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PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT (PTPDM) POLICY

PRESS RELEASE

The Education Act, 2008, Act 778 provides for the establishment of an educational system that would produce well balanced individuals with the requisite knowledge, skills, values, aptitudes and attitudes to become functional and productive citizens for the total development and democratic advancement of the nation.

The Act mandated the establishment of three bodies including the National Teaching Council (NTC) whose functions among others is the registration and licensing of teachers after they have satisfied appropriate conditions. The Council is also expected to set standards for teachers and to periodically review the professional and ethical standards for teachers and teaching.

To achieve this policy objective, the Ghana Education Service and the NTC in partnership with JICA is developing standards to guide the licensing and professional development of teachers.

The PTPDM is therefore a project designed to facilitate the setting of standards towards the registration, licensing and professional development of teachers.

A series of consultations with stakeholders including the Teacher Unions, Universities, Directors of Education among others have taken place since the commencement of the project.

In line with the PTPDM policy, a career path and ranking system have also been developed with competencies associated with each rank. This is to ensure that teachers are equipped with some set of competencies and skills for effective delivery.

Currently the policy is being piloted in five districts to ensure that contributions from teachers and other stakeholders at the district levels are considered. The piloted districts are Upper Manya, Adjumako Anyan Essiem, Shai Osudoku, Savelugu-Nanton and Kasena-Nankana Municipality.

A recently held review meeting in Accra climaxed the stakeholders' consultations, to review all the guidelines and the teacher standards that have been developed.

The PTPDM Policy will not affect the salaries nor current grading/ranks of teachers. What has been proposed for change is the names of the existing ranks to which competencies have been assigned.

In all these developments, the Teacher Unions have contributed immensely at all times in reviewing all the documents.

THE END

ISSUED BY THE PUBLIC RELATIONS UNIT