articulate your expectations clearly. Make sure they are realistic;
- viii. It takes time for teachers to develop their craft. Induction programmes can certainly accelerate teacher growth, but beginning teachers still need an extended period to become accomplished practitioners;
- ix. Discuss the sometimes “unwritten expectations” in a school or district;
- x. Beginning teachers want to fit into the school and will be eager to adopt the norms and assumptions dominant in the school environment;
- xi. Create a school culture that values collegiality, professional development and reflection, in order to help a beginning teacher to socialize into professional norms;
- xii. Be committed to meeting with the teachers regularly;
- xiii. Visit the classroom frequently on an informal basis to develop comfort and familiarity;
- xiv. Start these visits early;
- xv. Don't try to cram everything at the end of the school year;
- xvi. Also, more frequent visits give a better picture of classroom instruction than does an isolated lesson;

- xvii. Promote a healthy, collegial workplace by providing time and resources for research, encourage discussion, collaboration and peer coaching, support the development of materials and challenge the teachers to reflect on their practice.

Part of your induction programme might include highlighting relevant section of the Code of Professional Ethics with staff and initiating discussions on the information and supports which the beginning teachers, as well as the experienced ones, in the school might need.

H. Benefits of Induction Programmes

Benefits for Students:

- i. Continuity in academic instruction;
- ii. Improved teacher retention and performance;
- iii. Greater self-confidence;
- iv. Improved achievements of school.

Benefits for New and Beginning Teachers:

- i. Accelerated success and effectiveness;
- ii. Greater self-confidence;
- iii. Higher job satisfaction;
- iv. Improved personal and professional well-being;
- v. Enhanced commitment to students, the school and the profession;
- vi. Increased opportunity for developing relations with the community;
- vii. Improved level of comfort and support.

I. Pre-Orientation Information:

Could be obtained through the following sources:

- i. The District Education Office
- ii. Appointment letter;
- iii. Collective Agreement and other relevant documents,
- iv. GNAT Regional and District, Secretariats.

J. Orientation

Orientation for teachers has taken many forms over the years; however, the purpose remains the same. It is a process of introducing beginning teachers to the profession, school, community and the region. A very important part in most communities is introduction to their cultures and languages. Orientation usually takes place from the time of arrival through the first two months. It involves a variety of activities. Some districts host **District Orientations** or beginning teacher meetings within the first month, at which the new staff receive information on the curriculum, programmes, resources the philosophy, and policies of the district. Questions about compensation and other related benefits are addressed during the sessions. This is the ideal time for beginning teachers to meet experienced colleagues who can assist them.

K. Orientation topics may include the following:

- i. The GES;
- ii. Vision, Mission and Strategic planning;
- iii. The Curriculum and resources;
- iv. Resource people – curriculum coordinators and consultants;
- v. Policies and procedures;
- vi. Cultural awareness;
- vii. Teaching and Learning Centres;
- viii. Networking opportunities;
- ix. Electronic mail systems;
- x. Expectations of parents and elders;
- xi. Advice by experienced teacher;
- xii. Salary and benefits;
- xiii. Teacher Unions

UNIT 8

TECHNOLOGY IN EDUCATION

INTRODUCTION

Human beings are born into a physical environment and since the Bible says manna will no more fall from heaven, they must work for their living. This means individuals must understand and control the environment, to be able to satisfy their biological needs of food, shelter and clothing.

To do this, individuals must acquire certain levels of knowledge and skills to explore their environments. Technology can simply be described as a device or tool of exploitation of the environment, to solve basic problems.

THE CONCEPT TECHNOLOGY

Technology is a body of knowledge used to create tools, develop skills, and extract or collect materials. It is also the combination of scientific methods and materials, to meet an objective or solve a problem.

Furthermore, technology can be described as the extension of our human capabilities to satisfy our needs or wants. It is employed to solve basic problems confronting humanity, and involves systems that can be both very simple, and complex. It is important to note that technology helps us solve problems, makes our lives easier and enhances our abilities to do things.

Do you know that in the Stone Age, tools were made of stones and bones? Do you also know that clothing consisted of animal skins or fabrics woven from threads derived from plant fibres? Do you also know that those days, fire could be lit without matches or lighters? Do you also know that an egg can be boiled without fire or water?

Technology is the purposeful application of knowledge, experience and resources to create processes and products which meet human needs. The needs and wants of a particular community determines the technology to be applied. Technology can be integrated into all vocations at all times, to make work easier and increase productivity. Technologies are generally developed by applying knowledge from multiple disciplines. For example, producing today's audio devices, such as a portable CD player, requires knowledge obtained from engineering, physics, mathematics, chemistry, and computer science. It is important to note that, technology does not exist solely in search of problems to solve, neither do problems drive technology. Rather, the two exist to assist each other.

TECHNOLOGY IN EDUCATION

Technology in Education is the application of scientific knowledge in teaching and learning. Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources." The term **educational technology** consists of instructional and learning theories.

Technology ensures the combination of scientific methods and materials to find solutions to basic problems confronting teaching and learning. It is important to note that simple and cheaper technology could be adopted in the teaching and learning process, to aid the understanding of basic concepts. Technology fosters meaningful learning, since it requires students to think and reason. Colleague teachers, we must understand that students do not learn from teachers or technologies. Rather, they learn from thinking—thinking on what they are doing or what they did, thinking on what they believe in, about what others have done and believe in, about the thinking processes they use in solving a particular problem with a technological tool — just thinking and reasoning. Thinking mediates learning. And learning results from thinking.

Technologies should be used as engagers and facilitators of thinking, rather than delivery vehicles. Below are the five main perspectives of how they can be used to support meaningful learning:

- i. As a tool to support knowledge acquisition to:
 - a. Shape and refine learners' ideas, understandings, and beliefs;
 - b. Enhance multi-media knowledge.
- ii. As a vehicle for:
 - a. Accessing needed information;
 - b. Analysing perspectives, beliefs, and world views.
- iii. As an authentic tool to support learning by:
 - a. Resolving real-world problems, situations, and contexts;
 - b. Examining beliefs, perspectives, arguments, and stories of others;
 - c. Refining student thinking.
- iv. As a social medium to facilitate communication:
 - a. In networking with others;
 - b. In discussing, and building consensus.
- v. As a tool for reflecting on:
 - a. Articulating knowledge acquired;
 - b. Facilitating logical thinking.

Technology in teaching and learning before the 21st Century

Technology has come a long way to its present state. Some of the first educational technologies were illustrations in 17th-century books and chalkboards in 18th-century classrooms. Educational technologies in the 20th century included lantern-slide and opaque projectors, later radio, and then motion pictures. Unfortunately, educators have almost always tried to use technologies to teach students, the same ways that teachers had always taught. The students' role was to learn the information presented by the technology, just as they learned information presented by the teacher. The role of technology in education was to deliver lessons to students,

just as trucks deliver groceries to supermarkets (Clark, 1983). If you deliver groceries, people will eat. If you deliver instruction, students will learn. It is important to note that, despite how obsolete we may perceive such technologies in this era, they still aid the purpose of imparting knowledge easier and faster than the then traditional ways of teaching and learning.

The evolution of technology

i. 1650 – The Horn-Book(s)



Fig. 14

These were wooden paddles with printed lessons on them. They were popular in the colonial era. On the paper, there was usually the alphabet and a religious verse, which children copied. They helped them to learn how to write.

ii. Blackboard Chalk

Chalk is a calcium carbonate and is used for the manufacture of putty, plaster, cement, and of course, blackboard chalk. Calcium carbonate is made up of Foraminifera, and shells of little dead, marine animals and found in the earth's crust at all geological periods. It usually forms in thick deposits around marine, or former marine areas. There are other types of natural chalks, including black chalk and red chalk.

Chalk, in its natural state, was used by early man in pre-historic times for cave paintings. Later, it was used as a pigment by artists and with time, manufactured in the form of sticks. In fact, it wasn't until the 1800s that it began to be used in the classroom setting. In the book, *How Products Are Made*(1994), it is stated that blackboard chalk became common when class sizes increased in the 19th century and teachers needed a way to convey information to many more students at once. Of interesting note is that, students also used a small blackboards and chalks, until they were older and could be trusted not to waste paper. At that time, paper was made of rags and was very valuable. Chalks are now very cheap, of low tech, appropriate for art work and universally recognized in the classroom.

Chalk



Fig. 15

iii. 1850 – 1870 – Ferule



Fig. 16

This is a pointer and also a corporal punishment device. It seems both this and the Horn-Book had dual purposes, in terms of 'educating' the youths of that era.

iv. 1890 – School Slate



Fig. 17

Used throughout the 19th century in nearly all classrooms, a Boston School Superintendent in 1870 described the slate as follows: “if the result of a work should, at any time, be found infelicitous, a sponge will readily banish from the slate, all disheartening recollections, and leave it free for new attempts.”

v. **1890 – Chalkboard**



Fig. 18

Still going strong to this day, the chalkboard is one of the biggest inventions, in terms of educational technology.

vi. **1900 – Pencil**



Fig. 19

Just like the chalkboard, the pencil is also found in basically all classrooms in the U.S. In the late 19th century, mass-produced paper and pencils became more readily available and pencils eventually replaced the **school slate** and **chalk**.

vii. **1905 – Stereoscope**

At the turn of the century, the Keystone View Company began to market stereoscopes which are basically three-dimensional viewing tools which were popular in homes as a source of entertainment. Keystone View Company marketed them to schools and created hundreds of images to be used to illustrate points made during lectures.

