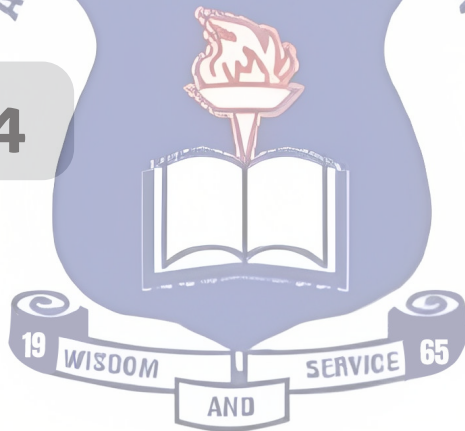


# TEACHING AND LEARNING POLICY

2024



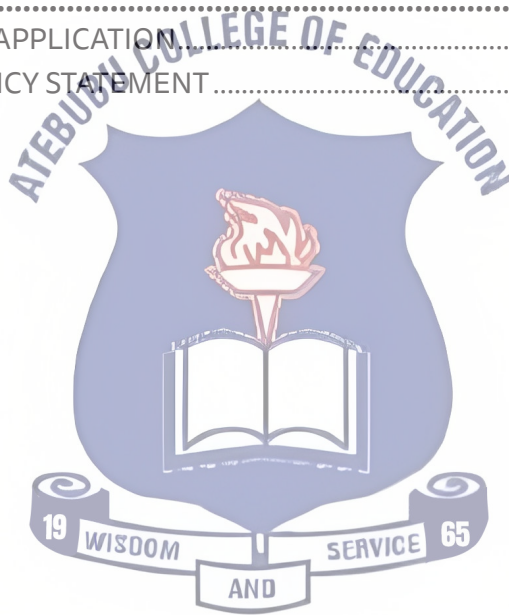
ATEBUBU  
COLLEGE OF  
EDUCATION



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# BRIEF HISTORY OF THE ATEBUBU COLLEGE OF EDUCATION

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Atebubu College of Education is a Teacher Education Institution in Atebubu (Atebubu Amantin Municipality), Bono East Region. The College was founded in October 1965. The College was the first second cycle institution, and the only Teacher Training College in the Eastern Corridor of the then Brong-Ahafo Region, out of which Bono, Bono East and Ahafo Regions were born. The College began with eighty (80) male students and with the passage of the Education Act in 2008, Act 778, the College is now a tertiary institution, affiliated to the University of Cape Coast and currently running 4-year Bachelor in Primary Education, 4-Year Bachelor in Early Grade Education and 4-Year Bachelor in JHS Education programmes. The College has six Academic Departments: Education Studies, Science, Social Sciences, Languages, Mathematics and ICT, and Creative Arts.

## MISSION STATEMENT

Atebubu College of Education is committed to a partnership with students, alumni, sister educational institutions, government regulatory bodies and community stakeholders, providing students with the knowledge, practical skills and professional attitudes to become productive citizen in a challenging, technological and diverse world.

## VISION

The Igniting minds, beyond borders: Atebubu College of Education’s legacy – a generation of teachers redefining education.

## CORE VALUES

The following Core Values are intended to drive the mission, vision and strategic direction of Atebubu College of Education:

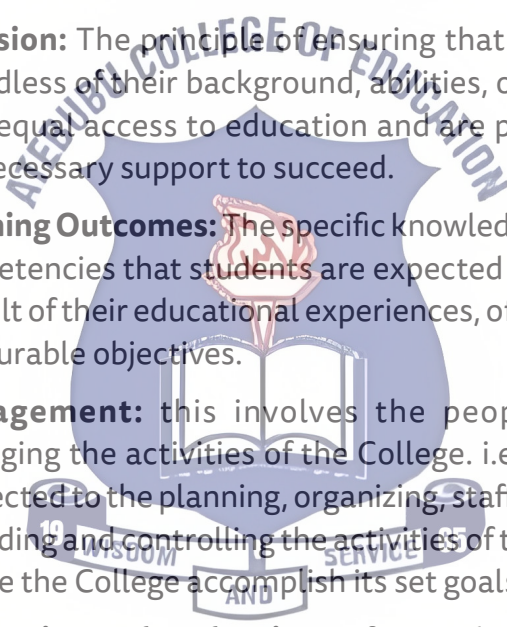
- Excellence and Professionalism
- Commitment and Hard Work
- Gender, Equity, and Social Inclusion (GESI)
- Teamwork and Mentorship



