

# NATIONAL TEACHING COUNCIL



## GUIDELINES AND PROCEDURES FOR THE LICENSURE EXAMINATION FOR TEACHERS

GENERAL GUIDELINES

## **Introduction**

The Professional Teaching Licence is the highest mark of professional accomplishment that makes the Ghanaian teacher a member of a larger network of accomplished educators shaping the profession and human lives. It demonstrates the legal authorisation of the mandate of the NTC, indicating that a teacher has met all the standards required for the profession.

The National Teaching Council (NTC) has the ultimate responsibility to conduct the licensure examination for teachers and ensure that the examination meets technical and professional standards and status of a teacher, by assessing candidates' abilities to practise competently. Once a candidate has passed the Licensure Examination, NTC will issue a licence to the candidate, thus assuring the public that the licensee has met the minimum qualification or requirements qualified to practice, at the time of the initial Licensure.

### **Purpose of the Licensure Examination**

The NTC is mandated by the Education Act 2008 (ACT 778), Section 9, to licence teachers in Ghana. The purpose of the Licensing Examination is to enable candidates (teachers) acquire a professional licence. It also aims at preparing teachers to meet the demands of the National Teachers' Standards of possessing the minimum knowledge, skills, values and attitudes (competencies and experience) necessary to deliver effectively in schools.

### **Reliability and Validity of the Examination**

A good Professional Examination should be reliable and valid in order to produce consistent results. Validity, here, is based on the premise that a candidate who passes the Professional Examination should be confident and knowledgeable and should meet the Ghana Teachers' Standards as well as the Global Standards.

The Professional Examination should fit for purpose. This means that the intended professional examination content is not as pure academic examination.

## CURRICULUM AREAS FOR GHANA TEACHER LICENSURE EXAMINATION (GTLE)

The Ghana Teacher Licensure Examination is based on the following broad curriculum areas:

1. The National Teachers' Standards
2. Numeracy (basic Computation)
3. Literacy (Verbal Aptitude, Essay)

The table below expands on the curriculum areas showing the contents (topic areas)

AREAS	CONTENT	SUB-CONTENTS	OBJECTIVES
<b>THE NATIONAL TEACHERS' STANDARDS</b>	<b>PROFESSIONAL VALUES AND ATTITUDES</b>	<ul style="list-style-type: none"> <li>➤ Professional Self Enhancement</li> <li>➤ Ethics of Professionalism</li> </ul>	<p><b>Test the teacher's knowledge to:</b></p> <ul style="list-style-type: none"> <li>❖ Determine relevant and measurable professional development goals to strengthen effectiveness of instruction;</li> <li>❖ Apply the code of ethics and principles of professional conduct to professional and personal situations;</li> <li>❖ Develop a positive teacher identity and act as a good role model,</li> </ul>
	<b>PROFESSIONAL KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>➤ Knowledge of Educational Frameworks and Curriculum</li> <li>➤ Knowledge of Students</li> </ul>	<p><b>Test the teacher's knowledge to:</b></p> <ul style="list-style-type: none"> <li>❖ Demonstrate familiarity with educational policies, school curriculum and learning outcomes;</li> <li>❖ Take account of how children develop and learn in diverse contexts and respect learners' cultural, linguistics, socio-economic and educational background.</li> <li>❖ Demonstrate mastery of subject content knowledge.</li> </ul>
	<b>PROFESSIONAL PRACTICE</b>	<ul style="list-style-type: none"> <li>➤ Managing the Learning Environment</li> </ul>	<p><b>Test the teacher's knowledge to:</b></p> <ul style="list-style-type: none"> <li>❖ Plan and deliver varied and challenging lessons;</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Teaching and Learning</li> <li>➤ Assessment</li> </ul>	<ul style="list-style-type: none"> <li>❖ Create and sustain a safe, efficient and supportive learning environment;</li> <li>❖ Pay attention to all learners especially girls and students with special educational needs.</li> <li>❖ Use various types of assessment strategies that can determine student levels and needs</li> <li>❖ Listen to learners and give constructive feedback</li> </ul>
<b>LITERACY</b>	<b>VERBAL APTITUDE</b>	<ul style="list-style-type: none"> <li>➤ Grammar</li> </ul>	<p><b>Test the teacher's knowledge on:</b></p> <ul style="list-style-type: none"> <li>❖ Subject Verb Agreement and different Verb Tense Forms</li> <li>❖ Effective communication skills</li> </ul>
	<b>ESSAY</b>	<ul style="list-style-type: none"> <li>➤ Comprehension</li> <li>➤ Composition</li> </ul>	<p><b>Test the teacher's knowledge on:</b></p> <ul style="list-style-type: none"> <li>❖ Reading text and recalling ideas from the text</li> <li>❖ Ability to express one's self clearly and comprehensively in writing</li> </ul>
<b>NUMERACY</b>	<b>BASIC COMPUTATION</b>	<ul style="list-style-type: none"> <li>➤ Number and Number Sense</li> <li>➤ Number Operations</li> <li>➤ Patterns and Relations</li> <li>➤ Shapes and Space</li> <li>➤ Collecting and Handling Data</li> <li>➤ Measurement</li> </ul>	<p><b>Test the teacher's knowledge on:</b></p> <ul style="list-style-type: none"> <li>❖ Ability to recognize and use the appropriate strategies in performing Number Operations;</li> <li>❖ Ability to recognize and use functions, formulae, equations and inequalities</li> <li>❖ Ability to recognize and use patterns, relationships and sequences;</li> </ul>