Stereoscope



Fig. 20

viii. 1925 – Film Projector



Fig. 21

With the invention of projected images, Thomas Edison predicted that, “books will soon be obsolete in schools. Scholars will soon be instructed through the eye.” Was he talking of the motion-picture projector, which later came into the system?

ix. 1925 – Radio

The New York City Board of Education was actually the first organization to send lessons to schools, by radio. Over the next couple of decades, “schools of the air” began broadcasting programmes to millions of American students.

Ghana

In the 1960s, Radio Ghana broadcast similar programmes to Secondary Schools in the country.

Early Radio Set



Fig. 22

x. 1930 – Overhead Projector



Fig. 23

Initially used by the U.S. military for training purposes in World War II, overhead projectors quickly spread to schools and other organizations in that country.

xi. 1940 – Ballpoint Pen



Fig. 24

Originally invented in 1888, it was not until 1940 that the ballpoint pen started to gain worldwide recognition, as a useful tool in the classroom, and life in general. The first ballpoint pens went on sale at the Gimbels Departmental Store in New York City, on 29th October, 1945 for US\$9.75 each. This pen was known as *the rocket* in the U.S., into the late 1950s.

xii. 1940 – Mimeograph

Surviving into the Xerox age, the mimeograph made copies by hand-cranking. Makes you appreciate your current copier, at least, a little bit.



Fig. 25

xiii. 1950s: Invention of Whiteboards

Why did the whiteboard become such a huge success, when we already had blackboards? The answer is “convenience”. Blackboards were hard to wipe clean, and turned whitish after a little use. Whiteboards, developed in the 1950s and 1960s gained popularity in the 1980s, as health concerns developed, with regard to the traditional chalk boards (blackboard). Currently, many countries in Africa are adopting this technology in their classrooms.

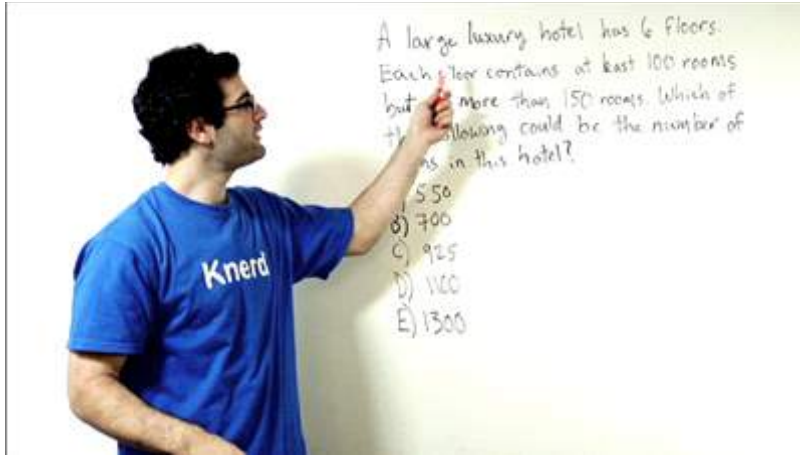


Fig. 26

xiv. 1950 – Headphones

Thanks to theories that students could learn through drills and repetition, schools began opening listening stations which used headphones and audio tapes. Most were used in what were dubbed 'language labs'. This practice is still in use today, except that, now computers are used instead, of audio tapes.



Fig. 27

xv. 1950 – Slide Rule

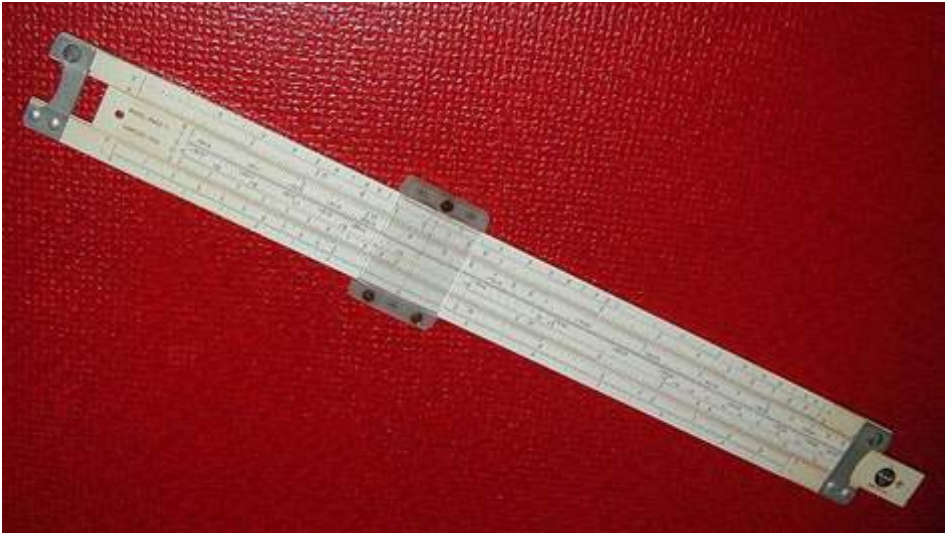


Fig. 28

William Oughtred and others developed the slide rule in the 17th century, based on the emerging work on logarithms by John Napier. Before the advent of the pocket calculator, it was the most commonly used calculation tool in science and engineering. The use of slide rules continued to grow through the 1950s and 1960s, even as digital computing devices were being gradually introduced; but around 1974, the electronic scientific calculator made it largely obsolete, and most suppliers quit the business.

xvi. 1951 – Videotapes

How would schools be without videotapes? The electronics division of entertainer Bing Crosby's production company, Bing Crosby Enterprises (BCE), gave the world's first demonstration of a videotape recording in Los Angeles on November 11, 1951. Developed by John T. Mullin and Wayne R. Johnson since 1950, the device gave what was described as “blurred and indistinct” images, using a modified Ampex 200 tape recorder and standard quarter-inch (0.6 cm) audio tape, moving at 360 inches (9.1 m), per second.

A year later, an improved version, using one-inch (2.6 cm) magnetic tape, was shown to the press, which reportedly expressed amazement at the quality of the images, despite their “persistent grainy quality which looked like worn motion picture(s)”.



Fig. 29

xvii. 1957 – Reading Accelerator

With an adjustable metal bar which helped students to tamp down a page, the reading accelerator was a simple device designed to help students read more efficiently. Personally, this looks like a torture device and is probably the least portable thing to bring along with a book. Is turning the page of a book or holding a book really that difficult?



Fig. 30

xviii. 1957 – Skinner's Teaching Machine

B. F. Skinner, a behavioural scientist, developed a series of devices which allowed a student to proceed at his or her own pace, through a regimented programme of instruction. It enabled students to determine when to learn, how to learn, the content to learn and the pace of learning.



Fig. 31

xix. 1958 – Educational Television



Fig. 32

By the early 1960s, there were more than 50 channels of TV, which aired educational programmes across the U.S.

xx. 1972 – Scantron

They are special machines used to test pupils in the classroom. They can also be used to mark and analyse multiple choice questions answered on scannable forms or paper.

The Scantron machines helped relieve teachers of the stress of marking and analysing scores.

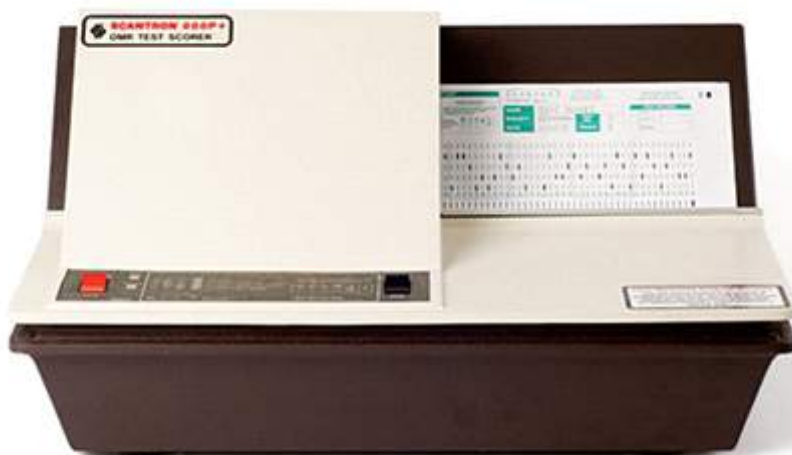


Fig. 33

xxi. 1975 - Whiteboard Marker

The Dry Erasable Marker, now known as the whiteboard marker, was invented in 1975, and eventually made the whiteboard very popular, to date. It is very easy to clean.



Fig. 34

xxii. Writing on the ground

This practice is very common in Africa, where teachers, as a way of improvisation, ask school children to write with their fingers or small sticks on the ground. They also draw and practise inscriptions on the ground, while the teacher supervises.

xxii. Writing on the ground



Fig. 35

xxiii. 1985 – Hand-Held Graphing Calculator

The successor to the hand-held calculator, the graphing calculator made advanced Mathematics easier, as it let one plot out points, did long equations, and played the 'Snake' game, when one got bored in class.



Fig. 36

Technology in the classroom today

Today, new technologies have come in like the blowing wind. And children are learning and gaining access to these technologies quicker than the elderly. Therefore, young educators must position themselves and be one step ahead of their pupils. Below are some of the current

technological gadgets used in the classroom. Some of them are actually old technologies which have been re – designed to suit the trends of the 21st century. Furthermore, young educators must understand that, not all the technologies listed can work in the teaching environment. They may be there, but where necessary, we should improvise or use alternative ones.

i. Interactive White Board/ Projector

The chalkboard got enhanced with the whiteboard, and with time, the more interactive system, which uses the touch-sensitive white screen, projector, and computer. These are slowly getting rolled into the classrooms. An interactive whiteboard provides touch control of computer applications. These enhance the experience in the classroom by showing anything that can be on a computer screen. This does not only aid visual learning, but students can draw, write, or manipulate images on the whiteboard. The projector is a device normally used to make still pictures or motion larger, to watch. Others project the picture on the wall, or a white board. A lot of flex has been added to the whiteboard and projector technology, to make it touch-sensitive and presentation in the classroom, more exciting. It is normally suitable, when we have a large class.