# DEFINITION OF TERMS

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- 1. Accountability:** The responsibility of educators, administrators and institutions to ensure that teaching and learning practices are effective, equitable, and aligned with established standards and goals.
- 2. Appropriate teaching and learning materials:** These are teaching and learning materials which are relevant to support teaching and learning in the College.
- 3. Assessment:** The methods and tools used to evaluate student learning, including tests, exams, projects, presentations and other forms of evaluation.
- 4. Conducive environment:** Refers to an environment that is suitable for teaching and learning and caters for the learning and psychological needs for all manners of people.
- 5. Curriculum:** The structured plan of what students are expected to learn, including the content, skills and concepts to be covered within a specific course or programme.
- 6. Differentiation:** The practice of modifying teaching methods, materials, and assessments to meet the diverse needs of students, including those with varying learning styles, abilities and interests.
- 7. Disability friendly:** Any resource that the physically challenged person can access and use with ease.

- 
- 8. Effective teaching and learning:** Refer to the use of varieties of teaching strategies and teaching learning materials, coupled with a conducive learning environment to bring about the desired learning outcome.
- 9. Gender balance:** This is described to include both male and female given equal treatment and opportunity in their educational endeavours without any form of prejudice.
- 10. Inclusion:** The principle of ensuring that all students, regardless of their background, abilities, or disabilities, have equal access to education and are provided with the necessary support to succeed.
- 11. Learning Outcomes:** The specific knowledge, skills, and competencies that students are expected to achieve as a result of their educational experiences, often stated as measurable objectives.
- 12. Management:** this involves the people who are managing the activities of the College. i.e., the people connected to the planning, organizing, staffing, directing or leading and controlling the activities of the College to enable the College accomplish its set goals.
- 13. Monitoring and evaluation:** refers to the process that helps improves the performance and the achievement of teacher trainees. i.e., improve current and further management of output, outcomes and impact.
- 14. Partnership and cooperation:** This refer to the individual, group of individuals, institutions, or organizations that the College deems fit to establish relationship with or enter into an agreement with, which



is geared towards the material benefit of the College and the institution (s) organizations (s) in question.

- 15. Pedagogy:** The strategies, methods and approaches used by teachers to facilitate learning, including instructional techniques, classroom management, and student engagement strategies.
- 16. Professional Development:** Opportunities for teachers and staff to enhance their knowledge, skills, and practices through training, workshops, conferences and other forms of professional learning.
- 17. Quality assurance:** A systematic process to check performance against expected standards which are related to teaching and learning, governance, effective management and improvement of available resource.
- 18. Students' engagement:** Refers to the full involvement of teacher trainees in decision making of the College, in the designing of programs and in learning opportunities.
- 19. Support Services:** Resources and services provided to support student learning and well-being, including counselling, special education services, academic support and enrichment programmes.
- 20. Teaching and learning:** helping students to acquire knowledge, concepts, ideas, logical reasoning, sense of interpretation and analysis resulting in change of behaviour.

# ABBREVIATIONS

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1. **TLP** - Teaching and learning policy
2. **B.Ed** - Bachelor of Education
3. **GES** - Ghana Education Service
4. **GTEC** - Ghana Tertiary Education Commission
5. **UCC** - University of Cape Coast
6. **PRINCOF** - Conference of Principals of Colleges of Education
7. **UG** - University of Ghana
8. **KNUST** - Kwame Nkrumah University of Science and Technology

