



WESLEY COLLEGE OF EDUCATION, KUMASI

TEACHING AND LEARNING POLICY

POLICY #: WCPD/TL/01

OBJECTIVE/PURPOSE

GOALS OF THE TEACHING AND LEARNING POLICY

The goals of the Teaching and Learning Policy are designed to fulfill the College's Vision, Mission and Values and will provide the basis for:

Ensuring the relevance of Teaching and Learning so that teacher trainees are prepared for life, work and citizenship

Making the learning experience a positive, rewarding and satisfying one for students

Managing educational change

- ❖ Evaluating and continually improving the quality of teaching and learning
- ❖ Directing and supporting the enhancement of teaching and learning excellence
- ❖ Promoting the scholarship of teaching and learning
- ❖ Rewarding academic staff for excellence in teaching

Demonstrating that excellence in teaching and learning makes a significant contribution to the achievement of the College's Vision, Mission, Values and strategic priorities

The purpose of the Teaching and Learning Policy is to provide guidance to all staff of Wesley College of Education on the implementation of the teaching and learning processes that lie at the centre of the College's Vision and Mission. The broader context in which this Policy will be implemented is the changing environment in which the colleges of education graduates will live, work and contribute to society. The world is being dramatically reshaped by scientific and technological innovations, regional and global interdependence, cross-cultural encounters and changes in economic, political and social dynamics. This requires the College to provide relevant academic programmes of high quality that are based on innovative educational processes and the application of appropriate technologies. The Teaching and Learning Policy therefore commits the College to the implementation of its strategic priority of providing relevant and high quality academic programmes to all teacher trainees irrespective of colour, tribe, religious affiliation and disability.

SCOPE AND APPLICATION

Coverage area shall apply to all members of staff and teacher trainees in the college.

POLICY STATEMENT

Guiding Policy Statement

The Teaching and Learning Policy is grounded on the requirement to prepare teacher trainees effectively for life, work, and citizenship so that they will be able to contribute to the economic and social development, adapt to change and provide leadership.

SUPPORTING PROCEDURES

This guiding policy statement is supported by a teaching and learning philosophy that is based on the principle of “intentional learning”, which puts an emphasis on pedagogical strategies that encourage activity-based learning, the achievement of learning outcomes and the development of self-directed, independent learners who have learned how to learn. This is in contrast to content-oriented teaching strategies that focus primarily on “covering the material” and passive learning. Intentional learning entails an over-riding focus on learning and teaching strategies that enable teacher trainees to ascend through levels of study in diverse academic programmes to achieve their learning outcomes. It also requires the College itself to be highly intentional about the kinds of learning its teacher trainees’ need, by creating a positive learning environment and by delivering effective educational practices that helps students learn to integrate and apply their learning, become lifelong learners and acquire appropriate learning attributes for living, working and managing change.

Educational Principles

This supporting procedure translates into the following educational principles, which reinforce the College’s Values:

Innovation

Approaches to learning should be creative, diverse and flexible and should benefit from the application of appropriate technologies.

Learner-centredness

Teaching and Learning processes should adapt existing methods and techniques, adopt new ones and adjust to the learners’ styles and pace of learning, and focus on the achievement of learner outcomes. This will specifically require timeliness, detail and quality of feedback in assessing students.

Lifelong learning

Teaching and Learning should empower teacher trainees to become active and independent and to acquire skills and attitudes which will equip them as capable lifelong learners

Equity and diversity

Teaching and Learning should promote equal opportunity and non-discrimination on the basis of personal, ethnic, religious, gender or other social characteristics.

Academic freedom

Teaching and Learning should be committed to promoting free and critical thinking including reasoned dialogue and debate while accepting a diversity of beliefs and Understandings.

Collaboration

Collaboration should be encouraged through tutor and teacher trainee interaction to create a holistic environment which ensures that learning is the central focus

Academic progression

Programmes should be coherent and cohesive, within a credit framework, enabling Teacher trainees to make informed choices and decisions, and providing clear progression Pathways.

Quality assurance

The quality of Teaching and learning should be enhanced through scholarship, research continuing professional development and sharing of good practices.

IMPLEMENTATION OF THE TEARNING AND LEARNING POLICY

Policy Areas

The Teaching and Learning Policy is guided by four policy areas:

Learning

The College aims to support students to:

- Become active learners, meeting their academic aims and developing their skills for life, work and citizenship.
 - Become independent learners and acquire the skills for life-long learning, including information literacy.
 - Be challenging and enquiring in their learning through exposure to flexible, technology-enhanced, innovative learning and teaching strategies that create a highly interactive and relevant learning experience
- Improve their effective written and oral communication skills.
- Learn how to apply knowledge to the solution of real-world problems.
 - Acquire international skills, cross-cultural perspectives, respect for different values and other skills useful in diverse global environment.

Use information and communication technologies that allow flexible access to learning resources, tutors and other teacher trainees, and to actively participate in evaluating and improving the College.

Develop entrepreneurship and employability skills.

Participate in living and learning communities that encourage and support reflective learning and the development of life-skills.

Benefit from a learner-centred approach and engage in reflective and critical thinking.

Develop strong ethical values

Have an active sense of citizenship and social responsibility and a commitment to the economic, social and cultural development of the diverse communities of Ghana.