Fig. 37

ii. Internet

It is the inter-connection of millions of smaller computer networks all over the world, to communicate and share resources. For some people, the internet is one of the best things, if not the greatest that has happened to the world. As young educators, we must perceive the internet beyond checking emails and reading news. The global village, as affectionately called, has loads of information in all fields. It may interest you to know that the internet is a school on its own, and that Ghana was the first African country to be connected to it. Below are some of the ways, by which educators can use it productively:

iii. Social Networking

Join social networks. It is no longer acceptable for innovative educators not to be involved in social networks. It is crucial that educators begin learning how to function in these environments, which have tremendous potential for enhancing teaching and learning. Teachers can create facebook accounts for their classes and interact with their students in the subject area. Currently, many join people on social sites like the *facebook, twitter, and WhatsApp*, among others. By joining these social sites as a teacher, you can monitor the activities of your pupils.

iv. Blogs

A Blog is a platform, created for people to express their thoughts and ideas on a particular topic. Find some great education blogs to read. You may probably find ones which are written by teachers for student audiences, educators for other educators, and blogs written by students and parents, among others. Students can do assignments and also provide comments and reflections. Subscribe to these blogs (*Google Reader* is a great tool for this). Once you get to know them, begin commenting on them. Commenting on blogs is one of the most important things innovative educators should do. Blogs can easily be accessed on mobile phone devices.

v. Wikis

A wiki enables communities to write documents collaboratively, using a simple markup language and a web browser. A wiki is essentially a database for creating, browsing, and searching through information. A key component of wiki technology is the ease with which pages can be created and updated. Normally, there is no review before modifications are accepted. Many wikis are open to alteration by the general public without requiring them to register user accounts. Many edits can be made in real-time and appear almost instantly online. This can facilitate abuse of the system. Private wiki servers require user authentication to edit pages, and sometimes even to read them. Basically, because of their openness and the rapidity with which wiki pages can be edited, the pages undergo selection processes. 'Unfit' sentences and sections are ruthlessly culled, edited and replaced. This ensures higher quality and more relevant pages. While such openness may invite 'vandalism' and the posting of false information, this same openness also makes it possible to rapidly correct or restore a 'quality' wiki page. Wikis are an amazing and transformative tool for educators. You may visit the following wiki sites on the internet;

www.teachersfirst.com/content/wiki, www.wikispace.com/site/for/teachers and www.wikieducator.com .

Wikis are most suitable for Subject Teacher Associations, and note making. They can also be used for :

- a. Lesson Summaries;
- b. Collaboration of Notes;
- c. Dissemination of Important Classroom Information beyond it;
- d. Individual assessment projects.

vi. Class website:

An easy way to display your students' works is to create a web page for them. Once a web page is designed, teachers can post homework assignments, students' works, famous quotes, trivia games, and many more. In today's society, children know how to use the computer to navigate their way through a website, so why not give them one where they can be published as authors?. Just be careful, as most districts maintain strong policies on managing official websites for a school or classroom. Also, most districts provide teacher webpages which can easily be viewed, through their websites.

vii. Downloading library materials and information

Teachers and students can buy various books on the internet. However, majority of these materials are free for the academic community. The internet offers library materials in electronic form. Internet users can later print out such materials where necessary, or read them electronically. Electronic books are normally stored *in pdf* formats. It may interest you to know that electronic books can be accessed on mobile phones, computers and other personal digital assistants (PDA). It is exciting reading books on our mobile phones, wherever we are.

viii. E-mail for communication

Emails are also known as electronic mails. The email is a platform used in sending, receiving and storing messages from one computer to the other, on the internet. However, for one to receive an email message, the sender and the receiver must have email addresses. Emails are absolutely free and companies on the internet which provide email services are known as email service providers. Currently, students are encouraged to submit assignments and ask their tutors questions, through emails. Teachers also give assignments and notes to pupils through their email accounts. Colleagues could hook up *to gmail, yahoo mail or Hotmail* to verify.

ix. Chat rooms for discussion

The internet creates the platform for interacting with students and teachers from other schools and countries all over the world, and share ideas or common subjects of study. By so doing, teachers and students get more exposed. We have *teacher's chatroom, students chatroom* and chatroom for all subjects or courses. One can sign up to a chatroom, using his or her email. The next time you visit the internet cafe, sign up for a *Mathematics chatroom*.

x. Web-based course programmes

Do you know you can acquire a degree on the internet? Do you know we have a whole university on the internet? Dear New Entrant, you can acquire a degree through applying for online courses. Course materials (books, course outlines, self-tutorial softwares etc) would be sent to you. After studying them, you will be required to write examinations on the internet. You can be assessed on the internet, and results declared to you. This is a form of distance learning. There are other methods on the internet one can use to study. Examples: Video conferencing, Teleconferencing, etc.

xi. Computer

Computers, ever since their invention, have been useful, in education. Also, computers have undergone several changes to their present state, depending on the category we are talking about. The commonest by price and size is the micro – computer. The desktop and laptop computers are the type of micro – computers mostly used in the classroom. They are used either independently or combined with other ICT tools, to impart knowledge. They are used to train teachers and students in Computer Literacy. Computers also used to access the internet, and we can view web pages. The computer can also be used in the classroom to do presentations through the PowerPoint software, connected to a projector. They are also used to teach students such applications as Microsoft Office Word, Microsoft Office Excel and Corel Draw, among others. Dear New Entrants, we hope after receiving your first salaries, you would acquire laptops for yourselves.



Fig. 38

Desktop Computer



Fig. 39

Laptop



Fig. 40

Personal Digital Assistance (PDA)

Tablets/Mobile Phones



Tablets and Mobile Phones, are portable and, have some capabilities of a computer. From accessing the internet, downloading electronic books and doing presentations, these two devices have enormous functions. The latest innovation in Ghana is *tigo's Google SMS*, which helps mobile phone users, especially students, to access information on definitions, translation of words into other languages, news and other exciting features. These devices are very beneficial to both teachers and students, as far as education is concerned. Unfortunately, students do not use mobile phones wisely. As educators, we need to guide our pupils to do so.

xii. Software

Many types of educational softwares have been designed and developed to help children or teenagers to learn specific subjects. Examples are *pre-school software*, *computer simulators*, and *graphics software*. Educational games have grown significantly over the years. Digital games are being provided as tools for the classrooms and have a lot of positive impact, including higher motivation of students. These games have been designed for all fields of study, to make learning practical, and easier for students. They make room for active student participation and present differentiated questioning strategies. Students are encouraged to use multimedia softwares or self-tutorial softwares to learn. By so doing, they can decide when, how, and the pace at which to learn. *Encarta* is an example of a software which has much information on all fields of study.

xiii. Storage Devices/Portable Recorders

The **hard disk, Compact Disk, Pen drive and floppy disk** help students and teachers to store information for teaching and learning. Unlike the traditional way of producing reading materials, where books are printed, these reading materials are now produced electronically. And reading materials on all subjects (even lecture notes) can be stored on Compact Disks for students to read on their personal computers. Also, information is stored on these media for long and can be retrieved anytime, without problems. Store devices can store thousands of information for many years. Currently, some text books for the basic schools are produced electronically. Furthermore, some secondary school syllabuses are produced in electronic form.



Fig. 41

xiv. Radio/Sound System/Television

Have you heard of 'schools in the air'? These are television and radio channels which deliver teaching and learning to students in a particular country. These channels teach such subjects as Mathematics, English and Science on TV, to help students. DSTV has a channel dedicated to learning. Furthermore, students in Ghana have benefited from the Presidential Special Initiative (PSI) on distance learning on GTV, in Science, English and Maths. The Presidential Special Initiative (PSI) on distance learning programme is telecast live. Brilliant Science and Maths quiz is another innovation by Ghana Television. TV3, Ghana also telecasts the Macmillan *Everyday English*. In addition, there is a programme on Ghana Television (GTV) and Radio Ghana, called "What do you know?". It is aired every Sunday, on Current Affairs, Politics, History e.t.c. It is recorded and played again later. Furthermore, the sound system is also used for Oral English in the classroom. As young educators, we should explore these technologies and select the ones which will suit our teaching, and use them.



Fig. 42



Fig. 43

Challenges to integrating Technology in the Classroom

All over the world today, with Ghana no exception, classroom teachers are embracing the use of technology, to enhance their delivery. In order to use it effectively, they must prepare themselves for some of the challenges they will encounter. Below are five major challenges:

i. **Availability of Technology Hardware:**

Our public schools are a mixed bag, when it comes to what type of computers and other technological devices available to the classroom teacher. There is also the question of how many computers will be available for a class. Are the computers in the classrooms or the laboratories? As a young educator in a developing country like Ghana, prepare for the worst and learn to use different technological tools which can suit different situations. Furthermore, prepare yourself for the possibility of grouping children and strategise to make the best out of the few available computers. Lobby the DCE, Member of Parliament, Assembly Member and the PTA, to purchase computers for your school.

ii. **Availability of Technical Assistance:** It is difficult finding technology technicians who assist teachers in every school. Thus, it is possible you will experience frequent breakdowns of your technological tools. As a result, future classroom teachers need to familiarize themselves with simple trouble-shooting technology tasks. Knowing how to connect peripheral devices and loading software packages are but a few of the many simple skills you can master, to keep your technological tools functioning in your classroom.

iii. **Software Applications:** There are unbelievably large numbers of software applications available to the classroom teacher. Teachers are advised to master the use and formatting of these software. Select a few multi-use packages and master them. Surprisingly, they all start to look alike when you get the fundamentals. Make sure you have specific use of the application in mind, before you start learning how it works. People generally learn computer applications more quickly and completely, when they have specific purposes in mind. Remember this practical idea, when you get your class. You might avoid that all too-familiar student question, " Why do we have to learn this application? We will never use it."

iv. **Time to Integrate Technology into Teaching:** Even if you have the hardware, trouble shooting skills, and knowledge of how to use the software, it still takes time and

experience to effectively integrate the technology into your teaching. While developing the skills as a good teacher, bring your technology integration skills along. When learning how to plan for effective teaching, build the technology into it, right away. Be a technology advocate from the very beginning of your career. It is truly difficult to re-learn old practices in new ways than learning the new ways, in the beginning.