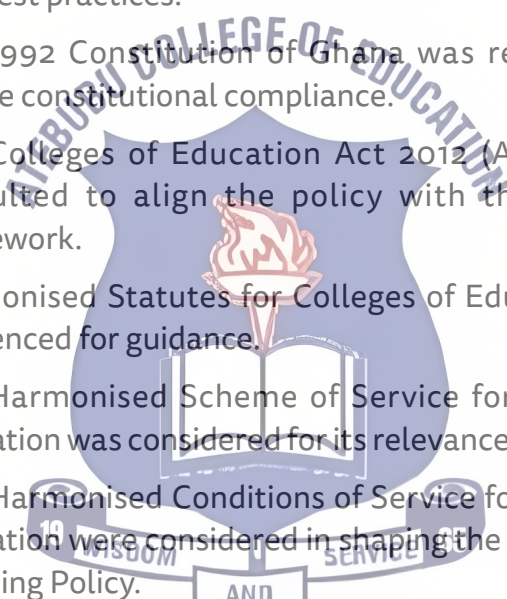


# 1.0 PREAMBLE

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The Teaching and Learning Policy at Atebubu College of Education aims to establish a framework for effective educational practices that align with its Vision and Mission statement. This policy development is anchored in the Colleges of Education Act, 2012 (Act 847), which provides the legal structure for the establishment, governance and management of the Colleges of education in Ghana. Additionally, it draws from the Teacher Education Curriculum Framework, 2013, which offers guidelines for crafting and executing teacher education curricula in the Colleges of education and the Teacher Education Strategic Plan, 2018-2022, which sets out the government's objectives and goals for enhancing teacher education in Ghana. This policy acts as a roadmap for management, department, staff and students, delineating the principles, strategies and benchmarks necessary to ensure optimal educational practices and experiences. The rationale behind the Teaching and Learning Policy is diverse, covering various crucial aspects such as ensuring quality, harmonising with national objectives, fostering professional growth, enhancing student engagement and implementing mechanisms for accountability and evaluation.

In order to uphold transparency, fairness, and adherence to the values of Atebubu College of Education, the formulation of the Teaching and Learning Policy involved comprehensive consultations with the following sources:

- i. Legal counsel was sought to ensure that the College's Teaching and Learning Policy align with all relevant laws and regulations.
  - ii. The College's previous Teaching and Learning Policy was reviewed and considered during the development process.
  - iii. Teaching and Learning Policies of established universities such as UG, UCC, and KNUST were examined for insights and best practices.
  - iv. The 1992 Constitution of Ghana was referenced to ensure constitutional compliance.
  - v. The Colleges of Education Act 2012 (Act 847) was consulted to align the policy with the statutory framework.
  - vi. Harmonised Statutes for Colleges of Education were referenced for guidance.
  - vii. The Harmonised Scheme of Service for Colleges of Education was considered for its relevance to the policy.
  - viii. The Harmonised Conditions of Service for Colleges of Education were considered in shaping the Teaching and Learning Policy.
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## 2.0 POLICY GOAL

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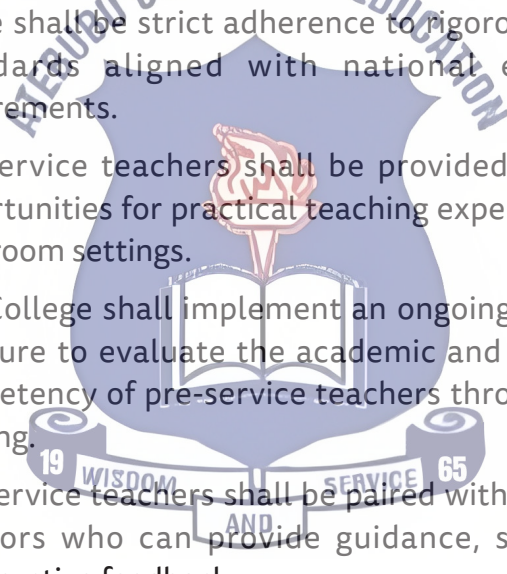
The overarching goal for Teaching and Learning Policy of Atebubu College of Education is to create a dynamic and supportive learning environment that empowers students to achieve their full potential and prepares them for success in their future careers and endeavours. The policy goal typically revolves around creating an environment conducive to effective Teaching and Learning Practices.



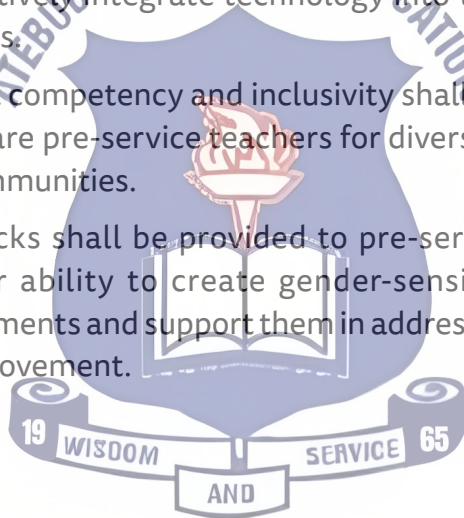
## 3.0 GUIDING PRINCIPLES

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Teaching and Learning Policy (TLP) of Atebebu College of Education outlines the rules and guidelines supporting teaching and learning environment that empowers students to achieve their full potentials and prepares them for success in their future careers and endeavours.

