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PEDAGOGY OF ENGLISH AND MATHEMATICS TEACHERS IN MIDDLE
TO HIGH FEE-PAYING PRIVATE SCHOOLS IN ASHANTI REGION IN
GHANA

by

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Thesis submitted for the degree of Doctor of International Education

School of Education and Social Work

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November 2020

STATEMENT

I hereby declare that this thesis has not been, and will not be, submitted in whole or in part to any other university, for the award of any other degree.

Signature: ...I.A-E.....

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DEDICATION

Dedicated to God

Were the whole realm of nature mine,

That were an offering far too small;

Love so amazing, so divine,

Demands my soul, my life, my all.

Isaac Watts 1674–1748

ABSTRACT

The prevalence of private schooling in the sub-Saharan region is growing in size and importance in many diverse country contexts. In Ghana, the government views private schools as a supplement to educational provision, and considers middle to high fee-paying private schools as having good quality as assessed by examination results. However, there is limited empirical research on the pedagogical practices in such schools and what the notion of *education quality* means.

This study employs a qualitative research approach comprising interviews with, and classroom observations of, two Mathematics and two English teachers in two middle to high fee-paying private schools in the Ashanti Region in Ghana, to explore the characteristics of their pedagogy. The findings suggest that Mathematics and English pedagogies were constructed in three different ways. Firstly, pedagogies employed a combination of techniques including repetition, recitations and activity-based learning, featuring group and paired work activities. Secondly, the pedagogies sought to make learning relevant. Thus, the teachers related their subject matter to the students' backgrounds. Thirdly, the teachers also emphasised the affective dimension of pedagogy by nurturing and sustaining an inclusive classroom climate of respect, love, joy and care.

The findings again showed that the teachers constructed their own positive identities and roles in the teaching and learning process as another phase of their pedagogies, based on their professed beliefs and the values by which they live.

The study adds to the limited knowledge base about pedagogy in private schools in Ghana. Specifically, it argues that the characteristic picture of the African teacher using mainly transmission practices may be unduly simplistic. The study confirms the argument that good pedagogy leading to quality outcomes, can be achieved “even in resource constrained contexts,” (Sayed & Ahmed, 2011:110). Again, the study shows that “deficit model” that African teachers are not reflective and are unable to make appropriate decisions and judgements may not be wholly accurate, in agreement with Akyeampong *et al.* (2006:172) who also believe that teacher pedagogies depict “a conception of student-centred approaches in African classrooms”. The research suggests that effective pedagogy requires both an undertaking of context, as well as a

focus on affective dimensions, and that teacher professional development for all teachers should comprise both.

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LIST OF ABBREVIATIONS

ABL	Activity-Based Learning
AIDS	Acquired Immune Deficiency Syndrome
AR	Ashanti Region
BECE	Basic Education Certificate Examination
CIA	Central Intelligence Agency
CPD	Continuous Professional Development
C-REC	Cluster-based Research Ethics Committee
COE	College of Education
CSOs	Civil Society Organisations
DFID	Department for International Development
EFA	Education for All
EGMA	Early Grade Reading Assessment
EGRA	Early Grade Reading Assessment
ERP	Economic Recovery Program
ESA	Education Sector Analysis
fCUBE	free Compulsory Universal Basic Education
GDP	Gross domestic product
GES	Ghana Education Service
GLSS3	Ghana Living Standards Survey 3
GNAPS	Ghana National Association of Private Schools
GoG	Government of Ghana
GSS	Ghana Statistical Service
HIV	Human Immuno-deficiency Virus
IIEP	International Institute Educational Planning
IR	Initiation Response
IRF	Initiation Response Feedback
ITE	Initial Teacher Education

JHS	Junior High School
L1	First Language
LCP	Learner-centred Pedagogy
MHFP	Middle High Fee Paying
MOE	Ministry of Education
MOES	Ministry of Education and Sports
NAPE	National Assessment for Progress in Education
NCTE	National Council for Tertiary Education
NDPC	National Development Planning Committee
NFE	Non-formal Education
NGOs	Non-Governmental Organisations
NPP	New Patriotic Party
NPS	Non-for-Profit Schools
ODI	Overseas Development Institute
OECD	Organization for Economic Co-operation and Development
OER	Open Educational Resource
PCK	Pedagogical Content Knowledge
PCR	Pupil-Classroom Ratio
PST	Private School Teachers
SHS	Senior High School
SSA	Sub-Saharan Africa
STDs	Sexually Transmitted Diseases
TLM	Teaching-Learning Material
TVET	Technical and Vocational Educational Training
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Education, Scientific and Cultural Organization
WAEC	West African Examination Council
WASSCE	West Africa Senior Secondary Certificate Examination
WB	World Bank

WCEFA	World Conference on Education for All
WENR	World Education News + Reviews
ZPD	Zone of Proximal Development

1 INTRODUCTION TO THE STUDY

1.0 INTRODUCTION TO CHAPTER 1

In this chapter, I will discuss a) the background of the study; b) the rationale for the study; c) the context of education in Ghana; d) an overview of the methodology and the research questions; e) and the structure of the study. Section 1.1 as the background of the study, gives a brief overview of the underscoring factors to this study. In 1.2, I discuss two main reasons – the professional and knowledge factors – that motivated me to undertake this study. In 1.3, I discuss the contextual background of Ghana’s education in two sections. The first covers discussions on Ghana’s current educational system, detailing the quality standard of the junior high school as the focus of educational level for this study. The second covers discussions that focus on the background to the growth of private schools in Ghana. Discussions then pertain to private educational provision and delivery, and then the growth of the pre-tertiary sector. Under this latter discussion, I focus on the middle to high fee-paying schools which also serve as a focal point for the study. In section 1.4, I discuss an overview of the methodology for the study and the two governing research questions. In section 1.5, I introduce the structure of the whole study.

1.1 BACKGROUND OF STUDY

Great interest has blossomed in policy, research and practice around private schools globally, in Africa, and in Ghana. Many people have viewed this growth as an attempt to resolve the low quality of educational provision by governments under neo-liberal economic policies for the past three decades. While the countries in the developed world have embraced these economic and educational reforms as a means “to ease the burden of the Exchequer”, countries in the South with the load of debt running into multiple digits and economic crises welcome private provision alongside state provision as a means of reducing educational budgets. Particularly in the sub-Saharan African region, the financial constraints call for privatisation as a supplementary as well as a cost-effective option to the national educational provision and delivery.

For many, this has raised challenges such as the intense competition among educational deliveries, sparked to inspire effectiveness and efficiency in the educational processes and outputs. For other scholars, concerns surround the private delivery of primary education. Since schooling positively affects economic growth, as literature argues, emphasis is placed on new approaches to teaching

and learning which acknowledge the fast changes occurring in knowledge, and the urgency to quickly produce fresh knowledge.

International debates on Education for All (EFA) have thus shifted emphasis from getting children *into* schools to what happens *in the classrooms* and how classroom activities culminate to contribute to the quality and usefulness of what a child learns. Meanwhile, contention is growing about educational systems which focus on traditional teaching and learning approaches in developing countries, instead of approaches that will be valuable in a lifelong learning environment. As indicated in the literature review, many studies have investigated teacher pedagogies for quality effect. However, the private sector has not been researched. Other studies that have researched private schools primarily concern low fee-paying schools. Some studies have also pertained to tests and how students performed, while a few have looked into management and infrastructure in private schools. Very few studies, however, have investigated middle to high fee-paying private schools in the developing countries, while no empirical evidence on what their pedagogies are like, nor the impact of their identities on their teaching could be found on Ghana. This gap, as acknowledged in the literature review, is what my study addresses.

1.2 RATIONALE

Two issues motivate my choice of study. Firstly, from my critical analytical study, it became apparent that middle to high fee-paying private schools in Ghana were under-researched, while absolutely no data could be traced to pedagogical practices in the classrooms. Thus, I am professionally motivated, underscored by a background experience of private educational provision and delivery for over forty years. I have held various roles as director, administrator, teacher, and currently as a successor and proprietor of a private basic school in Ghana. I am also motivated by the fact that a study exploring pedagogical practices in private basic schools, in partial fulfilment of my professional doctorate degree, fills a knowledge gap in research on private schools. The findings will benefit both education colleagues and national educational provision, while I gain from the opportunity to construct new knowledge with private school teacher colleagues as participants, throwing much needed light on this subject area.

1.3 CONTEXT OF EDUCATION IN GHANA

Under the context of education in Ghana, I discuss two main aspects. Firstly, I look at the current context of the educational system, purposely to introduce and situate the standard and level at which my study is located in the system. Secondly, I discuss the background context to the growth of private schools in Ghana.

1.3.1 EDUCATIONAL SYSTEM

This section introduces the Ghanaian educational system, narrowing down specifically to the junior high school which is the final stage of the basic school and the standard at which the study is situated.