Pupils may know more than me: It is an open secret that some teachers feel reluctant to teach pupils everything, when it comes to technology, because they believe they (the pupils) know too much. This is very unfortunate. However, young educators are advised to teach technology according to the syllabus. It is not professional to deny pupils learning, at least, what is in the syllabus.

- v. **Access to electricity:** It is an undeniable fact, that there are villages without electricity in Ghana. Unfortunately, these villages have schools that are supposed to teach pupils ICT. This is a difficult situation; however these schools can do with UPS that can stay for an hour or two, to manage the ICT lessons, while they hope for the community to be connected to electricity. Furthermore, they can use Laptops, since they run on battery. These batteries or laptops can be charged in the next village with electricity, after school. You can also depend on mini-generators to power one or two of the computers.

Further solutions to challenges to using technology in the classroom

- i. **Bring Your Own Device (BYOD) theory:** As young educators, we must begin to employ BYOD in the classroom. This is the theory where the teacher encourages pupils to bring their own devices to the classroom. By so doing, it reduces pressure on those provided by the school. Teachers are encouraged to lobby parents to acquire devices for their children.
- ii. **Teachers buying computers and updating their skills in technology:** Teachers are encouraged to purchase computers for themselves, so they can practise certain applications on them, before getting into the classroom. Android or Symbian phones are ideal for accessing enormous information on the internet, and reading electronic books in *pdf* formats. Updating one's knowledge and skills in a nearby Technology College will help the teacher to sharpen his or her skills. This is because technology can be used to do a host of things in the teaching field, including preparation of continuous assessment, report cards, bill sheets, income and expenditure accounts and distribution of softcopy hand out notes.

Integrating technology into the activities of the Ghana National Association of Teachers

- i. The GNAT has a *website, www.ghanateachers.org*. It is designed to feed the general

public and the GNAT membership and the wider world with enormous information on its activities. Pictures of such activities, Reports, Press Statements etc can be downloaded by the general public. The website automatically sends newsletters to the *email* accounts of our members, when they subscribe to it.

ii. How to subscribe to GNAT Newsletters

- a. Go to the GNAT website, www.ghanateachers.org, using your internet browser;
- b. Go to *Newsletter*; Sign Up;
- c. Enter your full name and *email* address in the name and *email* fields;
- d. Click on Subscribe.

iii. The General Secretary of GNAT can also be reached, through info@ghanateachers.org. Constructive criticisms and suggestions are welcome, through the *email* address.

iv. Join the Ghana National Association of Teachers on Facebook. The GNAT has signed onto facebook and created a page known as **GNAT Youth**, to disseminate information to and seek the opinions of our members in the internet community. Our members should consequently use the platform for knowledge-sharing and free expression of their opinions on the policies of the organization. Pictures, Videos and Reports on the activities of the Association can be downloaded by a click of a button. To join the GNAT Youth on facebook, one needs to be a Facebook user, or a facebook account holder. Joining facebook is free of charge.

v. How to join **the GNAT Youth on facebook**

- a. As a facebook user, type **GNAT Youth** inside the search field;
- b. Click on the search button;
- c. Select or Click on **GNAT Youth**;
- d. Click on 'Ask to Join' or 'Join'.

vi. How to create a facebook account

- a. Load the facebook website using the browser on your phone, or computer
Eg. www.facebook.com;
- b. Go to *Sign Up*;
- c. Type your personal details into the fields which appear. Eg. Name, Date of Birth, Gender, Email Address, Password;
- d. Click on *Sign Up* under your personal details;
- e. Follow other instructions, as they appear.

vii. Method 2: As a facebook user:

- a. type the link below in the address bar of your browser
<https://www.facebook.com/groups/gnatyouth/>;
- b. Click on 'Ask to Join' or 'Join'

- viii. **How to add a friend to the GNAT Facebook group:**
- Log into your personal facebook account;
 - Go to the GNAT Youth group page;
 - Click on members(*Where the total number of membership is displayed;*)
 - Click on “+Add People” button;
 - Type your friend’s name into the field as it appears in his facebook account (You can enter twenty names at a time);
 - Click on 'Add' button.

- ix. **How to send articles directly to GNAT Facebook group:**
- Log into your *email* account;
 - Type the article in the working area of the *email* window;
 - Type the title of the article in the subject area;
 - Email* the article to gnatyouth@groups.facebook.com.

x. **Television & Radio Programmes**

The GNAT has been taking advantage of the numerous television and radio stations to broadcast to, and educate our members on its activities. Currently, the SCRIBE is aired every Monday evening. However this time is subject to change.

Useful resources for teachers on the internet:

- Lesson Plans for Teachers: schools.surfaidinternational.org
- Resources for Teachers:
http://www.crscience.org/educators/foreducators?gclid=CML4z_fYiLICFYTfAodQyoA_g
- Resources for Teaching Reading, Mathematics, Science, Social Studies, Writing:
<http://www.sitesforteachers.com/index.html>
- Teaching and Learning home: <http://www.learningandteaching.info/>
- Community Resource for Science:
<http://www.crscience.org/educators/foreducators?gclid=CIqM9cXjiLICFUELfAodxQYA8w>
- Federal Resources for Educational Excellence
http://free.ed.gov/subjects.cfm?subject_id=41
- Teaching ICT - Resources for teachers and parents(Free Download)
www.justthink.org/TeachingTools

UNIT 9 COMMUNICATION

INTRODUCTION

Communication is the essence of an organization, as both an entity and a process. Organizations function by means of the collective action of people, yet each individual is capable of taking independent action which may not be in line with policy or instruction. Good communication is required to achieve coordinated results. The mission statement, strategies, policies, procedures, organizational charts, training manuals, job description, plans, forecasts, memoranda, briefings, presentations, conversations, meetings, electronic mail, computer conferencing are all different manifestations of this one activity (communication) which holds everything together and makes things work.

Communication has thus been described as the life blood of existence. Keeping members of organizations informed contributes to increased understanding of leadership actions, reduces misunderstanding and improves trust between leadership and the led. As young educators, it is crucial to appreciate the need for effective communication, in the performance of your day to day activities.

WHAT IS COMMUNICATION?

Communication has been variously defined as:

- i. An art of imparting, delivering information;
- ii. An interchange of thoughts or opinions;
- iii. Transmission of information (message) and its receipt;
- iv. A process by which information is transferred from one source to another and made meaningful to the involved sources;
- v. The giving out of messages by one person and the receiving and understanding of those messages by another.

The word comes from the Latin words *Communis* meaning *common* and *Communicare* meaning *to share ideas, facts, thoughts and opinions*. Communication is a two way process which begins with a Sender and ends with a feedback. Thus communication is the ability to clearly and accurately send and acknowledge timely information, instructions or commands and provide useful feedback from them. It is the transfer of a message to another party, so that it can be understood and acted upon.

FORMS OF COMMUNICATION

Two main forms of communication can be identified, namely, Verbal and Non-Verbal. Verbal communication deals with the use of words. It includes speech, written, audio and audio-visual.

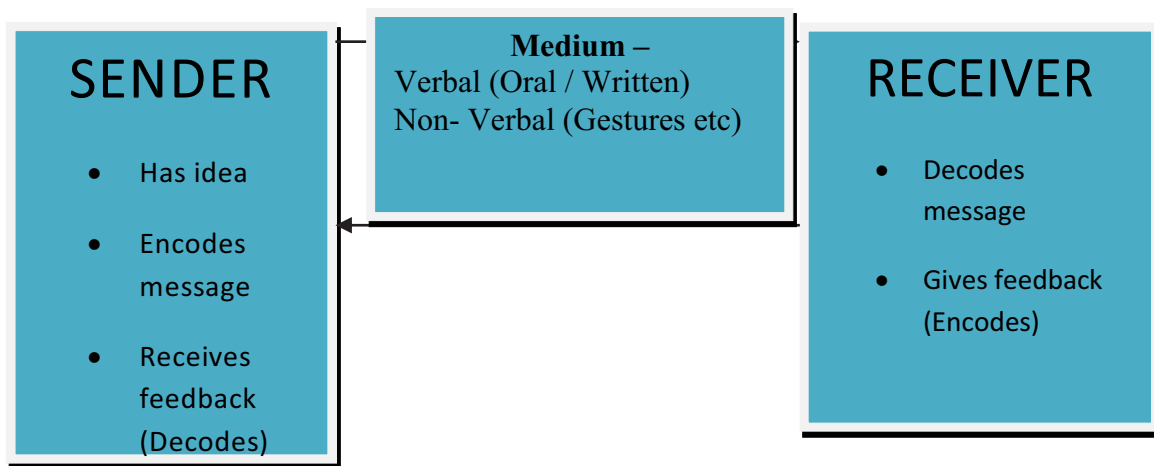
Non-Verbal communication involves gestures – hand signals, body, eye movement, facial expression, pitch and tone of voice. Non-verbal communication can totally change the

meaning of verbal communication. In fact, a great deal of interpersonal communication is done non-verbally. For example – yawning could be demonstration of disinterest in an issue. Facial expressions – frown, smiles, raised eye brows, etc, may signal extreme displeasure with what is said, Eye contact could signify either hostility or interest. Touching, hand shake, back tapping may indicate the individual's commitment and sincerity.