			<ul style="list-style-type: none"> <li>❖ Ability to relate solids and plane shapes and appreciate them in the environment;</li> <li>❖ Ability to collect, analyse and manage data;</li> <li>❖ Ability to recognize and use appropriate units in estimating and measuring various quantities.</li> <li>❖ Ability to improve children's understanding of basic Mathematics concepts.</li> </ul>

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### **Preparing for the Examination**

A Licensure Examination requires significant amount of time, personnel, logistics and funds to develop. As a general rule, each test item appearing in an examination takes between a day or two to plan, write and review before the item is suitable for use in an examination. Additional time is also required to edit, moderate, review, bank, sort, distribute, provide security and administer the items in an examination.

The NTC may contract testing consultants or test providers who could evaluate the psychometric quality of the examination before administering it (the examination).

### **Ghana Teacher Licensure Examination Format (DBE)**

#### **Part 1: Qualifying Examination**

<b>Papers</b>	<b>Areas</b>	<b>Duration</b>	<b>Marks</b>
<b>Paper 1:</b> Essential knowledge and professional practice	<ul style="list-style-type: none"><li>• Professional Values and Attitudes</li><li>• Professional Knowledge</li><li>• Professional Practice</li></ul>	<b>1 hour 15 minutes</b>	<b>100%</b>
<b>Paper 2:</b> Literacy (Verbal Aptitude and essay)	<ul style="list-style-type: none"><li>• Objectives</li><li>• Comprehension</li><li>• Composition</li></ul>	<b>30 minutes</b> <b>45 minutes</b>	60% 40%
<b>Paper 3:</b> Numeracy (Basic Computation)	<ul style="list-style-type: none"><li>• Objectives</li><li>• Written (computation)</li></ul>	<b>30 minutes</b> <b>45 minutes</b>	60% 40%
<b>Total</b>			<b>300%</b>
<b>Average</b>			<b>100%</b>

## Part 2: Assessment of Professional Practice

Areas	Marks
<ul style="list-style-type: none"><li>• Development of portfolio</li><li>• CPD credit points</li><li>• Log book scores<ol style="list-style-type: none"><li>1. Orientation</li><li>2. Induction Training</li><li>3. SBI/CBI/DBI</li><li>4. Others according to training needs</li></ol></li><li>• Practical teaching scores</li></ul>	
<b>Total score</b>	<b>100%</b>

### Pass mark

The maximum score for each examination is 100%. However, a candidate must obtain, at least, 50% points to pass each category.