The Ministry of Education (MOE) is responsible for the education system and its policy formulation in Ghana. Under this is the Ghana Education Service (GES) with direct responsibility for pre-tertiary education (MOE, ESA, 2018). Ghana's education system has three levels (Education Act, 2008). Basic Education, or the first cycle education, comprises two years of kindergarten, six years of primary and three years of junior high school (JHS). It is free and compulsory for children in Ghana. At the secondary level, students may either pursue academic programmes or technical vocational programmes. Either can lead to the tertiary level. The second cycle education is comprised of three years of senior high school (SHS) which is also free and Technical and Vocational Educational Training (TVET) or business, agriculture or apprenticeship work. The third level is the tertiary education, comprising colleges of education (COEs) polytechnics, universities, and other degree and diploma-awarding institutions. As this study focuses on the JHS, discussions will cover mainly level one as relevant.

Primary education ends at primary six (P6), and all children may proceed on to the junior secondary (JHS) to write the Basic Education Certificate Examination (BECE) conducted by the WAEC. BECE subjects include English Language, Ghanaian Language, Social Studies, Integrated Science, Mathematics, Design and Technology, Religion and Civics, and then Information Technology and French as optional subjects. Successful graduates may then proceed to the senior high school (SHS), the next secondary level which has recently been made free as earlier indicated.

There has been increase in the numbers of students writing the BECE over the years. In 2017, 468,053 students sat for the exam, whereas in 2014, 422,946 students did. The West African Examinations Council (WAEC) uses a nine-point numerical grading scale, with 1 being the highest

and 9 being the lowest possible grade. The final grade average is based on 70% test performance and 30% continuous assessment. In 2017, one third of the candidates did not have schools of their choice, while 8% could not be placed at all for the grades they had. The next discussion highlights the current quality and standards of the JHS outcomes, which throws light on the role of JHS in the private sector (WAEC, 2020).

1.3.1.1 QUALITY STANDARDS – JHS OUTCOMES

In terms of quality, the outcomes of learning are a national concern. There is wide variation in the BECE results by gender and across regions. The northern regions, in comparison to Greater Accra, perform poorly. The MOE traces part of the problem to curriculum issues at the foundation levels. The primary curriculum emphasises developing basic reading and writing skills, arithmetic and problem-solving skills (WENR, 2019). However, in both 2013 and 2015, only 2% of pupils in primary 2 could read at grade level and 50% of those assessed were unable to recognise a single word in an Early Grade Reading Assessment (EGRA). In 2015, an Early Grade Mathematics Assessment (EGMA) showed that 46 to 72% of pupils performed well on procedural knowledge sub-tasks. However, when it came to conceptual knowledge sub-tasks, about 75% were unable to answer a single question correctly. Again, urban areas outperform rural areas in both reading and Mathematics (MOE, ESA, 2018:xvi). Moreover, low literacy standards and learning outcome reports indicate that each year, 100,000 children do not transition from junior to senior secondary education (WENR, 2019:4). This problem is replicated at the next level of progression. Thus, in 2014 for instance, about 70% of senior high school (SHS) students failed the final West African Examination Council (WAEC) examinations (WENR, 2019:4). Most of the children successfully progressing from the basic schools to the senior high schools are from private schools.

It is evident then that Mathematics and English are difficult for most students right from the lower primary stages, and these deficiencies are carried forward through the student's educational progression through to the JHS level. Eventually, the majority of JHS candidates tend to perform poorly, which is a significant concern to the nation. Some parents who can afford to, therefore, look to the private sector to enhance the chances of getting their wards straightened up on literacy skills to enhance the progression of their basic education. The next section examines the growth of private schools in Ghana.

1.3.2 BACKGROUND TO THE GROWTH OF PRIVATE SCHOOLS IN GHANA

The section covers the educational background of Ghana that gave rise to private schooling, the financial, economic and policy backgrounds that propelled private schools.

1.3.2.1 INITIAL NATIONAL ECONOMIC STABILITY

The immediate post-independence years of Ghana's history were financially stable. Strains, however, began to appear in the economy in the mid-1960s which were amplified by the oil crisis of the early 1970s and led to serious economic decline (ODI Briefing Paper, 1996). In April, 1983, the government started a programme for economic austerity and structural adjustment, aided by the World Bank (WB) and the International Monetary Fund (IMF). The aim of the programme of assistance, named the Economic Recovery Program (ERP), was to reduce inflation, strengthen the balance of payments and lead to micro-economic stabilisation. An initial success was evident, and the Ghana Sector Briefing (1995) and the ODI Briefing Paper (1996) demonstrate that between 1984 and 1989 outputs increased at an annual growth of about 5%; even the 1986 budget showed surpluses. Inflation decreased from three digits annually to an annual average of about 25%. Foreign aid helped to minimise foreign exchange constraints and increase imports. This softened the impact of the structural adjustment on the populace, and the exchange rate which had become a fixed rate was now determined by supply and demand. By 1989, parallel and official markets merged to the extent that depreciations were within normal limits. This helped restore a more practical exchange rate while giving external credibility.

1.3.2.2 NATIONAL ECONOMIC DECLINE

The Bank of Ghana Annual Report (1995:8) captures weaknesses that caused a decline in the economy. Imprudent spending led to a large budget deficit which resorted in borrowing from the banking system. The report confirms an increase in money supply against a background of low productivity, raising inflation to 77% per annum, and a weekly devaluation of the cedi to the dollar. All sectors of development including education were affected. The Ministry of Trade (1995) contends that foreign debts were resorted to and accumulated, leaving no surplus on the balance of payments. The ODI Briefing Paper (1996) asserts that the loans were short to medium-term and more expensive, overburdening the weak economy. The Bank of Ghana (1995:4) explains that petroleum bills plus debt servicing each year began to take over 60% of the nation's foreign exchange earnings, leaving very little for sector allocations on imports. This brought scarcity on the markets and prices continued to rise. Economic growth entered a downslide, the cedi

depreciated, and inflation soared again. Export levels could not offset weakening pressures on the currency. Cost recovery and saving measures, budgetary cut-backs, and removal of subsidies were introduced, but unfortunately, could not save the situation as a third of the population had to wrestle with life under the national poverty belt (Ghana Living Standards Survey, 1995).

1.3.2.3 GHANA'S EDUCATIONAL DECLINE

The financial and economic situation reflects the nation's ability for educational provision. Consequent to the introduction of the ERP, recurrent budget allocations to education increased by about 700% between 1987 to 1994. The education sector's share of the national recurrent budget increased from 17% in 1981 to 35.1% in 1987, and to 40% in 1994 (Ministry of Finance, *Ghana Sector Briefing*, 1995:17), only to decline again to 34% in 1996 and fall back to 17% in 1997 (Ministry of Finance, *Public Expenditure Review*, 1996, 1997). The Government of Ghana (GOG) was the major source of funding, and owed donor agencies heavily in education loans, grants and sector credits (Ministry of Education, *Enrolment and Budget Projections*, 1995c:14).

1.3.2.4 NATIONAL CHALLENGE WITH FOREIGN POLICY

To demonstrate the deep entrenchment of economic and financial constraints on educational delivery for both the public and private sectors, discussion now shifts to the implementation of one of the internationally prescribed educational policies meant to cater for access and quality into Ghana's situation, and how it was translated into the national context. The free Compulsory Universal Basic Education (fCUBE) was an expansive policy in response to the global call for universal free primary education at Jomtien (WCEFA, 1990). The nation's responsibility in expansive policy involved projecting primary enrolments to rise from 78% as of 1995 to 97% by 2005 (Ministry of Education, *Enrolment and Budget Projections for fCUBE*, 1995a:3). A significant number of teachers, about 62,000, were needed to work in as many as 11,400 primary schools, of which only about 76% were available as qualified teachers (fCUBE:5). The average annual net requirement for new teachers at primary level was forecast to be as much as 5,500. Transfers from over-staffed to deficit schools were estimated at about 6,000 teachers over the next three years, but at a huge total charge of several hundred million (700,000,000) cedis per year (Ministry of Education, *Enrolment and Budget Projections for fCUBE*, 1995a:3). Increased supply of textbooks and school materials was considered a key priority. The Ministry aimed to renew one third of the stock of textbooks each year, assuming a three-year life for each book. For 1996, it envisaged an average textbook allocation of funds, in accordance with the conditions of the USAID

funded Primary Education Program (Ministry of Education, *Policy Hearing for the 1996 Budget*, 1995:2, 3).