Para- language-this is the tone of voice when speaking, inflection, speed of delivery, or deliberate silence. Variation of any of these can change the meaning of a message.

- i. Voice tone may be assertive, aggressive or conciliatory. A change in tone is called an inflection and can greatly increase the recipient's knowledge of how the message should be interpreted.
- ii. Silence – can be an important medium of communication.
- iii. Pauses may suggest a reluctance to discuss at certain points, disinterest, or that an issue is of great importance.
- iv. Speed of delivery – the pace at which a person speaks can indicate his or her enthusiasm, sincerity or nervousness

v. **THE COMMUNICATION PROCESS**



vi. Every communication process is initiated by an individual who has an idea and a desire to share it or inform someone about it. This individual with the idea is the **Originator** or **Source** of the information of communication. Because he is the same person who **transmits** the idea to the other, he is referred to as the **Sender**.

vii. **The Sender** thinks about how to package the idea to create the **message** to be passed on. The process of creating the message is termed **encoding** and involves the choice of words and appropriate sentence structures. The message is then transmitted through a chosen **Medium** or **Channel - Oral, Written or gestures** – to the **Receiver**- the person to whom it is intended. On receiving it, the Receiver interprets it for meaning. This is

termed **decoding**. After this, a response (**Feedback**) is sent back to the Sender to complete one cycle of communication.

- viii. For communication to be effective, the Sender must be credible, since many people tend to pay attention to people they can trust. The message must be delivered in clear and precise manner and the communicator must have confidence in him/herself and display a lot of knowledge on the subject matter.
- ix. In encoding the message, the communicator must take into consideration the background of the receiver (audience) so that words and sentence structure chosen are within its level. Technical vocabulary and jargons must be avoided, except in a presentation to a specialized audience. Words must be appropriately inflected for time and number, so that the message may be received in the right frame. There should be a lot of moderation and brevity. A message or information crowded with irrelevant ideas loses its import and in the long run goes to confuse the audience, thus losing its desired effect.
- x. Transmission of the message must be effectively done, through the appropriate medium. In oral presentations, every effort needs to be made to pronounce words clearly. Special effort must be made to reduce interference from one's mother tongue (L 1), and mannerisms. If on the other hand the transmission is through the written medium, the hand writing must be legible.
- xi. The Receiver's (audience's) attitude to the sender and the message is crucial, for effective communication. He must **listen** to the message, paying attention to details and contextual clues and seeking clarifications through asking questions and appropriate **feedback**. Feedback is the flow of information to the Sender and it can be verbal or non-verbal.

LEVELS OF COMMUNICATION

Communication can take place:

- i. Between two persons – dialogue or telephone conversation;
- ii. Small groups of three or more people, with a common purpose;
- iii. There is also Public communication – addressing a large audience;
- iv. Organizational communication – circulars, memos, journals, newsletters, reports, etc.;
- v. Mass communication – radio, television, newspapers, music and drama;

These can be put under two broad headings – Interpersonal and Organizational Communication.

INTERPERSONAL COMMUNICATION

This is one of the effective, fastest and cheapest tools or skill of communication. Every message or information can be transmitted directly by speaking (word of mouth), letters, memoranda, telephone, fax, conversation and storytelling.

In a one-to-one (direct/personal, one to many) small group, crowd or mass meeting), the effect of the communication can readily be ascertained, when a certain level of understanding has been established between the sender (speaker) and the receiver (the audience).

This is because the desired response can be elicited from the receiver, through questions and answers. In this case, the communication has been complete and effective. Under interpersonal communication, the key points are the sources of the information or message, the message or information itself, the audience, the channel and the response.

The source must be credible enough to break down constraints, the message must be delivered in a clear and precise manner (Frank Communication) and the communicator must have confidence in him/herself, and display a lot of knowledge on the subject matter, so as to have an effective impact on the audience.

There should be a lot of moderation and brevity as enunciated in *Hamlet* by Shakespeare. *Brevity is the soul of wit.* A message or information crowded with irrelevant ideas loses its import and in the long run, goes to confuse the audience, thus losing its effect. The communicator or originator of the message must have a fair knowledge of the attitudes and beliefs of the audience.

CORPORATE COMMUNICATION

This normally refers to meetings and conferences with small groups (District Secretaries in a Region, Regional, District and Local Executives). Here, the information or message is controlled, because every message or information is designed and determined by the source (the communicator – General Secretary, Regional Secretary, District Secretary etc) and the agenda and documents provided. The people involved, as far as GNAT is concerned, may be termed Internal Publics. The uses of notice boards, newsletters, flat file journals, etc, are all essential supplements.

PUBLIC MEDIA

They deal with “External Public” and can effectively be used to build the “corporate identity of an organization like GNAT. We may break them down into:

i. Advertisements and Promotions

News conferences (Television and Radio), posters, bulletins, press briefings, calendars and diaries.

ii. Institutional Literature

These are publications of the organization (GNAT) in the form of manuals, research reports, annual reports, conference reports, letter heads, memo pads, order forms and receipts with its visual impression, that is, its logo clearly impressed or embossed on them.

We should realize that external impressions are usually influenced by such little things as mentioned here.

iii. Publicity Campaigns

These involve “sieving of information into the public minds”, by effectively using the mass media. There must be a definite purpose, strategy, time span and a budget for them. The purpose is to operate the “Spot lights” by highlighting the good side of the organization and using the most effective methods of presentation, which the public regards as credible. We must also work closely with the people controlling the media (Press men/Reporters etc) to enable us “Build-up” our event messages to a climax.

iv. Propaganda

This is defined simply as the dissemination of streamlined opinions. It is a strategy normally employed for crowds (mass meetings) and thrives on emotions. In using this tool or skill, the communicator should know that opinions in this case are determined more by words than events. Therefore, he/she must have a grasp of the mood and psychological build-up of the crowd. It is also very important that the communicator is convinced and committed to the message or information.

Evaluation

When the communicator has gone through the state of finding facts, planning and programming and implementation, at the tail end is evaluation. This is the final stage by which the communicator assesses him/herself and is assessed by the audience or receiver. We may call this stage “post-testing”. Public comments, remarks, condemnations and commendations, as well as feedbacks, help to build the evaluation report.

We may ask questions like:

- i. How did we fare at the meeting, lecture, or conferences? etc.
- ii. Could we have done better?
- iii. Has the cost or expenditure been fair and reasonable?
- iv. Have we got our monies’ worth for the meeting, etc.?
- v. Has the activity contributed to the attainment of the goals of the organization?
- vi. Is the overall cost off-set by the achievements or accomplishments?
- vii. What are the achievements or accomplishments?

Barriers to Good Communication

Obstacles to smooth flow of information are known as communication barriers. Examples are:

- i. Message distortion – message lost or distorted in transit, as a result of long chain of communicators;
- ii. Information overload – audience receives so much information that much is disregarded; consequently, decisions about which messages to take seriously and which to ignore become arbitrary;
- iii. Suitability of message for particular audience – messages might not be suited to the audiences for which they are intended. Particular styles of writing and speech might not be understood by certain audiences;

- iv. Semantic imprecision – vague, meaningless words and sentences fail to convey messages effectively. They might alienate and confuse the recipient. Short words and phrases are usually better than long ones.
- v. Clichés and excess technical jargons should be avoided. Ambiguity should also be avoided.
- vi. Inability to listen – communication involves receiving as well as giving, Feedback on decisions taken is essential. Some people are good talkers but poor listeners, they hear only what they want to, and disregard critical or hostile comments;
- vii. Membership of a reference group – a reference group is a group of people with whom the individual identifies, example – neighbours, management, the working class, a particular religion, an ethnic group. Messages favourable to the reference group would be received more willingly than others;
- viii. Stereotyping -is the attribution to a person of a number of characteristics assumed typical of the group, to which he or she belongs. An example is presuming that all Scots are mean and then assume that a particular person must be mean because he or she is a Scot. Stereotyping is a mental picture of what certain types of people (example; ethnic minorities, religious groupings, doctors, accountants, trade unionist etc.) are thought to be.
- ix. Halo effect – the halo effect occurs when an individual assumes (perhaps wrongly) that because someone exhibits one characteristic, that person necessarily possesses other characteristics as well.
Here, the person's total set of characteristics is perceived on the basis of just one observable trait.

IMPROVING YOUR COMMUNICATION SKILLS

ORAL

i. One-on-one communication

- a. Determine in advance the purpose of the conversation/communication;
- b. Organize your thoughts before you begin talking;
- c. Listen to what the other person has to say;
- d. Ask for feedback;
- e. If possible, record yourself during a one-on-one session. Listen to your voice and eliminate mannerisms like *you know, em, like I was saying*, etc.

ii. Speaking before groups

- a. Speak before group whenever you can. Nothing overcomes the fear of public speaking better than experience;
- b. Practise giving a talk before your family, friends, or even a mirror;
- c. Ask for feedback from your practice audience;
- d. Record your presentation and listen to your own voice;
- e. Eliminate bad mannerisms;

- f. Always remember that your audience is not against you;
- g. In fact, your audience wants you to do a good job. Have you ever listened to someone make a speech and hope that he or she would do a poor job? More than likely, you have not. Your audience is pulling for you.

iii. Writing Skills

- a. Outline your thoughts before putting them to writing. An outline gives you the opportunity to look at the organization of your presentation. Does the presentation flow smoothly? Are there logical transitions between major points?
- b. Get a feedback on your writing – do not take a negative feedback personal
- c. Read periodicals.

iv. Basic Listening Skills

Receptive: Primarily associated with listening accuracy

- a. Keep related details in mind;
- b. Observe simple details;
- c. Remember a series of details;
- d. Follow oral direction.