- 
- i. There shall be strict adherence to rigorous academic standards aligned with national educational requirements.
  - ii. Pre-service teachers shall be provided with ample opportunities for practical teaching experience in real classroom settings.
  - iii. The College shall implement an ongoing assessment measure to evaluate the academic and professional competency of pre-service teachers throughout their training.
  - iv. Pre-service teachers shall be paired with experienced mentors who can provide guidance, support, and constructive feedback.
  - v. The College shall offer continuous professional development opportunities to teachers to enhance teaching skills, pedagogical knowledge and classroom management strategies.
  - vi. Pre-service teachers shall be engaged in reflective practice, critically analysing their teaching methods and strategies for continuous improvement.

- vii. Pre-service teachers shall be sensitised about the national standards for educators and their implications for their teaching practice.
- viii. National standards shall be integrated into teacher education curricula, highlighting their significance in professional growth and accountability.
- ix. Assessment criteria and evaluations shall be aligned with the national standards to ensure pre-service teachers are adequately prepared to meet them.
- x. Pre-service teachers shall be equipped with the skills to effectively integrate technology into their teaching practices.
- xi. Cultural competency and inclusivity shall be promoted to prepare pre-service teachers for diverse classrooms and communities.
- xii. Feedbacks shall be provided to pre-service teachers on their ability to create gender-sensitive learning environments and support them in addressing any areas for improvement.



## 4.0 OBJECTIVES AND THEIR STRATEGIES

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The objectives and corresponding strategies of Teaching and Learning Policies are to

- i. Produce teachers who are academically and professionally competent to teach in the basic schools in the country:
  - Develop comprehensive teacher education programmes that cover both academic content and pedagogical training relevant to basic school education.
  - Implement quality assurance measures to ensure that teacher education programmes meet established standards for academic rigor and professional competency.
  - Foster partnerships with basic schools to provide pre-service teachers with hands-on teaching experience and exposure to real classroom environments.
- ii. Train teachers to become competent and perform excellently in the teaching profession:
  - Organize regular professional development workshops and seminars to enhance teachers' pedagogical skills, classroom management techniques and subject knowledge.



- Establish a system for peer observation and feedback, allowing teachers to observe and learn from their colleagues' teaching practices, as well as receive constructive feedback on their own performance.
  - Implement a transparent and fair performance evaluation system that recognizes and rewards excellence in teaching, while also providing support and guidance for improvement.
- iii. Instil in the pre-teachers the importance of adhering to the national standards for educators:
- Embed the national standards for educators into the teacher education curriculum, ensuring that pre-service teachers are introduced to and understand the standards from the beginning of their training.
  - Offer courses or workshops focused on professional ethics, values and responsibilities, emphasizing the importance of ethical conduct and adherence to the national standards.
  - Model adherence to the national standards for educators by faculty members and mentors, demonstrating expected behaviors and practices in teaching and professional conduct.
- iv. Provide pre-service teachers with the contemporary skills necessary for the teaching profession in the 21st century:
- Incorporate courses or modules on technology integration into the teacher education curriculum, providing pre-service teachers with hands-on experience and training in utilizing digital tools and resources for teaching and learning.

- Introduce pre-service teachers to innovative pedagogical approaches such as project-based learning, flipped classrooms, and inquiry-based instruction, which emphasize critical thinking, collaboration and problem-solving skills.
  - Offer ongoing professional development opportunities focused on 21st-century skills and competencies, including workshops, seminars and conferences on topics such as digital literacy, cultural competence, and global citizenship.
- v. Provide gender-sensitive teaching practicum:
- Incorporate gender sensitivity training into the pre-service teacher education programmes, raising awareness about gender issues and their impact on teaching and learning.
  - Guide pre-service teachers in developing lesson plans and teaching strategies that are inclusive and sensitive to gender differences, ensuring that instructional materials, activities and assessments reflect diverse perspectives and experiences.
  - Collaborate with gender experts or organizations to provide specialized training and resources for pre-service teachers on gender-sensitive teaching practices and strategies.
- vi. Provide gender-sensitive teaching practicum:
- Encourage the use of gender-inclusive language and examples in lesson procedures and instructional materials, avoiding stereotypes and biases.
  - Provide pre-service teachers with a range of instructional methods and strategies that

accommodate diverse learning styles and preferences, including those related to gender differences.