1.3.2.5 WEAKENED EDUCATIONAL PROVISION AND TRAINING

To manage the schools, training in effective supervision and management was necessary. According to the Current Education Policies (Ministry of Education, 1996), the Ministry's policy of improving school management and supervision had suffered from resource constraints in the previous reform. Recent sector reviews carried out by the ministry also showed a low level of teaching and learning in the basic schools and ineffective management and supervision, as well as frequent teacher absenteeism. There was also a need for the training (on a large scale) of primary and junior secondary teachers, as well as supervisors, to expose them to new subject matter and pedagogic and administrative requirements. However, the fCUBE (Ministry of Education, 1996) remarks that the in-service training appeared to have had very little impact on the quality of classroom teaching. The Enrolment Projections for fCUBE (Ministry of Education, 1995a:10) further notes that provision would have to be made for the above, as well as for adequate places for the increased number of Junior Secondary School graduates, who would qualify to enter senior secondary schools, from 40% to 50% by 2000. This implied enormous additional non-salary and infrastructure development budgetary allocation, to provide the schools with the required materials and minimum physical infrastructure. And that, quite frankly, was unimaginable.

1.3.2.6 ENGENDERED ROLE OF PRIVATE SCHOOLS

Meanwhile, the number of private schools shot up in the 1980s and 1990s from a gradual increase in the 1960s (Little, 2010:9). The middle class and the elite, primarily used the private schools to gain access into government secondary schools of high reputation (Djangmah, 2009:1), since children could not pass well enough to enter those schools. Private schools have since served the needs of those who want to patronise them and can afford their fees, keeping the problem of inequity and inequality unresolved. The recent preponderance of the sector has been to serve the poor, while according to Akyeampong *et al.* (2007), such private schools serving the poor have brought variety and choice of education for students. They are likely to continue serving for a long while, as long as the quality of educational delivery of public schools is not remarkably remedied from the impact of the deep educational decline, and so long as the perception of the public schools continues as low. The next section focuses on issues surrounding the current private

educational provision and delivery, covering issues on policies and practice. This is to iterate that Ghana welcomes the private provision as a complement to national provision.

1.3.3 PRIVATE EDUCATIONAL PROVISION AND DELIVERY

Private schools currently form a fundamental aspect of educational development in Ghana. The government recognises their complementary role to national educational provision and delivery. The sector reports that many of the schools are non-governmental organisations (NGOs) and civil society organisations (CSOs). The sector also varies substantially in the regions (MOE, 2018:26). Government permits private individuals to set up basic schools, under the Education Act of 1968, which also ensures free and compulsory education (UNESCO, *World Data on Education*, 2010/2011). Government further grants support by expanding the sector's legitimate growth under the Education Act 2008, and by expanding policies to allow private education at all levels (Education Act, 2008 [Act 778] Section 23 paragraph 5).

The Ghana National Association of Private Schools (GNAPS) is the largest private school association in Ghana, with over 5000 member schools. However, the government has difficulty with effectively monitoring their educational programmes with policy and guidance. One of the challenging problems is the difficulty in collecting data from private schools (MOE, ESA, 2018). This is partly because the schools do not have public funding; consequently, sanctions are difficult to apply when private school data is not forthcoming. Thus, some private organisations operate without standards and guidelines, escalating difficulties for the government. Besides, the standards for registration and re-registration are compromised, and only the GES Director General can close underperforming schools (MOE, ESA, 2018:27). Discussions on the context now narrow down to the basic schools, which is the standard level at which this study is located. The fastest growth of the private sector is at the basic school level.

1.3.4 GROWTH OF THE PRE-TERTIARY PRIVATE SECTOR

Government currently confirms the private sector makes a substantial contribution to educational provision. The 2010-2020 Education Strategic Plan records 19% of kindergarten, 17% of primary, 17% of junior high, 10% of senior high and 14% of tertiary student participation. A rapid expansion is recorded for the JHS and SHS between 2011 and 2017 as they formed nearly three-quarters of kindergartens and close to 90% of primary and tertiary institutions (MOE, ESA, 2018:27). Official reports further disclose government plans to increase the sector's ventures in

education by supporting public-private partnerships with textbooks and in-service training, as non-salary inputs in the strategic plan (Ministry of Education, *Education Strategic Plan 2010-2020*, 2012b:31).

The educational landscape in Ghana is hence marked by a preponderant private sector. The Education Sector Performance Report (Ministry of Education, 2012a:15) records that private basic schools have grown by 29.5% from 4371 in the 2008/2009 academic year to 5,742 schools in the 2012/2013 academic year, and that about 29% of all basic schools are private. These figures are ostensibly under-estimated, with an estimated record of 7,000 such schools held officially, and hosting over 500,000 enrolled children (Ministry of Education, 2012a:15). Official reports note that this remarkable growth reflects both low fee-paying private schools as well as middle to high fee-paying private schools. The latter serves primarily the middle-income society. It is a phenomenon which, while powerfully impacting education, lacks literature and research.

The general explanation officially given for this is that people attempt to avoid low performance, classroom overcrowding, teacher absenteeism, deteriorated infrastructure and dismal conditions related to public schools. All these misfortunes, however, unfortunately happened against a backdrop of constrained economic and fiscal conditions, which heavily undermined government's efforts for educational development, and which currently remain part of the major concerns, as discussed above.

Ghanaians continue accessing private basic schools, in spite of the generally clear deficiencies in private school provision and delivery. The 2012 Education Sector Performance Report confirms that some form of private education can be found in many small towns and villages as they are preferred to the public schools, even while their quality is dubious. They have high pupil-teacher ratios, with understaffing, untrained high school graduates, and are under-resourced (Ministry of Education, 2012a). UNESCO's *Education for All Global Monitoring Report 2013/2014* (272-274) records that their teachers are temporally engaged. Their wages are sometimes below the minimum. The government also reports that less than 10% of private sector teachers are trained, as compared to 70% of trained teachers in the public sector. In spite of these facts, reports maintain that low income families are willing to spend as much as 40% of their earnings to sponsor a child in these schools (Reip, 2014:271, 272, 274). The situation compounds the world's concerns of inequality, gender and access created by private school education. The upcoming discussions will

show the contrast of these challenges with the private schools at the basic level, with private schools that are middle to high fee-paying schools. This sector is the direct location for this study as it creates particularly deep social problems that attract much of the nation's concerns.

1.3.5 MIDDLE TO HIGH-FEE-PAYING SCHOOLS

Darvas and Balwanz (2014) raise a serious major concern in the World Bank Report on Ghana. They observe that when families reach the “middle-class” they “urbanize” and their children exit the public schools, lessening the pressure on the government to improve basic school delivery. This scenario, they consider, threatens important public policy choices. That is, should the education landscape be left to continue on the present trajectory of a “significantly unequal two-tiered system” with the poorest families worse off, or should Ghanaians rather want to support the strengthening of public basic schools to curtail the trajectory? Meanwhile, other official documents by the MOE also confirm, with concern, that the elite and middle-class societies are more advantaged than the poor, as they are an urban phenomenon (Darvas & Balwanz, 2014). The Education Sector Review of the MOE also reiterates that “regrettably” it cannot be “denied” that most of the children in the private schools come from middle-income families, where they tend to benefit from convenient learning environments. This report distinguishes the middle-class and elite set of private schools as deepening the fragmentation in the educational landscape and society. This will continue as a major characteristic of the Ghanaian society if radical measures are not taken to improve the public basic schools (Ministry of Education, 2012a).

1.3.6 GOVERNMENTAL OUTLOOK ON MIDDLE TO HIGH FEE-PAYING SCHOOLS

Moreover, the Ghanaian government's perception is that private schools provide better quality education than public schools, since most of the children progressing from the basic schools to the senior high schools are from private schools (Ministry of Education, *Education Sector Performance Report*, 2012). Official documents confirm that the middle to high fee-paying private schools, from where the children progress to the next level the most, are generally of good quality, as reported by Ghana Ministry of Education's *Education Sector Review: Final Team Synthesis Report* (Ministry of Education, 2012c). Djangmah (2011) further heightens the concerns of performance disparities, demonstrating that in just the last decade, the cognitive gap between the urban-richest and the rural-poorest lower secondary students, in learning basic Mathematics, has widened drastically from an 8-point difference in 2003 to 21 points in 2007, reaching a record of 30 points in 2011.

Despite the fact that middle to high fee-paying private schools are valued as a means to a solid education, what goes on inside the classrooms to make this happen has not been studied in detail. Whether they do well because there is something fundamentally different in the way pedagogical practices are working, or whether their pedagogies are more conducive to learning, empirical answers to these questions are not known, since pedagogy in this sector has not been researched. This deficit gives a timely significance to this study, for lessons can be learnt from the middle to high fee-paying private schools in Ghana at the junior high school level.

1.4 OVERVIEW OF METHODOLOGY AND RESEARCH QUESTIONS FOR THE STUDY

1.4.1 OVERVIEW OF METHODOLOGY FOR THE STUDY

This study employs a qualitative research approach to construct and interpret meanings drawn from observations of teachers' classroom practices as well as teachers' perceptions. Knowledge is constructed with the participants, underscored by personal, cultural, historical experiences and background. This contributes to shape the interpretation of data findings. I explore the cases of two Mathematics and two English teachers in two middle to high-fee-paying private schools in the Ashanti Region in Ghana.