Reflective: Related to contemplation and mental consideration

- a. Use contextual clues;
- b. Recognize organizational elements;
- c. Recognize the relationship between main and subordinate ideas;
- d. Draw justifiable inference.

v. Report writing

Reports play an important part in the communication and decision-making processes of a big organization like the Ghana National Association of Teachers (GNAT). A report could be only as good as the planning behind it. It requires a specific objective, search for relevant data and organize the content logically.

vi. Importance of Reports

- a. Preservation of information for legal or reference purposes;
- b. Evaluation of performances;
- c. Provision of information for high level decision-making;
- d. Analysis of current procedures;
- e. Basis for recommendations;
- f. Prediction of the future.

CRITERIA FOR JUDGING REPORTS

A report may be deemed worthy, upon the following criteria:

i. Utility

- a. Does it serve the purpose for which it was prepared?
- b. Does it provide information in a convenient form?
- c. Is it helpful to the reader?

ii. Reliability

- a. Is the information specific, accurate and dependable?
- b. Does it include all the data that would affect the conclusion?
- c. Has it given undue weight to unimportant data?

iii. Persuasiveness

- Are the conclusion and recommendations adequately supported by the data presented?
- Is the reasoning logical?
- Has it given adequate consideration to contrary evidence and conclusion?

iv. Readability

- Is the report organized for easy reading and understanding?
- Is the language clear and simple, as the subject permits?
- Is the technical vocabulary, if any, suitable for the reader?
- Are ideas expressed concisely?
- Have labels and charts been used, where possible?

TYPES OF REPORTS

There are two main types of reports:

- i. Routine Reports:** These are reports given at regular intervals by officers, of accounts of their stewardship, to those they are responsible. Terminal reports submitted by District Secretaries to the Regional Secretaries fall under this.
- ii. Special Reports:** These are reports dealing with special situations of every conceivable kind. They range from short reports that may be little or more replies to requests for up-to-date information on some special matter, to reports involving prolonged enquiry and detailed investigation into matters of wide range significance. They may require those submitting them not only to submit details of their findings, but also make recommendations or actions to be taken.

Routine Report of GNAT

1. Should bear a Title
 - a. Name of District
 - b. Time span (period)

2. Teacher Population

3. *Retirements and Deaths*

These should not be only figures, but the actual names and registered numbers of the deceased.

4. GNAT/GES Activities

- a. Meetings and Conferences – important decisions taken.
- b. Visits by external sources – both GES and GNAT.
- c. Study Circle and other GNAT/GES programmes.
- d. Membership Education.
- e. Personal cases treated – the people concerned, types and solutions. It is instructive to note that there is the need to keep a diary of personal cases in your offices, to enable you compile a proper dossier on them, for your reports.
- f. Appraisal of GNAT/GES activities in the districts and local recommendations.
- g. Financial Statements – signed by the Treasurer and Secretary, the authorizing and spending officers of the Association.
- h. Signature of Chairman and Secretary.

A routine report from the region to headquarters could be modelled on the same line, except that it has to reflect the regional situation.

In composing special reports, it instructive to follow the following format:

1. *Introduction*

- a) Authorization for the Report.
- b) Purpose.
- c) Membership of the committee.
- d) Terms and References – Scope and Limits.
- e) Statement of the problem.
- f) History/background.
- g) Methods of Investigation.
- h) Sources of Information.
- i) Definition of terms.
- j) Acknowledgements.
- k) Synopsis.

- l) Summary of findings (conclusion).
- m) Summary of recommendations.

2. *Main Body of report.*

- a) Analysis of present conditions; strengths and weaknesses.
- b) Evidence, reasons and other forms of proof.
- c) Causes and effects
- d) Comparison of data
- e) Alternatives
- f) Advantages and disadvantages – findings, interpretations placed on the information.

3. *Conclusion*

- a) Summary of purpose and main points
- b) Detailed conclusion
- c) Detailed recommendations
- d) Anticipated results

4. *Appendices*

- a) Original documents
- b) Reference Tables and Charts
- c) Pictures and Diagrams

Doctoring of Reports

Under no circumstance should a report be doctored. This means the receiving authority has no right to add to or subtract from any part of the report.

Signing of Reports

All reports must be signed by members of the committee. The signing should be done after the content has been read to the hearing of all the members, and the necessary corrections done. Secretaries should avoid sending reports to individuals in their homes to sign. Signing of reports by proxy should also not be encouraged.

UNIT 10

WELLNESS

Our wellness depends not only on our lifestyles and how we cope with the physical demands we put on ourselves, but also on emotional demands.

Taking Care of Yourself

Beginning Teachers could be said to be in transit from being students to being professional teachers. The transitional phases are sometimes difficult and painful. You may be away from family and long-time friends for the first time, and your expectations and what you are able to do are different from each other. You may also be overwhelmed with your workload and, to cope, you may work late into the nights, on weekends, and at lunch and recess, and likely to the point where your wellness may begin to suffer. You are confronted with a challenge all beginning teachers face.

Personal Life and Work Life

Your work can consume you. There is so much to do and learn. Your personal life may suffer in the first years of teaching. Exercise is forgotten and there is no time to meet new friends, let alone join them for activities outside of school. Taking time to relax every day and exercising both relieve stress and make your transition easier. They keep you healthy. Exercise and meeting friends will help to maintain your energy levels.

You may experience a roller-coaster of emotions, but it is important to stay “connected” with what is really going on. Experience life fully and act accordingly. Everyone began from somewhere. Laugh at yourself and enjoy your talents, even when others do not. Recognize your emotions and express them appropriately. You will need to decide if you can live with the difference between your dream of what teaching “should” be and your discovery of its reality.

Perfectionism and Survival

To have the perfect lesson and the perfect class where all students work on their potential all the time is impossible. Realize that there may be students in your classroom with so many personal and home problems that, no matter how well your lessons are planned or what you do, they will continue to challenge you. Try not to take this personal. Look for the help of more experienced teachers and your Head for support or ideas.

A teacher needs to contain the demands of the job and set priorities. It takes too much energy to be perfect all the time. No one expects a beginning teacher to be perfect. Survival in the first years depends on letting go of thinking you should be able to do it all, all the time.

Asking for Help versus Doing It All Yourself

You are a trained teacher with new ideas and information. Situations or concerns may come up that you do not know how to handle. Ask others and early too. It is not a sign of incompetence to ask questions. Other people have experiences in areas you are not yet acquainted with. Asking early may save you a lot of grief and time. *Take time to thank your mentor.*

Helping Others and Helping Yourself

Are you someone who always helps others, even if it takes your time away from what you want or need to do? Helping others is good, unless it is risky to do it. When this occurs, resentment sets in and eventually leads to problems in relationships. If you worry about everyone else's needs, you will not have time for your own.

Saying “Yes” and “No”

It is alright to say “no” to too many co-curricula activities or assignments. Beginning teachers often think they have to do everything asked of and do them well. There are just so many hours in a day and you have just so much energy. If it is too much for you, say so. It doesn't help to be so stretched, you cannot be jack of all trades.

Maintaining Perspective

The first years of teaching are like being on an emotional roller-coaster—you move from exhilaration to disillusionment many times. Remember that this is normal, so try to maintain a balance—and don't be discouraged.

Counselling Services

The GNAT provides free counseling services to teachers, so avail yourself of them, when and where necessary.

Others

Your Regional, District and Local GNAT Secretariats are sources of assistance and information. Find out who your school representative is and what services are available to you, even at your Local. Read your GNAT Diary and other Union materials to find how you can participate in your professional organization.

School Heads

Your Head is an important part of your support network. Don't wait for him/her to ask you how things are going; let him/her know. When necessary, invite the Head into your classroom. Show interest in their work and gain a broader understanding of school operations.

Teachers Resource/Learning Centres

These centres can help you to design appropriate activities for children with special needs. You may design programmes, which may take them out. Teachers Resource or learning centres

can be an important part of your support system. Meet them and discuss how best you can work together.

Library Staff

Teacher librarians, library technicians, and other auxiliary staff can assist you with planning and help you to design research-based projects and information retrieval systems. Familiarize yourself with policies on using the resource centre, and take advantage of the staff's ability to help you to develop resource-based learning strategies to enhance your instruction or teaching strategies. The GNAT library staff may also assist you to order teaching and learning materials. Visit our Website «<http://www.ghanateachers.org> or email us through info@ghanateachers.org for necessary information and assistance.

School Counsellor

Your school counsellor can help you to overcome many obstacles. Find out if there are any ongoing concerns in your class from previous years. The counsellor can be invaluable when meeting with parents and often a good source of strategies, when dealing with difficult students. Remember that your students are your responsibility and the counsellor is there to assist, and not a disciplinarian.

Teacher Wellness

Beginning teachers should understand that it is normal :

- i. To transit from student to professional teacher;
- ii. That transitions are often difficult and stressful, but part of the learning process;
- iii. They may be adjusting to new environments, away from family/friends;
- iv. They may not be able to achieve all their expectations;
- v. Their workloads may seem overwhelming;
- vi. They need to find a balance between personal needs and professional expectations in order to stay well and healthy.