- Facilitate opportunities for pre-service teachers to critically reflect on their lesson procedures and teaching practices through a gender lens, identifying areas for improvement and adjustment to ensure inclusivity and sensitivity.



## 5.0 SUPPORTING PROCEDURE

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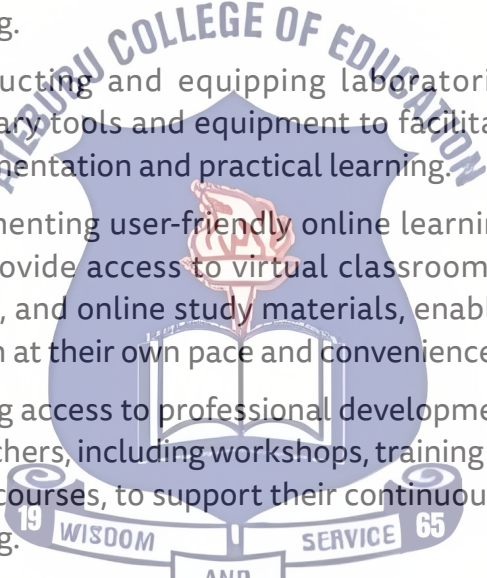
- i. Active learning:** In order to achieve active learning and results that equip its graduates for lifetime learning with a profound sense of professionalism, the College aims to foster a learning culture that emphasizes active learning and student involvement. In light of this, each teacher has the following duties:
- Selecting instructional strategies that support and encourage student-centred, active learning;
  - Expanding chances for flexible learning and inquiry-based learning where appropriate and feasible;
  - Engaging students as active participants in the learning process
  - Highlight the importance of open-mindedness, evidence-driven analysis, and the practice of reflective and critical thinking
- ii. Assessment and Evaluation:** To ensure effective assessment and evaluation of students, the following strategies would be considered:
- Establishing clear learning objectives at the beginning of the course to guide the assessment process.
  - Using a variety of assessment methods such as quizzes, tests, projects, presentations, and portfolios to evaluate different skills and knowledge.

- c. Developing clear assessment criteria and rubrics to provide students with a transparent understanding of how their work will be evaluated.
- d. Providing timely, constructive, and specific feedback to students, highlighting their strengths and areas for improvement.
- e. Integrating both formative assessments (to monitor student progress and understanding) and summative assessments (to evaluate student learning at the end of every semester).
- f. Ensuring fairness and equity in the assessment process, accommodating diverse learning styles, backgrounds, and abilities.
- g. Involving students in the assessment process, encouraging self-assessment and peer assessment to foster a deeper understanding of the evaluation criteria.
- h. Integrating technology-based assessment tools and platforms to streamline the assessment process, provide immediate feedback, and track student progress efficiently.

**iii. Provision of adequate teaching and learning resources:**

Adequate teaching and learning resources are essential to facilitate effective education. By prioritizing the provision of these resources, the College will create an enriching learning environment that supports the holistic development and academic success of students through the following:

- a. Ensuring that students have access to up-to-date course and reference materials that align with the curriculum and learning objectives.

- 
- b. Incorporating the use of educational technology, such as interactive whiteboards, educational apps, and online resources, to enhance the learning experience.
  - c. Providing multimedia resources, including educational videos, animations, and interactive simulations, to make complex concepts more accessible and engaging.
  - d. Establishing well-equipped library and research facility that offer a wide range of books, journals and online databases to support in-depth research and independent learning.
  - e. Constructing and equipping laboratories with the necessary tools and equipment to facilitate hands-on experimentation and practical learning.
  - f. Implementing user-friendly online learning platforms that provide access to virtual classrooms, discussion forums, and online study materials, enabling students to learn at their own pace and convenience.
  - g. Offering access to professional development resources for teachers, including workshops, training sessions, and online courses, to support their continuous growth and learning.
  - h. Providing adaptive learning materials that cater for diverse learning needs, styles and abilities, ensuring that all students can access and benefit from the resources available.