1.4.2 RESEARCH QUESTIONS

Two research questions addressing the issues are noted below as follows:

- 1) What are the pedagogic practices of junior high Mathematics and English teachers in middle to high fee-paying private basic schools in Ghana?

This investigation explores how teachers vary their uses of whole-class interactions, group and pair work activities, and teaching-learning materials. I also explore the theme of making learning relevant, under which I examine how the teacher links the subject content to the lives of the students and their communities. A second theme explores the interpersonal and emotional life of the classroom.

- 2) How do the identities of teachers teaching English and Mathematics in middle to high fee-paying private basic schools in Ghana influence their teaching practices?

This question addresses how teachers construct their identities and roles in their classrooms and work communities. Aspects here involve teachers' attitudes and beliefs about themselves and their

students, and the support teachers receive from managers and leaders that affects their teaching and learning in the classrooms.

The rationale for the two research questions is that the issues are related. While recent attention has been paid to the governing effects of private schools, very little is known about the pedagogy of private schools, in particular, *how* teachers teach and how their identities influence and shape teaching, as this will give a fuller, more comprehensive picture. It is for this reason that this study focuses on the two questions above.

1.5 STRUCTURE OF THESIS

Chapter 1 introduces the background of the study and the research questions. It covers the context of the study and the structure of the study.

Chapter 2 presents a review of relevant literature on private educational provision, pedagogy, theories of learning, teacher identity, professional development and a conceptual framework for the study.

Chapter 3 pertains to the methodology and methods for the study. I describe the philosophical background, the sampling and the details of methods used to collect observation and interview data in the schools.

Chapter 4 presents findings on English teaching.

Chapter 5 presents findings on Mathematics teaching.

Chapter 6 presents several conclusions to the study, along with a summary and a synthesis of the findings. Some implications to policy and practice and some contributions made by the study, are discussed.

The next chapter presents a review of literature relevant to this study.

2 LITERATURE REVIEW

2.0 INTRODUCTION

This literature review covers several key areas of literature relevant to this study. Specifically, it reviews literature relevant to private schooling, pedagogy, teacher identities and professional development. Based on the review of these bodies of knowledge, this chapter concludes with a conceptual framework upon which the study is based.

2.1 DEFINITION OF PRIVATE SCHOOLS AND SCOPE OF STUDY

This section seeks to define, for the scope of this study, what *private education* refers to in the developing countries and presents the background of who the students mainly are. It relies on evidence of primary sources as an approach to forward the discussions by constructing interpretations to address the topic. It attempts a definition of *private education* and then *basic schooling*. Likewise, the scope of the study is defined.

2.1.1 DEFINITION OF PRIVATE EDUCATION

According to UNESCO (2005:45), a school may be considered private if it is not initiated and run by the government and a governmental public firm is not responsible for choosing its governing body. Governance here may suggest a scope of individuals as entrepreneurs who run schools for profit, or non-governmental organisations (NGOs) who do so in attempt to support a community, for instance religious organisations or like actors. They get involved in providing education in classrooms, or a semblance of it, for varied motives. They are sometimes referred to as “edupreneurs” (Rose, 2007:2), a coined word that reflects the business nature and its connotations. Kitaev (1999:43) gives a similar definition to UNESCO’s, indicating that formal schools founded, managed and financed by persons other than the government are private.

The government may be responsible for, and have control over accreditation for developing the curriculum, examinations and inspections, and may finance part of these costs (Kitaev, 1999; Rose, 2007). These schools are relatively small compared to schools run by the government. Private unaided schools have full rights in terms of management, hiring and pedagogy (De *et al.*, 2002), unlike private aided schools or government schools. The private sector is heterogeneous, differing in quality and scope, covering the elite to low fee private schools. Half of the low fee private schools are not registered and so are not recognised officially (Tooley & Dixon, 2006; Kingdon,

2007). The schools are formal institutions, working with formal timetables, standard syllabus and official school hours.

2.1.2 BASIC SCHOOLING

Basic schooling, as referred to in Cohen (2006), involves fundamental education that covers reading, writing, arithmetic, life skills and citizenship. It teaches the learner to actively and constructively participate in civic and national affairs and to make appropriate decisions. Basic education is considered a mixture of public and private good. Planning is primarily done by the government to cause increase, and more strategically, to meet the needs of the populace, by linking the location of primary schools to demographic needs (Lewin, 2007; Alexander J., 2008a). The individual gains knowledge, employment and the potential to join the literate society, to facilitate social changes and to participate in political affairs effectively and constructively, for society's benefit (Alexander R., 2008a:95). This kind of education may include learners who are adults as well as children (Cohen *et al.*, 2006).

For the scope of this study, however, children between the ages of 5 to 17 years who may be considered as primary school and junior secondary children will be the limit of referral. Focus for this study is on learners in schools that are formal institutions, working with a formal timetable, a standard syllabus, and with official school hours for attendance. Non-formal provision, like after school clubs or learning centres, are excluded from this study's scope.

2.1.3 WHO ARE THE STUDENTS IN PRIVATE SCHOOLS?

Gleaning from the types of private provision identified by Tooley and Dixon (2006), some of the students may be among a select disadvantaged group like girls (Angrist *et al.*, 2001). The students could be people who want private provision by choice, and so could fall into a category like those who use Universal Vouchers, given to schools that accept vouchers in general, as in Chile and Sweden (Castaneda, 1992; Sandstrom & Bergstrom, 2002). Tooley and Dixon (2006) identify this as a type of private provision.

Another group of students could be people who are funded by the government in new or existing private schools, identified as the Educational Supply-Side type of provision, as occurs in North America (Bosetti, 2000, cited in Tooley & Dixon, 2006). All such students are likely to come from upper and middle classes of the society. Some parents may have religious preferences or

biases and so want their wards to be in religious schools and single-sexed schools. These are institutions that the government could easily fund.

The students in private schools may also be from a third type of provision that Dixon and Tooley identify as the “de facto” type of provision. They are mostly formed by individuals, and the diversity of clients for this provision range from upper, middle and lower members of society. These schools are mainly for profit, and occur in the urban and peri-urban areas. A few may be found in the rural areas and studies agree the schools provide basically for the poor (Watkins K., 2000:229-230; De *et al.*, 2002; Adelabu & Rose, 2004; Tooley & Dixon, 2006). In Lahore, Pakistan, evidence suggests 51% of families that earn less than \$1 a day attend private schools, in spite of government alternatives (Alderman *et al.*, 2003). This gives indication of the level of poverty and also that many more poor children attend private schools than government schools there. These schools are prevalent in Asia and sub-Saharan Africa, Uganda and Malawi (Rose, 2002:6; 2003:80). Private schools for the poor cater for the greatest segment of all categories of students attending private schools in developing countries (De *et al.*, 2002:148; Adelabu & Rose, 2004:64). This study focuses on middle to high fee-paying private schools (MHFP).

2.2 TYPES OF PRIVATE SCHOOLS IN AFRICA

The Aga Khan Foundation Team (2007) groups private schools into two types: one type is described as the not-for-profit schools (NPS). Examples of such are the community schools, NGO schools, philanthropic schools and faith-based schools. The other type is the for-profit schools.

2.2.1 Not-For-Profit Schools (NPS)

2.2.1.1 *Community schools*

Not-for-profit schools include community schools run by communities lacking other service provision. Some of such communities may fully finance their schools, or there may be support backing from non-governmental organisations (NGOs), or faith-based organisations. In areas that are challenged with conflict or access difficulties, or simply without alternate provision, some communities set up the schools, find the teachers and do the managing (Payne & Fraser, in Rose, 2006:16). Some later get absorbed by the state system, either partially or fully. They have varied cost-sharing models between the state and the communities or the supporting organisations. Communities may take up some responsibilities like construction or financing or management. Sometimes communities may partner with other communities to provide educational inputs like textbooks, or teacher training, or resources like classroom equipment (Rose, 2002; World Bank,

2003). Some of such schools may charge fees that are middle to high-cost, to support the running of the school for the community, depending on the decisions of the community that self-runs the school.

2.2.1.2 NGO private schools

NGOs provide both formal and non-formal education in an attempt to support a community, for example, a religious organisation. They fill urgent gaps in provision for the minorities, poorest households or girls. They help with capital investments like paying staff salaries, providing roofing sheets or taking over the running of a school. In states affected by a natural disaster or after severe conflicts, and where the states are not in a position to function, they are often supported by international agencies to meet the needs at stake (Aga Khan Foundation Team, 2007:17).