Causes of stress:

- i. Feeling torn between professional and personal responsibilities;
- ii. Desiring for perfection – the perfect lessons, perfect class;
- iii. Loneliness or isolation;
- iv. Having so much to do but not enough time to do it;
- v. Conflicts with staff or community;
- vi. Cultural differences;
- vii. Failing to understand the culture of the community;
- viii. Dealing with situations or concerns you don't know how to handle;
- ix. Tension and anxiety which distort reality;
- x. Too many co-curricula activities;
- xi. Negative thinking.

Stress reducers:

- i. Set priorities; learn to accept assistance from family, friends, colleagues;
- ii. Realize that it will take practice and experience to have your ideal classroom;

- iii. Understand that all teachers had to start at the same point you are now and experienced same stress;
- iv. Realize that loneliness and isolation are also part of the learning and adjustment process;
- v. Contact other beginning teachers by phone, *e-mail* or in person and talk about your concerns; it is very heart-worming to find, they are also experiencing stress;
- vi. Plan your time in and out of school and accept that you can't do everything now, that things will get more manageable, with practice;
- vii. Deal with conflicts by first understanding your own beliefs and philosophy, then try to understand where the conflicting ideas are coming from. Don't take different views personal;
- viii. Seek advice when necessary. It is not a sign of incompetence or weakness; in fact it is the opposite;
- ix. Asking early may help to avoid a serious problem later;
- x. Exercise and interact with friends; have fun; but remember humour is a great stress reliever;
- xi. Learn to laugh at yourself; avoid negative thoughts; focus on solutions not problems;
- xii. Don't be afraid to say "no" to excessive co-curricula activities;
- xiii. Concentrate on your teaching and remember your first responsibility is to your students;
- xiv. Don't spread yourself too thin.

This information is intended to assist you to get a healthy start. As a professional, you must continue to learn. Here are some tips to help you do this:

- i. Reflect on your experience;
- ii. By reflecting on your practice, analyze your strengths and needs and how to become a better professional;
- iii. Associate with other professionals;
- iv. Whether in the staff room, with such professional associations as GNAT, or other organizations, make sure, there are opportunities for dialogue;
- v. Be Current;
- vi. Establish relationships with other professionals through workshops, conferences, seminars, etc;
- vii. Be current with educational practices;
- viii. Subscribe to professional journals, not only in your particular subject area, but general educational research and current themes and topics. Journals such as *Educational Leadership*, published by the Association for Supervision, Curriculum and Development and *The Teacher*, published by the GNAT, would make excellent additions to your library;
- ix. Develop a Professional Portfolio;
- x. Keep artefacts, documents and your works as reference materials;
- xi. Create your professional growth plan, with room for your goals and action plans
- xii. Enrol for University Courses;
- xiii. Upgrade yourself through distance and even off campus education;
- xv. Check with the GES which programmes qualify for study leave with or without pay.

WELLNESS, THE BEGINNING TEACHER AND THE HEADTEACHER

Beginning teachers recognize the Head as the most significant person. They therefore look up to you for assistance, affirmation, guidance and, in some cases, evaluation. Because you are important to them, your guidance, direction and feedback can be very influential on them. The assistance and innovation you expose them to, will be factors for their success. Conversely, a school which lacks the elements of a learning community may limit their potential for professional growth and development.

REFLECTING ON PERSONAL WELLNESS

There are many proactive measures that can be taken to ensure the well-being of Beginning Teachers. Significant among them is encouraging personal wellness. Talk to them about how you felt when you first started in the profession, with all its challenges and workloads. Be explicit with how you dealt with stress. In an interview, a Beginning Teacher revealed: *During the first year, the workload took me away from friends, and I even suffered depression. Beginning teachers need counselling, and conversations, to ease depression in them. Opportunities for connections with others can make one feel more pleasant.*

Use the following to check your practice of wellness, as beginning teachers.

Do you ...

- i. Eat at scheduled times during the day?
- ii. Eat somewhere other than at your desk?
- iii. Eat healthy, balanced meals?
- iv. Plan and exercise regularly?
- v. Plan for work-free evenings and weekends, as much as possible?
- vi. Sleep adequately?
- vii. Take time off for family and friends?
- viii. Leave work concerns at work?
- ix. Remind yourself you cannot fix everything wrong with your students?
- x. Utilize school, and district assistance for wellness?
- xi. Understand that we work as a team and that asking for help is not a sign of weakness or inability to cope?
- xii. Remind yourself that an event is not stressful in itself, rather, the reaction to it?
- xiii. Remind yourself of positive things every day, and not negatives?

Supporting Wellness in the Beginning Teacher

In addition to ensuring personal wellness, other active and practical decisions which may help the beginning teacher to experience a feeling of control over the demands and challenges of his/her new and exciting career should be considered. Nip the unfair practices which sometimes occur when a staff learns about the arrival of a “new kid on the block in the bud. Heads should discourage and ignore them.

Some of these unfair practices are:

- i. Removing furniture, supplies and other resources from a classroom before the new teacher arrives;

- ii. Failing to assign the new teacher a class;
- iii. Assigning multiple roles/tasks/responsibilities;
- iv. Giving the beginning teacher similar (or heavier) co-curricula tasks of an experienced teacher;
- v. Leaving all co-curricula assignments to the new teacher;
- vi. Disregarding new teachers in use of computer lab, gymnasium, etc;
- vii. Placing exceptional students in the new teacher's class;
- viii. Giving the beginning teacher an assignment for which he/she is poorly prepared;
- ix. Assigning the beginning teacher a large class;
- x. Assigning to the beginning teacher's class students whose parents/guardians are known to be intimidating or confrontational.

It is necessary that the Beginning Teacher pays heed to the Code of Professional Ethics in order not to breach the ethics of the profession. He/she is also expected to demonstrate competency, so that his/her pupils would trust, respect and have confidence in him/her.

Beginning Teachers are required to collaborate with the Head, and other Colleagues, to ensure a proper tone of the school and create a healthy and conducive environment for teaching and learning. Heads are on the other hand advised to assign roles, in consultation with the staff.

How to make a difference in the life of Beginning Teacher (s)

- i. Discuss with him/her, before assigning extra loads or co-curricula activities;
- ii. Organize a meaningful induction for them;
- iii. As much as possible, ensure that a beginning teacher has an assignment for which he/she is prepared, and has access to resources or equipment for it
- iv. Ensure he/she has equitable workload, manageable class size, adequate preparation, and regards for students with special needs;
- v. Ensure that a beginning teacher has access to all necessary resources before the school year begins;
- vi. Be explicit with recognizing, encouraging and praising his/her efforts and accomplishments.
- vii. Provide him/her with information on supervision and evaluation processes, early in the school year,
- viii. Be particularly aware of the required assistance and provide it, as and when necessary;
- ix. Visit his/her class regularly and help him/her to correct shortcomings and overcome anxieties;
- x. Apprise him/her of classroom management, instruction and assessment approaches, and strategies;
- xi. Assure beginning teachers that they have the right to tell students and parents not to go to their homes or stop them on the streets with questions on grading, assignments or other frivolous matters; rather, they should contact them at the school;

- xii. Assure beginning teachers that many of the challenges they face are typical to all teachers;
- xiii. Lead them through specific, and relevant questions which produce meaningful and reflective thoughts and responses;
- xiv. Asking the teachers how they are doing as they hurry to their next class is no substitute for quality time with them. Initiate conversations with such enquiries as, “What successes have you chalked this week?” and challenges?”, with them;
- xv. Purchase resource materials for beginning teachers and their mentors;
- xvi. Assure them that your doors are always open to them.

Class Excursions

Class excursions are wonderful opportunities for students to expand their horizons. Trips enable them to see practically, what is taught and experienced in the classroom. They enrich teaching and learning.

While the benefits can be readily identified, a teacher must prepare well before embarking on the trip. For the protection of all, two general rules apply to all excursions:

- i. GES policy on travelling: The GES has specific policy on transportation of students on/by public vehicles. And this must be respected.
- ii. All trips should be approved by the Heads. They should know the objective and give approval before notices are sent home. Copies of student permission forms should also be sent to the office. In addition to keeping the site administrators informed, the secretary should be prepared to brief parents, if they call to ask about the trip.
 - a. ***Make sure that the permission form includes all pertinent information*** on what the students need to bring and when they should report at the school, if earlier than usual. Make this information detachable so that parents can have it in the evening before and on the morning of the trip. All completed permission forms should be collected ahead of the day of the trip.
 - b. ***Note all relevant medical and health concerns.*** Take food alone if necessary. Diabetics, Epipens etc must be known, and their concerns addressed.
 - c. ***Plan for contingencies.*** Have a cell phone with you for emergencies as well as cash, with which to send someone home in a taxi, in case of emergency.
 - d. ***Give the school secretary a cell number by which you can be reached.*** Arrange sufficient parental assistance. Check the policy of the GES on Teacher/Pupil ratios. Remember that the minimum ratio may not be appropriate for activities which require more intensive monitoring. Plan how to handle emergencies; for instance, when something goes wrong and a student needs to be sent home. Know whether there would be enough volunteers to send him/her and how would they get there.

- e. ***Double-check on bookings:*** If you arrange for drivers or buses; call a day earlier, to confirm. If public transport, make sure there are no changes to the schedule.
- f. ***If there is a fee, make sure you know what method of payment will be accepted.*** A company not prepared to accept personal cheques has embarrassed more than one teacher!
- g. ***Take along something to amuse the students, in case there is a delay.*** Novels brain-teaser and even jokes will keep them from getting antsy.
- h. ***Take a first aid kit along,*** even if you know one will be available where you are going. First aid is crucial, especially for car or bus trips.
- i. ***Make reflection part of the follow-up back at school.*** Students will remember the trip more and you will be promoting the value of trips to the school and parents.