**iv. Academic staff Professional Development:** The ongoing process of enhancing the knowledge, skills, and competencies of teachers to improve their teaching practices, research capabilities, and overall contribution

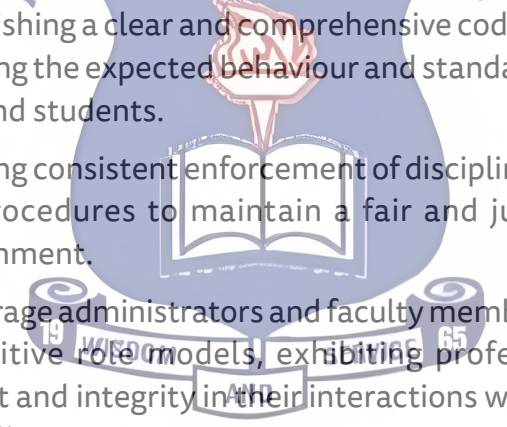
to the academic community as enshrined in the staff Development Policy.

**v. Admission of qualified student:**

As enshrined in the admissions policy which aims to accepting students from an expanding group of academically capable applicants. Consequently, the selection process involves a thorough assessment of all the information provided in the application, encompassing both academic and personal aspects.

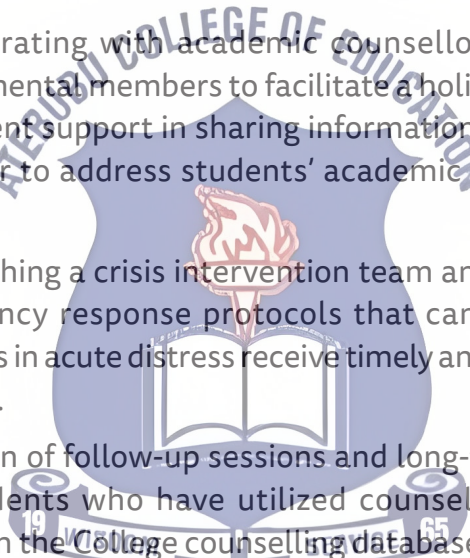
**vi. Ensuring high sense of discipline among staff and students:**

To foster a high sense of discipline among staff and students, the following strategies would be implemented.

- 
- a. Establishing a clear and comprehensive code of conduct outlining the expected behaviour and standards for both staff and students.
  - b. Ensuring consistent enforcement of disciplinary policies and procedures to maintain a fair and just learning environment.
  - c. Encourage administrators and faculty members to serve as positive role models, exhibiting professionalism, respect and integrity in their interactions with students and colleagues.
  - d. Implementing a system of positive reinforcement to recognize and reward students and staff who consistently demonstrate exemplary conduct and discipline.
  - e. Ensuring consistent supervision and monitoring of staff and student activities, both within the classroom and on school premises, to prevent disciplinary issues and promote a safe and secure learning environment.

- vii. Effective student teacher interaction:** Effective student-teacher interaction is crucial for fostering a positive learning environment and promoting student engagement and academic success through the following:
- a. Creating an open and approachable atmosphere where students feel comfortable expressing their thoughts, concerns, and questions with teachers.
  - b. Practicing active listening to understand students' perspectives, needs, and learning styles, demonstrating empathy and fostering a supportive learning environment.
  - c. Providing timely and constructive feedback to students, highlighting their strengths and areas for improvement, and offer guidance on how to enhance their learning and academic performance.
  - d. Encouraging and motivating students by recognizing their achievements, effort, and progress, fostering a positive mindset and a sense of accomplishment.
  - e. Cultivating trust and rapport with students by showing genuine interest in their academic and personal development, building meaningful connections that support their learning journey.
- viii. Provision of effective counselling services:** Providing effective counselling services in a College setting requires a tailored approach that considers the specific needs and challenges faced by students. The following strategies would be employed to ensure effective counselling services in the College:

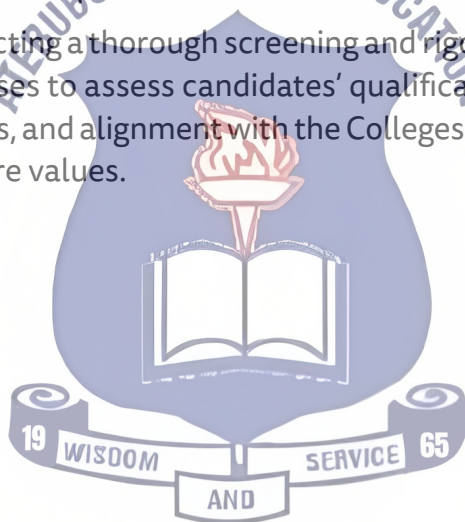


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- a. Provision of easily accessible and well-publicized counselling unit to students and staff.
  - b. Adoption of student-centred approach that prioritizes the unique needs and experiences of students that fosters a supportive and inclusive counselling environment.
  - c. Developing a tailored supportive programme that addresses common issues faced by students such as academic stress, time management, career planning, and mental health concerns.
  - d. Collaborating with academic counsellors and other departmental members to facilitate a holistic approach to student support in sharing information and working together to address students' academic and personal needs.
  - e. Establishing a crisis intervention team and implement emergency response protocols that can ensure that students in acute distress receive timely and appropriate support.
  - f. Provision of follow-up sessions and long-term support for students who have utilized counselling services based on the College counselling database.