2.2.1.3 Philanthropic schools

Philanthropic private schools are funded by individuals, families or family trusts. Corporate or private trusts may also fund them. Such schools may be founded on ideologies and expressions of faith with long histories or religious traditions such as tithing. However, this type of provision is not common in SSA, which Rose (2006) explains as the possible lack of middle class or elite to sacrifice for such type of work.

2.2.1.4 Faith-Based Schools

Faith-based schools, primarily providing primary and secondary education, tend to be culturally relevant, aligning with a set of religious beliefs and values. Examples include Islamic schools or madrasas, or Christian mission schools. In several parts of Africa, a large number of mission schools were absorbed into the state system after colonisation (Moran & Bately, cited in Aga Khan Foundation Team, 2007:17).

2.2.1.5 Not-for-profit fee-paying schools

Examples of these are the Aga Khan Foundation Education Services, originally established to serve African and Asian children who could not patronise segregated colonial schools in East Africa (Aga Khan Foundation Team, 2007:18).

2.2.2 For-profit private schools

2.2.2.1 Middle to High Fee-paying Private Schools

Middle to high fee-paying private schools typically serve a small population that can afford the high fee payment. Some may be international schools, bridging the gap for children of expatriates

and diplomats with international curriculum suitable to offer qualifications that are acceptable internationally, aiding their frequent mobility. These may also be schools serving the elite and the middle-income society, generally heavily resourced with such facilities as computers, science laboratories, libraries, gymnasiums, sport facilities and performance facilities. They may have beautiful buildings and more-than-adequate compounds and other infrastructure. They provide high quality delivery with internationally recognised standards, based on their principles to attain international relevance (Aga Khan Foundation Team, 2007).

They may employ professional university graduates, or university graduates who are of other professions (Aga Khan Team, 2007:18). They may be strong in the subject matter they teach: for example, engineering graduates who seek employment may be engaged to handle Technical Skills, or Mathematics and Science subjects. Students, therefore, have a better opportunity to study (Ilon, 1994) to fit the global standards and current economy. Thus, they ensure the required skills, knowledge and stance in their levels of provision and delivery.

They are influenced by their located countries and communities, as well as by their founding histories and trajectories, thus underscoring their fundamental heterogeneity. These differences reflect in their staffing and student populations. Their curriculum may be international as well. Their teachers are trained and may have years of teaching experience within the schools (Phillips & Schweisfurth, 2014; Aga Khan Foundation Team, 2007:15).

2.2.2.2 “Budget” Non-State Private Schools /Low Fee-Paying Private Schools

As discussed above, these schools are for-profit schools that are set up by individuals and charge very low fees, while using minimal resources and mostly least qualified staff. “De facto” private schools serve the poor communities mostly (Tooley & Dixon, 2006), formed as a consequence of increased demand for education. Some are not registered, nor regulated.

2.3 GROWTH OF PRIVATE SCHOOLING IN DEVELOPING COUNTRIES

Supranational organisations have played a major role in dominating the policies of national development, and catalysing the trends of educational thinking from the 1980s to date (Peet & Hartwick 2009:84; Robertson *et al.*, 2007). However, they have not succeeded in resolving the low-quality educational provision by governments against the backdrop of difficult economic and fiscal constraints. Consequently, private schooling in most developing countries has flourished as an alternative for a minority, under neo-liberal economic policies in the past three decades.

Markets are highlighted as the means to efficiently manage the international economy in its production, distribution and consumption, with minimal state intervention (Little, 1982. cited in Robertson *et al.*, 2007). These policies underscored major transformations at the end of the 1970s, and affected the economies and polity of low-income countries. They thus complicate the already widening gap between national economies and educational policies to date (Jones, with Coleman, 2005:106).

2.3.1 SUB-SAHARAN AFRICAN REGION AND EDUCATIONAL REFORMS

This section reviews several factors influencing national policies and reforms that underscore developing countries' and the SSA region's embrace of private provision. This is because Ghana, as reviewed in Chapter 1, and other countries in the SSA region, accept private schooling as a supplement to national provision, and the private sector does not exclude major concerns discussed here. Particularly in the sub-Saharan African region, the financial constraints call for privatisation as a supplementary, cost-effective option to the national educational provision and delivery. These cost-effective options, however, contrast sharply with the ability of the populace of sub-Saharan African countries to afford private schooling, due to low per capita incomes. Economic policies affecting education, therefore, demonstrate a power shift of the responsibility for providing education from the state as sole provider to individuals and non-governmental organisations (NGOs).

2.3.2 AIMS OF EDUCATIONAL REFORMS

Literature agrees that economic and educational reforms stress policies, like 'decentralisation', 'privatisation', 'individualism', 'market forces', 'localisation', 'efficiency' and 'profitability' in education as key factors to survival, as argued by Watson (1994), Stewart (1996), Jones with Coleman (2005) and Benavot and Resnik (2006). The aim has been to agitate and challenge national educational deliveries with intense competition, so that their educational processes and outputs will culminate more effectively and efficiently, to match with the fast global and economic developments and demands, and also that the appropriate human skills for labour will be attained by means of education (OECD, 2010). Since schooling positively affects economic growth, emphasis is placed on new approaches to teaching and learning which appreciate the fast changes occurring in knowledge and the urgency to quickly produce fresh knowledge (Haahr *et al.*, 2005). International debates on Education for All (EFA) shifted attention from getting children enrolled in schools, to ensuring that what happens in the classroom makes the student's learning effective

(UNESCO, *Dakar Framework for Action*, 2000). Meanwhile, contention is escalating about educational systems which focus on traditional teaching and learning approaches in developing countries, in light of the quality of outcomes, rather than on approaches that will be valuable in a lifelong learning environment.

2.3.3 MARKET FORCES IN PRIVATE EDUCATION

Neo-liberal economic policies affecting education promote market forces in educational delivery. They demonstrate a power shift of the responsibility for providing education, from the state as sole provider, to individuals and non-governmental organisations (NGOs), suggesting that education businesses doing well will survive, while those doing poorly will die. On such principles, the macro-economic policies on the promotion of both the public and the private sectors in education aim to seek quality, efficiency and accountability. This is by management that is built on trust (Robertson *et al.*, 2007), which Sen (1985, cited in Alexander J., 2008) propounds as a work ethic that esteems contracts. Built on fairness, it exalts a win-win relationship, abnegating exploitation. Here, the consumer matters above all, granted the residing power to exercise freedom anytime through voice or exit. The consumer should equally respect some written and unwritten rules and understandings for mutual benefit and effective work. This is what social-capital is concerned with in market considerations.

Dixon (2004) uses the concepts of the Austrian economic model of free markets, propounded by Kirzner (1978, cited in Dixon, 2004:33), to equate the opportunities that private provision could spur in education service. This concept identifies the entrepreneur as the key figure in the market, driven by 'profit', adapting to make necessary changes and innovations to produce, attract, satisfy and retain customers. Here also, the customer reigns supreme. So, in essence, the entrepreneur can only make profit provided the customer is satisfied. Thus, in manipulating price structures while maintaining quality, the entrepreneur fuels competition and efficiency, bringing about economic growth for the benefit of society.

2.4 EFFECTS OF PRIVATE SCHOOLS ON TEACHING AND LEARNING

Market considerations are one of the major issues, propelling the concerns of equality and equity about the private sector, compounding them, rather than resolving them. In spite of their benefits in macro-economic development, market forces are perceived as faulty on ethical grounds as they

result in inequitable distribution of wealth: the rich in society get richer, while the poor get poorer (Sen, 1999, cited in Alexander J., 2008).

Linked with concerns about private delivery of primary education, arguments raised include how the poor can possibly seek redress when negative consequences of market forces are generated in vulnerable and poor communities, as argued by Lewin (2007). He asserts that assumptions needed to achieve the worth of “marketized” educational delivery do not thrive in impoverished communities, which basically serve as the source of most school revenue.

Besides, studies including Dixon (2004), Rose (2007) and Lewin (2007), raise difficult issues which make private schools vulnerable to depend on. These include constraints with regulation, standardisation, accessibility, management and professional capabilities, sustained funding and uncertainties about succession. These researchers argue that private schools are varied in the kinds of services they render, and in their governance, and in the people they serve; yet they are as a minority provider of education, unable to reach the great number of children who need schooling (Lewin, 2007). Lewin (2007) further contends that they fail to resolve the concerns of limited access, to the poorest and to the remotest areas of the countries, deepening gender disparities and social segregation.