Students must be thoroughly briefed on:

- a. The purpose of the trip and appreciate it as part of their learning;
- b. Be aware of acceptable behaviour outside the school environment.

Teachers must possess the required expertise/skills required to ensure the safety of the students. Before taking them away, it is helpful to take them to the gym or auditorium for pep talk. Class rules may however be modified on these outings. Here are some suggestions for a successful trip.

- j. ***Talk about what you will see and hear on the trip.*** Knowing what to expect will make the students more comfortable and accountable for their learning outcomes. Don't assume they will make a connection between the trip and work in the classroom. Point out the value of the excursion to them. Give them an assignment, on the purpose of the trip;
- k. ***Review the "rules o the road" ahead of time.*** If you don't want bus songs, say so. Have partners or small groups in advance to help manage the attendance. Appoint a line leader. No one gets on the bus, or enters a building before the line leader, who should get his or her instructions from you.

UNIT 11

THE POLITICAL ECONOMY OF GHANA

The Evolution of Ghana as a Country

Through agreements and wars, the tribal societies, in the territorial area now called Ghana, were brought under the British as a colony. These tribal societies were ruled by chiefs under customary laws. Their system of government was not a democracy, neither was it also autocratic, since the chiefs ruled with the advice of councils of elders, and could be destooled or deskinning.

The history, custom, usage and culture were transmitted from generation to generation orally, since they could not read and write. They were farmers, hunters, fishermen, medicine men, priests, priestesses and predominantly earned subsistence living. Their economy began to undergo a transformation, first with the introduction of cocoa in the 1860s. By 1911, Ghana was the leading cocoa exporting country in the world. Next to cocoa, was the exploitation of gold which started in Obuasi, in Ashanti in 1897, and later, other parts of the Western Region. The third major economic activity was the timber industry. These new economic activities induced the construction of roads, railway lines and a harbour at Takoradi, in the Western Region of present day Ghana. While the mining of gold, diamond and manganese and the timber industry were in the hands of the whitemen, cocoa production was completely carried out by the indigenous people; however, the marketing was controlled by the trading companies of the white men.

The new economic activities led to the emergence of wage-income earners and thus set in motion a process of urbanization which also gave rise to emergence of towns. The introduction of the British Rule and the subsequent emergence of the new economic activities brought the country into the international relationship with the outside world. The prominent aspect of this relation was trade. The nature of this trade was that Ghana exported agricultural raw materials and agricultural related products and minerals in exchange of manufactured products from its trading partners. By 1960, the structure of the economy which emerged in the 1860s remained the same, production and sale of raw materials, minerals and timber in exchange of manufactured goods from outside Ghana. The economy was open, and dependent on the outside world for survival.

The orientation of the economy was mainly laissez-faire, based on economic freedom, with very little state intervention through the administrative instruments; thus allocation of resources was through the market forces.

Agitations for participation in the affairs of the country dates 100 years before the United Gold Coast Convention (UGCC) was formed in 1947 by a group of educated elites, led by Dr. J.B Danquah. Before that, there had been (1) the Aborigines Rights Protection Society, which, among other things, opposed the compulsory acquisition of lands by the White-man and (2) the Fante Confederacy of Chiefs. The main objective of the UGCC was, in the short term, share power with the colonial government and, in the long-term, obtain self-rule.

However, the Convention People's Party (CPP) was formed in 1949, led by Dr. Kwame Nkrumah, with its objective and strategy quite different from that of the UGCC. The CPP wanted self-government now and the strategy was the mobilization of the people especially the ordinary people, to fight for political independence. Nkrumah, through the CPP, obtained internal self-government in 1951 and in 1952 became the leader of Government Business. Ghana attained political independence in 1957.

From 1951 through 1957 to 1960, the economic policy of the country remained essentially the same. At the beginning of the 1960s, the economy of Ghana could be referred to as rural, with about 50% of GDP originating from agricultural and related activities, an open economy, heavily dependent on international trade. Trade and payments were largely unregulated and tariffs levels generally low. Both capital and most consumer goods were imported, and exports was dominated by cocoa beans.

There was a small inadequate skilled labour. For every 10,000 people, there were only 7 graduates. There were only 40 secondary schools, and for every 100 pupils, there were only 14 vacancies for them in the Secondary School. Only about 16% of the adult population had ever attended school and most of them had received only elementary education. There was abundant land with natural resources especially in the forest areas with the savanna areas in the north having a vast potential for agricultural production, but faced serious limitations of climatic conditions.

The potential for accumulation of capital through savings and investment were great. The country then had foreign reserves and was not experiencing balance of payments problems.

From 1960 – 1965

Kwame Nkrumah who was determined to accelerate the tempo of the modernization process in the 1880s, embarked upon a radical strategy of economic development, intended to achieve reduced economic dependence, accelerated industrialization, and an expanding role of the state.

The State was to lead the process of economic development through planning, with a limited role for market forces. Under this strategy, industrialization instead of agriculture, was to be given prominence, agriculture was to be mechanized and instead of improving the productivity of the peasant farmers, new institutions such as the workers brigade, state farms and the young farmers league were created to engage in farming. The industries were to produce goods to replace imported goods. Import licensing, foreign exchange and price controls were introduced.

Under Nkrumah's economic policy, the capital intensive instead of labour intensive method was adopted. Most of the raw materials needed for the infant industries established had to be imported from outside the country. By 1964, the country's foreign reserves had been depleted and the poor commodity prices for our traditional exports combined to create balance of

payments problems for the country. The government had to resort to commercial suppliers for credits, and this resulted in a debt crisis for the country. In 1964, the country was declared a one-party state and the opposition to the government effectively muzzled.

By the end of 1965, the economy of Ghana was in ruins; no wonder the soldiers and the police removed the government in February, 1966.

From 1966 – 1982

The overthrow of Nkrumah gave the country a second chance to create a political order generally acceptable to the people, and to find economic policies that would be of general and lasting benefit. By 1966, there were more educated men and women than in 1957. Though the heavy investment made in Nkrumah's time had been economically less rewarding, it had resulted in much expanded physical infrastructure, manufacturing industries, and social services such as education and health.

The National Liberation Council (NLC) which succeeded the Nkrumah regime was preoccupied with the task of removing the inefficiencies, correcting economic distortions, and dismantling the economic apparatus of controls.

The Busia Government which took over in 1969 under democratic constitutional rule, ushered in economic policies intended to redistribute incomes in favour of the rural areas, through rural development. Towards the end of 1971, the economy was experiencing economic problems, which resulted in the adoption of a massive devaluation. The 1971 budget statement of the Government was opposed by the Trades Union Congress. In the midst of the devaluation, the soldiers once again staged the second coup d'état which brought, into power, the National Redemption Council (NRC) in 1972.

The first three years saw the Operation Feed Yourself and Industries. By 1975, the economy was in a serious crisis, which led to a series of coups between 1978 and 1979. The NRC Supreme Military Council (SMC) government re-erected the economic apparatus of controls.

The hapless Dr. Hilla Limann government which took power in 1979 was either unwilling or unable to take bold measures to reform the economy, when it was overthrown only after 2½ years in office by the Provisional National Defence Council (PNDC) on 31st December, 1981. The PNDC Government, led by Rawlings, started with repression and abuse of human rights with populist tendencies, and was anti-private enterprise. However, in no time, Rawlings embraced the International Monetary Fund and World Bank prescriptions, under the Economic Recovery Programme in 1983, which aimed at liberalizing the economy and the subsequent structural adjustment programme, intended to bring about sectoral reforms of the economy, and followed by the political reforms which resulted in the coming into being of the 1992 Constitution which brought about the Fourth Republic, from 7th January, 1993.

From 1993 – 2012

The growth turbulence experienced during much of the period after the mid-1960s began to stabilize in 1984, following the introduction of the economic recovery programme in 1983.

The period between 1998 and 2005 saw Gross Domestic Product (GDP), grow at the average rate of 4.89% and increased to an average of 5.99% between 2006 and 2009 at a constant prices.

Following the rebasing of Ghana's economy in 2006 however, and the discovery of oil in commercial quantities, the average GDP growth rate of 14.4% was recorded in 2011. The consistent improvement in Ghana's economic growth put the overall GDP of Ghana at US\$24,631.91 million based on 2006 constant prices, which translated into a per capita income of US\$ 1,091.07, which made Ghana a middle income economy in 2007. The dramatic turnaround of the economy makes Ghana one of sub-saharan Africa's leading economic success stories.

In spite of the impressive economic growth, the structure of the economy is almost the same, as it was, 30years ago. The country still exports raw products such as, cocoa, timber, and gold and other minerals and now oil, and imports manufactured goods. The state still plays a dominant role in the economy.

The economy continues to be characterized by weak economic and social infrastructure, lack of improvement in human development indicators, low application of science, technology and innovation, ineffective and inefficient public and private institutions, as well as poor skilled manpower, to manage and create more wealth.

The efficiency and effectiveness of the public service delivery system to manage the relative improvements in Ghana's economic situation is dependent on the quality of the public sector work force. To this end, improvement in quality education and competency-based human resource management institutions should be a requirement, to nurture a work force to manage the economy. To produce the required skilled human resources to man the economy and the public services and drive the development agenda during the immediate post-independence era, President Nkrumah, during the first republic, placed emphasis on massive investment in educational facilities across the country, matched by a high enrolment drive.

From 1960 to now, Ghana has experimented with state-led development, with an apparatus of controls, as well as the International Monetary Fund and World Bank liberalization. Still, the private sector plays a minimal role, however, the state is gradually refraining from direct productive activities in the economy.

Every State has a role to play in an economy. There are those who want the state to play a dominant role and the others who want a minimal role. All this is a matter of ideology. What then is the way forward?

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