

## PREFACE

The Ghana Education Service (GES) has developed a framework for the In-Service Training (INSET) policy for basic education. The aim is to establish an institutionalised structure for basic school teachers' continuous professional development. Since December 2005, the GES has been developing an INSET programme which focuses on the teaching of basic school Mathematics and Science. In the process, the programme has developed support materials for institutionalization of INSET in the education system.

At the inception of the INSET Programme, a baseline study was conducted which revealed that although INSET activities at the district and the school levels have increased in the last few years, it does not reflect a change in teachers' and head teachers' work output, especially in instructional practices at the classroom level.

INSET in Ghana is often conducted like a pre-service training programme. Both novice and experienced teachers are trained more or less like teacher trainees or students, with predetermined training contents, regardless of their own training needs. The study suggested that this situation could be attributed to the method of INSET delivery.

This sourcebook has been developed to assist key stakeholders of the INSET at the district and school levels. The aim is that the Sourcebook will serve as reference material for various personnel involved in In-Service Training. It is recommended for:

- District level personnel involved in INSET at the district level;
- School level personnel who provide INSET at the school level;
- Use in General pedagogy;
- Use in Mathematics and Science teaching

Resources for teaching other subjects of the curriculum could be developed to help teachers upgrade their skills, using the institutionalised structure of INSET recommended in this Sourcebook.

It is our expectation that this Sourcebook will help address some of the challenges in the operationalisation of institutionalised INSET at the district and school levels.



Michael Kenneth Nsowah  
AG. Director General (GES)



Margaret Benneh  
Director, Teacher Education Division (GES)

## Acknowledgement

The Ghana Education Service would like to express its appreciation to those who contributed written material and ideas that are included in this handbook and edited it. The GES would also like to acknowledge the contribution of personnel in DEO of INSET Project's pilot districts, namely Tamale Metro, Kassena-Nankana, Wa Municipal, Tano South, Akuapem North, Akatsi, Dangme West, Adansi North, Assin North and Mpohor Wassa East, who gave many feedback to improve draft version of this document. The GES would also like to thank JICA and the INSET Project for supporting this effort and underwriting the costs of the preparation and printing of this document.

The followings are the list of representative persons who contributed to this document.

Dr. C.B. Duedu	University of Cape Coast
Dr. Fiifi Mensah	University of Cape Coast
Dr. John K. Eminah	University of Eduaction Winneba
Dr. Asiedu Addo	University of Eduaction Winneba
Mr. Ossfo Adjei	Mathematics Association of Ghana (MAG)
Mr. C Anthony-Krueger	Ghana Association of Science Teachers (GAST)
Mr. Stephen Adu	Deputy Director, Teacher Education Division, GES
Ms. Rosina Adobor	Teacher Education Division, GES
Ms. Francesca Haizel	Teacher Education Division, GES
Mr. Jacob Willie Molenaar	Teacher Education Division, GES