The diversities render the sector complex to evaluate, access or to study and consequently, the education provided is of varying quality. Comparing any two private individual schools has intricate complications. Likewise, boundaries are also blurred between government schools and private schools, concerning management, regulation, ownership and financing (Aga Khan Foundation Team, 2007:15). Thus Alexander (2008a), like Rose (2007), reasonably cautions that basic education need not be left entirely to market forces. Some levels of complexities are unveiled in these arguments. That is, despite such arguments for public presence, there is increasing scarcity of public funds and growing evidence of inefficiency, with quality defects of publicly provided education. This calls for an examination of the dominant role of state governance (Suryadarmaa *et al.*, 2006). For the purposes of this study, private schools will refer to the ‘for-profit’ schools run by individuals, and also the not-for-profit but fee-paying schools run by a community’s organisation. The next section discusses the notion of pedagogy as used in this study.

2.5 PEDAGOGY

This second section of this review focuses on the subject of pedagogy as it pertains in the middle to high fee-paying (MHFP) private schools. It outlines the notion of pedagogy as used in this study, building on the theories expounded by Alexander (2001; 2008b).

A major determinant of the quality of education concerns the pedagogic practices of a teacher, his or her acts and thinking, and training background, that influence the effectiveness of classroom teaching and learning processes (Westbrook *et al.*, 2013). How the teacher's content knowledge is articulated, transmitted, managed and sustained in the classroom environment, as the prerequisite to cognitive learning and acquiring of skills, needs investigation in the private sector. In exploring the pedagogical practices of teachers, I shall be drawing on Alexander's (2008b) conceptualisation of pedagogical practices.

Westbrook *et al.* (2013) provide a literature review focused on pedagogy, curriculum, teaching practices and teacher education in developing countries commissioned by the UK's Department for International Development (DFID). They intensively review 54 empirical studies in six African countries – Ghana, Kenya, Mali, Senegal, Tanzania and Uganda – examining pedagogical practices used by teachers in formal and informal classrooms in developing countries, the conditions determining the effectiveness of these practices, and the impact on particular learners. Their review also examines how effective pedagogic practices can be sustained by the support of teacher education, school curriculum and material resources, while the selected studies for review did not include teachers in the private schools, nor any aspect of the teaching-learning processes in the classrooms of private schools in developing countries. I have found the studies by Alexander (2001; 2008b) and Westbrook *et al.* (2013) to be instrumental in forming the foundation of a framework for this study.

This framework will also assist in the design of the study, particularly with the philosophical stances and methodological processes that will underscore the study during the collecting, interpreting and analysing of the data. The framework will shed light and understanding on the things teacher's say and do. Alexander's (2001; 2008b) approach to pedagogy will be especially helpful because he talks about practices and values, underscored by the identities of teachers. African teachers are easily dismissed as incapable of reflecting on their classroom practices. They are dismissed as being unable to use appropriate pedagogic approaches to foster fresh knowledge

and learning among their students (Akyeampong *et al.*, 2006). Alexander's (2001; 2008b) theory allows me to explore the values of African teachers, and the practices of teachers which highlight their identities.

Secondly, my assumption is that the teacher participants in my studies, teachers from top private schools, have also been nominated by school management as 'good' and thus have a trajectory of good outcomes in the subjects they teach. Therefore, they must be practicing pedagogies that are supportive of student learning and from which we can learn lessons.

Thirdly, Alexander's theory employed in this study also helps in the examining and describing of the kinds of interactions engendered by the teachers' strategies as a means of addressing my research questions. Alexander's theory thus helps me to identify desired pedagogical practices and values that enhance positive learning, to situate them under broad themes and to design appropriate strategies and methodological techniques required to carry out this study.

2.5.1 NOTIONS OF PEDAGOGY AS USED IN THIS STUDY

This sub-section discusses the philosophical underpinnings of the pedagogy of teachers. I discuss the notion of pedagogy with the aid of Alexander's (2001; 2008b) theories and as expanded in Westbrook *et al.* (2013). I attempt definitions and explanations of the various learning theories related to this study, situating them in the context of developing countries, Africa in particular.

2.5.1.1 Pedagogy

Pedagogy, as explored in this study, has been defined by Alexander (2008:29):

Pedagogy is the observable act of teaching together with its attendant discourse of educational theories, values, evidence and justifications. It is what one needs to know, and the skills one needs to command, in order to make and justify the many different kinds of decisions of which teaching is constituted.

Alexander expands this definition in two complementary frameworks: one deals with 'the observable act' of teaching; the second deals with "knowledge, values, beliefs, and justifications" which inform it. From this descriptive model he defines *pedagogy* as "the observable practice of teaching". Alexander postulates two fundamental questions for any empirical study: what a student is expected to learn and the method the teacher uses to facilitate the learning. By 'method'

he considers that in any given lesson, there is a learning assignment that the students are expected to meet. The teacher plans and organises a series of activities for the students to carry out, as well as the actions and talk the teacher facilitates between herself and the students and then amongst the students themselves. These may be captured under teaching strategies: how the teacher makes decisions about the kind of learning objectives and about the relative standard for each student in the lesson, and then how the teacher assesses learning has taken place. These coalesce to define what Alexander means by the word *method*.

Learning objectives, and the strategies to carry them out, are influenced by how the classroom is arranged; what resources are available; how students are organised in groups or paired, or as a whole class, or as individuals; and the time available to conduct the lesson. The lesson is underscored conceptually and ethically by the curriculum, which exemplifies the ideals and goals of learning. This is meant to culminate into moulding a child to gain a respected identity, such that the society can benefit from the student. Teachers tend to manage their lessons by developing norms and practices over a period of time, giving instructions to coordinate the students' relationship with each other, as well as the relationship between the teacher and the student, as part of the teaching-learning processes (Alexander, 2001:325; 2008:29-35). Alexander (2001:540), however, contrasts teaching with pedagogy as follows: "teaching is an act while pedagogy is both act and discourse". Pedagogy is comprised of the teacher's ideas, beliefs, attitudes, the teaching and learning process, knowledge and understanding about curriculum, and students. Combined, each of these affect the teaching practices during a lesson.

2.5.1.2 *Teaching Practices*

Westbrook *et al.* (2013) with the help of Alexander (2001) express *teaching practices* as "the specific actions and discourse that take place within a lesson and that physically enact the approach and strategy". 'Discourse' includes metaphors, explanations, responding, questioning, illustrating, managing talk or expanding (Westbrook *et al.*, 2013:7). Teaching practices are what teachers 'think, do and say' in the classroom, fully involving pedagogic approach and pedagogic strategy.

With a cue from Alexander (2001), Westbrook *et al.* (2013:7-8) present the list below as comprising *teaching practices*: teacher's spoken discourse including instruction, explanation, metaphor, questioning, responding or elaboration; the use of visual representation to understand or construct the new knowledge (markerboard, diagrams, writing, experiments, drama, pictures,

textbooks); tasks for learners to cognitively engage with new content, or to develop physical skills (experiments, reading, writing, drawing, mapping, practicing, solving problems, or rehearsing); social interactions based on language between learners and teachers, or amongst learners, (pairs, small groups, individuals or whole-class); and lastly, teacher monitoring of assessments or feedback (formative and summative), by teacher or students themselves, and interventions.

2.5.1.3 *Pedagogic Approaches*

Westbrook *et al.* (2013) posit that teachers' ideas and thoughts are what manifest in what is known as their pedagogic approaches, an approach that combines teachers' childhood learning experiences, the approaches they are taught at the initial teacher education (ITE), and those they develop during their continuous professional development (CPD). They also include some approaches prevailing in their colleagues' classrooms, as well as some approaches in curriculum reform such as student-centred, learner-centred, teacher-centred or active learning, which are informed by theories of learning.

2.5.1.4 *Pedagogic Strategies*

Westbrook *et al.* (2013:7) express pedagogic strategies as a clear indication of the teacher's approach that reveals a mood or tendency towards the teaching; for example, a teacher wanting students to feel happy or safe, or wanting to give moral advice, or seeking to encourage students to participate in the lesson, is inclined to cultivate a friendly personality towards the students, or to want to be seen as knowledgeable or authoritative. That would be an indication to the teacher that learning was taking place (Westbrook *et al.*, 2013:2).

Westbrook *et al.* (2013) found in their study reviews that when teachers use communicative strategies, this encourages interactive pedagogic practices. This is likely to be effective because it impacts student learning outcomes. The researchers identified two attitudes of the teacher that enhanced interactive and communicative strategies: first, teachers' positive attitude towards their training; and secondly, their positive attitude towards their students. Teachers were thus positioned in the best frame of mind to construct the teaching and learning interactively. The teaching propelled visible responses in the students. Westbrook *et al.* also identified three specific strategies that promoted this interactive pedagogy comprising feedback, sustained attention and inclusion, creating a safe environment in which the students are supported in their learning and drawing on students' backgrounds and experiences.

2.5.2 DEFINING STRATEGIES OF PEDAGOGY IN THIS STUDY

Alexander (2008) explains pedagogy quite simply as the practices and values of a teacher in the classroom. To establish a conceptual framework for the study based on this, I draw on Westbrook *et al.*'s (2013:52-53) definitions and findings on pedagogic strategies while I organise Alexander's recommended teaching pedagogic practices and values, categorising and reviewing them under four broad themes in this study. They comprise the concepts below.