Teaching

The College seeks to:

- Value, encourage and reward effective, responsive and innovative teaching.
- Ensure Teaching and Learning support is inclusive and does not discriminate or marginalize teacher trainees, allowing everyone the same opportunity to succeed.
- Enable choice for academic staff to design appropriate modes of educational delivery and assessment strategies within institutional guidelines.
- Ensure relevance in curriculum design and delivery.
- Encourage and support research-led teaching that incorporates up-to-date research perspectives, processes and findings into the curriculum.
- Support the sharing and learning from best practices across the College, as well as from national and international networks in order to improve performance in learning and teaching.
- Foster a community that encourages and supports reflective and critical learning for teacher trainees, staff and the College.
- Promote and encourage teaching in ways that support teacher trainees entering higher education and which develops the academic and autonomous learning capabilities of students on higher level courses.
- Recognize excellence in teaching in processes of staff recruitment, promotion and reward.
- Implement strategies, processes and approaches that encourage and facilitate academic staff to integrate the application of appropriate technologies into the teaching and learning process.
- Evaluate the quality of teaching performance through a process involving learner-evaluation, peer-evaluation, self-evaluation and evaluation by the Head of Department.

Assessment

The College endeavours to:

- Demonstrate the vital role of feedback and assessment as an integral part of the learning process and encourage self and peer review.
- Provide teacher trainees with timely, detailed and quality feedback on their work in ways that promote learning and facilitate improvement and growth.

- Streamline assessment to support the learning experience and avoid over assessment.
- Assess students in formative and summative ways that are appropriate, fair, transparent and equitable, using a wide range of assessment modes in order to allow all teacher trainees the opportunity to demonstrate their achievement of learning outcomes.
- Ensure that academic standards set in the College meet appropriate national, regional and international benchmarks.
- Offer opportunities for teacher trainees to be assessed for the recognition of prior learning, experience and achievement.

Professional development

The College aims to:

- Ensure training and development opportunities for staff in order to further improve academic performance in the area of Teaching and Learning.
- Enhance quality assurance responsibilities at Departmental levels, under the leadership of the Quality Assurance Officer, to assist in the development of programmes and to explore ways of implementing appropriate Teaching and Learning strategies to achieve the College's Vision, Mission and Values.
- Implement an appointment, promotion and review procedure that takes into account and recognizes contributions to Teaching and Learning.
- Implement procedures within the Performance Appraisal System for the continuous improvement of academic performance.

Alignment with other policies and strategies

The Teaching and Learning Unit (academic board) is responsible for monitoring alignment of this Policy with other policies and strategies of the College. Actions and strategies that are implemented in accordance with this Policy should not conflict with or contradict the goals of other policies or strategies of the College. Where a conflict or contradiction occurs with another policy or strategy of the College, the Academic Board is responsible for initiating measures to resolve the conflict and to ensure alignment between this Policy and the policy or strategy concerned.

Implementation Responsibility

The Principal shall oversee the implementation of this Policy. The implementation of this Policy shall be the responsibility of the Academic Board, Vice Principal and Heads of Departments. Guided by this Policy, every Department will be expected to develop their own teaching and learning strategies. Support departments and units shall ensure appropriate and timely implementation of actions to support academic staff in realizing their teaching and learning goals. Adequate and appropriate resources, such as classrooms, staff offices, Library facilities, IT facilities, laboratories and teaching equipment shall be in place to achieve the desired Policy goals. The provision of adequate resources for the realization of the goals of this Policy will be achieved through the College's budget process and resource allocation model.

Monitoring implementation

The implementation of the Teaching and Learning Policy will be twice in an academic year and monitored against performance measures that will include:

- ❖ Student retention
- ❖ Course Pass/Fail rates
- ❖ Student progression to the next level of study
- ❖ Time to completion rates
- ❖ Student satisfaction
- ❖ Relevance of curricula and incorporation of research
- ❖ Teacher trainee's destination into employment or further study
- ❖ Staff satisfaction
- ❖ Regular monitoring of trainees and tutors class attendance
- ❖ Monitoring of instructional pedagogy of tutors

The College's performance in this area will be benchmarked internally and there will be external benchmarking against comparable national institutions.

GENDER RESPONSIVE STATEMENT

Teaching and Learning in Wesley College of Education is geared towards giving equal opportunities to both male and female students to achieve their highest potential.

RESPONSIBILITY FOR MONITORING, IMPLEMENTATION AND COMPLIANCE

- i. Vice Principal
- ii. Quality Assurance Officer
- iii. Heads of Departments
- iv. Assessment Officer

STATUS

- i. Directives from Governing Council
- ii. Quality Assurance Officer
- iii. Assessment Officer

KEY STAKEHOLDERS

- i. Staff
- ii. Students

REVIEW OF THE POLICY

Regular review of the policy will be done in line with the approved Colleges of Education Policy on Policy Development. This will take place in consultation with the relevant quality assurance structures in the College and under the auspices of the official custodian of this policy, namely the College's Governing Council and the Principal.

APPROVAL BODY

Approved by the College's Governing Council

INITIATIVE BODY

The College Academic Board

DEFINITION OF TERMS

DRAFT