**ix. Recruitment of qualified and competent staff:** Recruiting qualified and competent staff is crucial for maintaining the quality of education and fostering a positive learning environment within the College. The College shall adopt the following strategies in the process:

- a. Developing a comprehensive job description outlining the roles, responsibilities, and expectations for the position.

- b. Clearly defining the qualifications, experience, and skills required for the position in line with the Colleges' vision and mission.
- c. Establishing a clear criterion for assessing candidates, including academic qualifications, teaching experience, relevant certifications, and demonstrated success in previous roles.
- d. Utilizing networking opportunities within the educational community and encourage current staff members, administrators, and professionals to provide referrals for potential candidates.
- e. Conducting a thorough screening and rigorous interview processes to assess candidates' qualifications, teaching abilities, and alignment with the Colleges' vision, mission and core values.



## 6.0 STAKEHOLDERS

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### 6.1. INTERNAL STAKEHOLDERS

- a. **Students:** The primary beneficiaries of college policies, whose academic and personal development is the central focus. Their feedback, performance, and engagement are crucial indicators of the effectiveness of policies.
- b. **Staff:** Professors, lecturers, and adjunct instructors deliver the curriculum and engage directly with students.
- c. **Academic Advisors and Counsellors:** Staff provide guidance and support to students, helping them navigate their academic pathways and personal challenges.
- d. **College Administrators:** This group includes deans, department chairs, and other administrative leaders who oversee academic programs, ensure policy implementation, and maintain academic standards.
- e. **Support Staff:** Includes librarians, IT support, lab technicians, and other staff members who facilitate the educational environment and support the academic mission of the college.
- f. **Governing Council:** These entities provide oversight, set strategic directions, and ensure that the college adheres to its mission and goals. They play a significant role in policy approval and financial management.

## 6.2. EXTERNAL STAKEHOLDERS

1. **Alumni:** Graduates maintain a connection with the college, often contributing through mentorship, donations, and networking opportunities.
2. **GTEC:** Organizations that evaluate and certify the quality and standards of educational programs. Their criteria and feedback are essential for maintaining accreditation and ensuring continuous improvement.
3. **Donors and Philanthropists:** Individuals and organizations that provide financial support for scholarships, facilities, and programs. Their interests and priorities can influence policy decisions, especially in areas they fund.
4. **Media and Public Relations:** Although more peripheral, the media plays a role in shaping public perceptions of the college and its policies. Effective communication strategies can impact enrolment, reputation, and community support.



## 7.0 RESPONSIBILITY FOR IMPLEMENTATION

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The College Principal, Academic Board, Guidance and Counselling Coordinator and the Finance Officer shall be responsible for the day-to-day responsibility of ensuring the implementation of this policy. The overall responsibility for the implementation of the Teaching and Learning Policy is vested in the College Governing Council.

### 7.1. RESPONSIBILITY FOR MONITORING AND COMPLIANCE

The College Principal, Quality Assurance officer and the Academic Board shall be delegated to ensure the compliance, monitoring and evaluation of the effectiveness of the policy.



## 8.0 STATUS

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Draft, revisions and approval of the policy shall be enforced by the College Governing Council. The implementation of the latest version of this policy supersedes all previous versions of this policy.

### 8.1. APPROVAL BODY

The College Governing Council

### 8.2. INITIATING BODY

The Academic Board

### 8.3. EFFECTIVE DATE OF IMPLEMENTATION

1<sup>st</sup> January, 2024

### 8.4. REVIEW DATE

3years from the effective date (January, 2024 to January, 2027)

## 9.0 RELATED LEGISLATION

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Colleges of Education Act 2012 Act (847)

### 9.1. RELATED POLICY AND OTHER DOCUMENTS

Harmonized Statutes for Colleges of Education

Harmonized Scheme of Service for Colleges of Education

Harmonized Condition of Service for Colleges of Education

Admission Policy

Staff Development Policy

### 9.2. OWNER / SPONSOR

College Governing Council

### 9.3. AUTHOR

The Academic Board



## 10.0 FURTHER INFORMATION

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Contact the College Principal for any further information regarding this policy document as and when necessary:

### The Principal

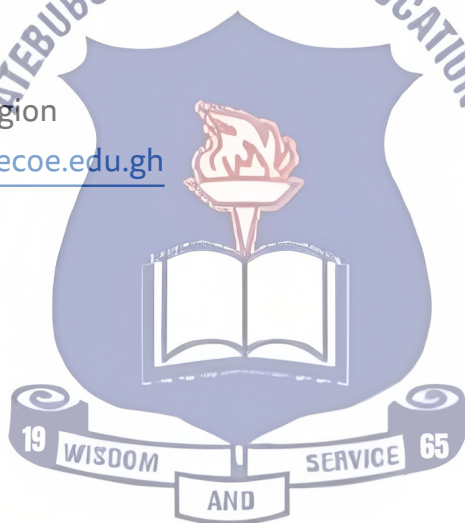
Atebubu College of Education

P. O. Box 29

Atebubu

Bono East Region

[principal@atecoe.edu.gh](mailto:principal@atecoe.edu.gh)





# 11T.0 SOCIAL MEDIA HANDLES

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The following are the official social media handles of the College:

- i. Facebook-Atebubu College of Education
- ii. X-@atecoe\_official
- iii. Instagram-@atecoe\_official
- iv. YouTube-@Atebubu College of Education
- v. WhatsApp line-0200288320



# ANNEXES

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## SCOPE / APPLICATION

The policy covers the following areas:

- i. Leadership and management:** Within the scope of a Teaching and Learning Policy, leadership and management play a crucial role in ensuring the effective implementation and continuous improvement of educational practices. This includes educational leadership, strategic planning, resource management, staff development, policy implementation, decision-making processes and educational innovation.
- ii. Monitoring and evaluation:** This involves the systematic assessment and review of various aspects of the educational process which includes: student progress and performance, teaching effectiveness, curriculum assessment, and assessment practices.
- iii. Quality assurance:** Involves mechanisms for continuous improvement, including the monitoring of teaching standards, assessment practices, and the overall learning environment.
- iv. Pedagogical Approaches:** This describes the preferred teaching methodologies, strategies, and best practices for effective instruction and student engagement.
- v. Assessment and Evaluation:** Establishing guidelines for the assessment of student performance, the use of


various evaluation methods, and the criteria for grading and feedback.

- vi. **Learning Environment:** This defines the standards for creating a conducive and inclusive learning environment that fosters intellectual growth, personal development, and a sense of community among students and educators.
- vii. **Professional Development:** Deals with the training and development of teachers, administrators, and support staff to ensure the continuous improvement of educational practices.
- viii. **Educational Technology:** Addressing the integration of technology in the teaching and learning process, including guidelines for the use of digital resources, tools, and platforms to enhance the educational experience.
- ix. **Student Support Services:** Outlining the resources and services available to support the diverse needs of students, including counselling, special education, and academic assistance.
- x. **Community Engagement:** Encouraging collaboration and communication between the educational institution, students, parents, and the broader community to foster a supportive and engaging learning environment.
- xi. **Legal Compliance and Regulations:** Ensuring that the policy adheres to local, national, and international educational regulations, standards, and laws governing the educational sector.
- xii. **Quality of teaching and learning:** Ensuring the quality of teaching and learning is a critical aspect within the scope of a Teaching and Learning Policy. This involves a

focus on various elements that contribute to the overall educational experience, including: teacher competence: effective pedagogy: curriculum relevance of best teaching practices.

## THE POLICY STATEMENT

The College's vision stands to produce teachers who are academically and professionally inclined and competent to measure up to international teachers' standards and to ensure effective reflective practice in the teaching profession. The Teaching and Learning Policy are therefore committed to ensuring the achievement of this vision, mission and values through:

- 
- a. Active learning
  - b. Assessment and Evaluation
  - c. Provision of adequate teaching and learning resources.
  - d. Curriculum Review
  - e. Academic staff Professional Development
  - f. Admission of qualified students.
  - g. Ensuring high sense of discipline among staff and students
  - h. Effective student teacher interaction.
  - i. Provision of effective counselling services.
  - j. Recruitment of qualified and competent teachers
  - k. Ensuring gender parity in terms of admission and employment.