2.5.2.1 *Teaching approaches on cognitive practices*

According to the literature, some visible practices that are expected of a successful teacher include what Shulman (1987) elaborates as "pedagogical content knowledge". This involves how the teacher designs activities to illustrate content knowledge for a learner to understand, and uses imageries, real items or other teaching-learning materials, verbal reasoning and clarifications, demonstrations or dramatizations (Westbrook *et al.*, 2013).

Alexander (2008c) exhorts the heightened potential of classroom interactive strategies. These include whole class teaching, group work (either led by the teacher or by the students themselves), paired work, or that which is between a teacher and a student. In addition, classroom settings which engender various kinds of interactions, and the resources available, are considered.

Alexander (2001), like Nystrand *et al.* (1997:72), underscores the import of communicative strategies and the nature of classroom dialogue. These researchers insist that such strategies are critical to whether questions teachers ask lead to students thinking objectively. Further, whether answers given by children are expanded by the teacher to foster independent thinking, deeper understanding, problem solving and creativity, must be considered. Rote and recitation strategies are criticised for fostering control by the teacher of the content and the direction of learning, curbing independent thinking, yet studies by Alexander (2001), Nystrand *et al.* (1997) and Galton (2007) assert that recitation is prevalent all over.

Studies including Broadfoot *et al.* (2000), Stigler *et al.* (2000) and Alexander (2001), concur that the more dialogic forms of talk tend to last longer, and their nature allows the teacher to better judge the student's manner of thinking, so as to be able to respond. Alexander (2008c) again argues a teacher must understand the "learning talk" and promote this to best train children to be appropriate future citizens. This includes the ability to narrate, explain, question, answer, analyse, speculate, imagine, explore, evaluate, discuss, argue, justify and negotiate while learning to listen

and to tolerate, or to support different views, to be open to new ideas, and to tolerate others to do so. With these aspects determining so much about the quality of a classroom experience, the omission of studies with such variables in private schools leaves a significant knowledge gap.

2.5.2.2 Connection of subject content to the contexts of students' lives and communities

This is the situation where teachers use their background knowledge of the children, their community, their lives and personal situations, to support the learning of the students. They do this by connecting their teaching to the lives of the children to give meaning and relevance to the content being taught (Schweisfurth, 2013; Akyeampong, 2006). Ideas at a cultural level include how upbringing in the society or community, in conjunction with the attitudes and behaviours of both the teacher and the learner, bear on the teaching-learning processes. This aspect is similarly noted by Schweisfurth (2013) as she highlights one of Tharp and Dalton's (2007:54) descriptors of effective educational success, as relevant to learner-centred education (LCE), which states: "Making meaning...embed curricular instruction in the interests, experiences and skills of students' families and communities" (Tharp & Dalton 2007:54).

2.5.2.3 Ethos of the learning atmosphere or climate

Alexander (2001) highlights the need for a classroom atmosphere to be calm and bonding, interconnecting students and building self-confidence to avoid the "monologic" discourse which are only suitable for transmission teaching. Westbrook *et al.* (2013) found in their study that if teachers have positive attitudes towards their students, and seek to make them feel welcome, learning is facilitated. They add that this culture, if established in the classroom, supports the learning of children who may be struggling in various subtle ways that may be not be readily identifiable. Teachers may be friendly, kind, lively or warm, as this encourages the building of self-confidence in the learners (Arkorful, 2012; Coffey International, 2012). Supportive of this view, is the statement that,

Providing emotional support to students reflects the importance of emotional wellbeing for effective learning. (Akyeampong et al., 2018:21)

2.5.2.4 Teacher's roles and identities underscoring the teaching and learning processes

The teacher's role comprises the beliefs and values of the teacher. According to Alexander (2008b), values are "ideas" which underscore the strategies a teacher adopts. Values and practices are these ideas at a system and policy level, including the school's infrastructure, staffing and

training, curricular aims and content, and policies concerning teacher recruitment, equity and inclusion. Investigations in MHFP schools, therefore, are likely to reveal some of these practices to merit the appreciable standards ascribed to them. Other “ideas” enabling teaching, highlighted by Alexander (2008b) and Shulman (1985), include how students’ needs, differences and motivation are addressed; the nature of learning and teaching; the scope, planning, evaluation and assessment; and the ways of knowing and making sense of the curriculum, which are all at the classroom level. At the personal level, “teaching is an emotional practice”, as stated by Hargreaves (1998:835, cited in Malm, 2009). It is aptly stated there that,

Their [teachers’] senses of value and worth in their work, are the psychic rewards of teaching, as is the power to make independent judgements as well as exercise personal discretion, initiative and creativity through their work. (Malm, 2009:84)

Based on the review of the variations of definitions of pedagogy and the different pedagogic strategies, Figure 2.1 below captures the notion of pedagogy which I develop more precisely in my conceptual framework.

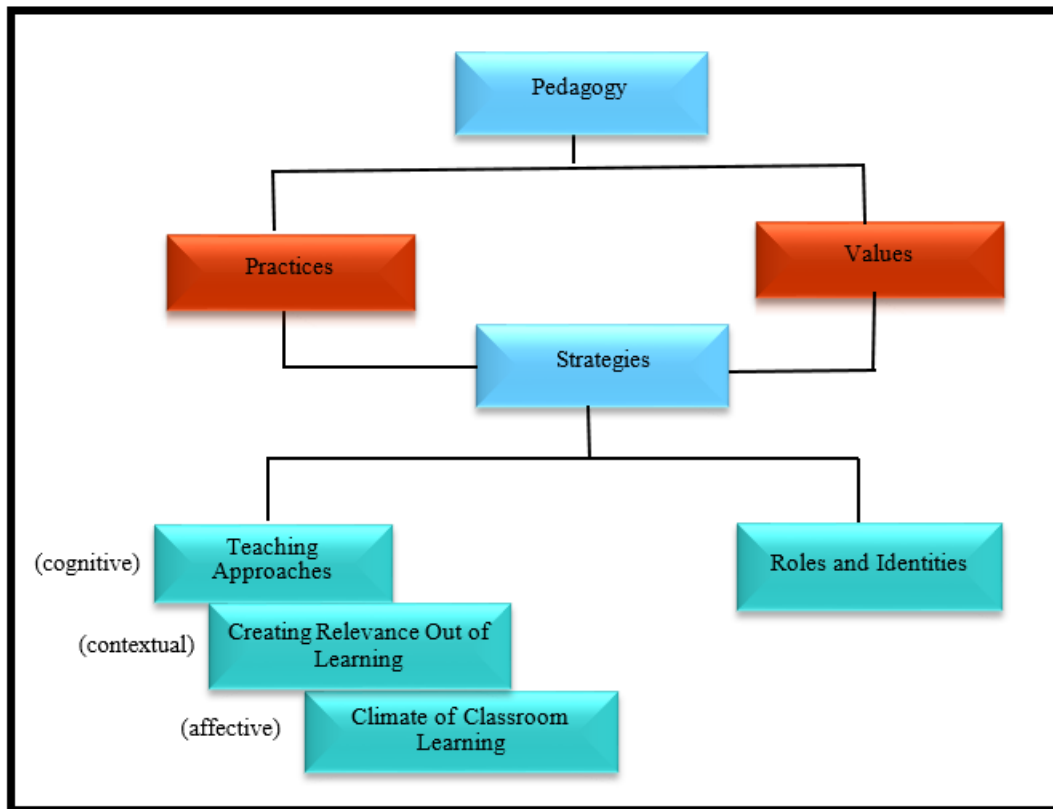


Figure 2. 1: The Notion of Pedagogy in This Study

2.5.3 LEARNING THEORIES IN DEVELOPING COUNTRIES

Theories of learning underpin the different pedagogical approaches observed in developing countries. Employing the theories of learning helps in describing and making meaning out of the study's findings. Westbrook *et al.* (2013:2), in their study situated in developing countries including Ghana, found that classifications and terms used to describe pedagogical theory and practice, were subject to multiple interpretations. Terms like 'constructivism' or 'student-centred', when applied across or even within contexts, can create obscurities. Review of the relevant theories, will help explain some of the assumptions inherent in them for this study.

2.5.3.1 Understanding Social Constructivism as a Learning Theory

In this theory, the first language (L1), or a very well-known or convenient language, may be used to talk about examples or illustrations that are familiar to the learner, from the learner's community, context or background. The target is to make maximum meaning out of the learning.

Learning is considered under this theme as a social process and is socially constructed. The student is able to achieve what would have been impossible to achieve single-handedly. With the help of a student's colleagues or a teacher, the teacher facilitates a "Zone of Proximal Development" (ZPD) by setting up an activity that enhances or scaffolds support for the student's learning (Vygotsky, 1986). The joint construction leads to higher order thinking or the acquiring of new or fresh knowledge. According to Wood *et al.* (1976), the teacher would have to exhibit multiple skills, such as mixing appropriate praise with corrections, minimising error, demonstrating or instructing directly. It is therefore teacher-guided (Westbrook *et al.*, 2013): the teacher provides a supportive environment and seeks clarity in understanding for the students (Allan *et al.*, 2009).

2.5.3.1.1 Social Constructivism and Learner-Centred/Student-Centred Pedagogic Approach

Learner-centred and student-centred pedagogic approaches, associated with social constructivism, are described as guiding students' learning processes. Learner-centred or student-centred means the teacher assumes the role of sharing the student's language and culture, becomes democratic, and cedes authoritarian power control. The teacher knows how and when to set up group work and tasks, and knows how to offer the appropriate support (Schweisfurth, 2013). The teacher also knows how to create flexible social groupings like pairs and small groups, in an environment where a student has the confidence to talk, share knowledge and experiences; listen to others' views, dare to be different, be confident to make mistakes; and knows, understands and is able to express his or her rights, without hesitance (Alexander, 2006; Westbrook *et al.*, 2013).

Pedagogic practice that demonstrates a focus on student-student or student-teacher interaction is social constructivist inclined. Activities like higher order questioning, small group work or pair and whole class interactive work, extended dialogues with an individual student, teacher modelling, co-operative learning, or collaborative learning, are all underscored by social constructivism. This guides the student to build independent meaning of what is being taught. The teacher plays a role of finding innovative means to help the student to achieve positive learning outcomes, based on a tacit knowledge of the background, needs and context of the student (Schweisfurth, 2011). The teacher must develop multiple skills including charisma, eloquence, exhibiting interest in his students, and the ability to organise tasks to engender dialogue and interaction that lead to mutual learning by both the teacher and his student. The teacher thus assumes the role of an instructional guide (Kuhn, 2007).

Assessment under this paradigm is formative, which is student-centred or learner-centred, with an emphasis on the learning process and its effectiveness. Literature clarifies this as assessment with the goal of checking the progress of learning and the effectiveness of the teaching techniques used by the teacher. There is a focus on harnessing the strengths and interests of the child and facilitating effective learning through formative assessment. Although tests may be used, the target is to check the understanding of the student of the concept that has been taught during the teaching-learning processes, rather than to ascertain test scores (Westbrook *et al.*, 2013).

2.5.3.2 *Understanding Behaviourism as a learning theory*

Behaviourism, described as learning through stimulus-response and reward-sanctions, is based on adaptations to the environment. This theory of learning, termed *behaviourism*, was initially propounded by Thorndike (1911), Pavlov (1927) and Skinner (1957), but later challenged, for example, by Bandura (1977), with social learning theories in which learning is propelled by observation, imitation and learning through apprenticeship models.

2.5.3.2.1 *Behaviourism and Teacher-Centred Pedagogic Approach*

Behaviourism underpins teacher-centred formats of learning in which knowledge is dispensed unidirectionally from teacher to pupil. In practice, such approaches manifest themselves in teaching methods such as rote learning, choral repetition, recitation, memorisation, lecturing and demonstration. It has been criticised as being ‘one-size fits all’, superficial in nature and authoritarian. Barrat and Sajid *et al.* (2007) draw a distinction between teacher-led and teacher-centred approaches. They refer to ‘structured’ or ‘direct instruction’ as being teacher-led, in which teachers follow a prescriptive or a written sequence order which could develop into a student-centred approach. Schweisfurth (2013:11) describes a continuum which begins with the teacher-led approach and leads to various degrees of student-centred learning at the other end, although the student would still not retain control over the learning. This approach requires less skill or less qualification to adopt, but while it is cost and time efficient, it is criticised for its potential to overlook individual differences, and that the teacher may not be aware of a student’s misconceptions or current knowledge. Westbrook *et al.* (2013) note that corporal punishment and sanctions could also be indications of teacher-led learning. Black and William (1998) explain that such teaching and learning processes are external to the student, and the teacher’s role is underscored by positivist views.

2.5.3.3 *Understanding Constructivism as a learning theory*

In the theory of *constructivism*, the mind of the student is conjectured, but not as a mere recipient of knowledge being parcelled out to by a teacher. It is rather an actively constructive student mind that builds its own theories, concepts and schema. The pedagogy is more ‘child-centred’ or ‘student-oriented’ by its proponents, who include Locke, Rousseau and Froebel (1600s onwards) and then Piaget (1896-1980). Others, more recently, include Montessori and Steiner preschool pedagogies, Forest School outdoor learning contexts in Denmark, and activity-based learning pedagogies (Westbrook *et al.*, 2013).

2.5.3.3.1 *Constructivism and Student/Learner/Child-Centred Pedagogic Approach*

Constructivism involves the giving of individual attention to children or learners, with a focus on the student’s interests, pleasures and playfulness (Westbrook *et al.*, 2013) and is also described as learning in a relaxed atmosphere. It reflects the concept of acquiring fresh knowledge, based on Piaget’s (1896-1980) work. This theory contends that a learner’s mind has cognitive structures (schemas) which are intrinsically designed to develop or grow new concepts and to acquire language. As the learner actively examines his or her environment, the existing schemas deal with the new situation, or problem or the object. When the schemas succeed in doing so, then learning takes place through a process called assimilation. However, if the schemas are unable to deal with the problem, situation or object, then they adjust through a process called accommodation. Thus, a learner builds on the existing schemas for learning to take place so that fresh knowledge is acquired or concepts are developed. Constructivist approaches see that appropriate and relevant activities are provided relative to the current knowledge the child has and the developmental stage reached. Children make progress through the accommodation process when they are given challenging activities. Such activities include project works and group activities that are problem-solving. The younger the children are, the more concrete the activities suggested (Westbrook *et al.*, 2013).

Activity-based learning (ABL) involves using tasks to teach concepts to children. By working through certain tasks in small groups with peers, children learn by discovery and engagement in discussion. ABL is useful in multigrade classrooms, as the teachers are able to prepare their own teaching-learning materials to suit the various levels of the children in the classroom. The tasks are designed to engage the children in one-on-one and small group discussions that will lead them to achieve content learning. Children in different grade levels can be given activities and tasks so

as not to move ahead or move behind in online learning. ABL is cost effective in the Ghanaian context (Coffey International, 2012:2).

Broad Theoretical School of Thought	Associated Pedagogy	Examples of Pedagogies in Developing Countries
Behaviourism	Teacher-centred learning 'Performance visible pedagogy'	Lecturing, demonstration, direct/explicit instruction, rote learning, choral repetition, imitation/copying, 'master classes' (e.g. learning music or dance)
Constructivism	Child-centred learning 'Competence' or invisible pedagogy	Activity-Based in Ghana and Tamil Nadu Bodh Shiksha Samiti schools in India
Social Constructivism	Teacher-guided Learner-/student-centred learning	Small-group, pair and whole-class interactive work, extended dialogue with individuals, higher order questioning, teacher modelling, showing, problem solving, inquiry-based, Nali Kali in India, thematic curriculum in Uganda.

Figure 2. 2: Theoretical Schools of Thought and Associated Pedagogies

Extracted from Westbrook J. *et al.* (2013:12): Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries, *Education Rigorous Literature Review*

2.5.4 TEACHER KNOWLEDGE

Shulman (1987) considers that the teacher requires an adequate knowledge base comprising curriculum, pedagogical and content knowledge (PCK), and a knowledge base about the learners. This has to do with what the teacher selects and how the teacher organises content knowledge, based on background knowledge, for the learner to understand. It involves employing such activities as explanations, illustrations, uses of demonstrations and teaching-learning materials, or the use of imageries to curtail potential difficulties for the learner. Shulman further emphasises the situated cognition that enables social engagement between what is being taught on one hand, and the implications and applications to the context (the situation existing in the locus where it is being taught) on the other hand (Shulman & Shulman, 2004). In other words, the teacher connects what is being taught to the relevant context of the learner.

2.5.5 TEACHER TRAINING

Because teachers are adults, teacher training falls under the theory of andragogy, and unlike the situation of children learning, the teachers being taught have already acquired a knowledge base, self-concepts and problem-solving approaches. Through experience, they may organise their

practice into habitual, routinised approaches and may be less accommodating of new concepts, and knowledge (Eraut, 2000; Knowles *et al.*, 2005). Reflection in action is a concept propounded by Schon (1987) and Zeichner and Liston (1987) to train teachers to shift from the routinised approach to constant critical reflection on their own practice and on the social contexts in which they find themselves (Westbrook *et al.*, 2013).

Studies note concerns about the pedagogical content knowledge of primary school teachers in developing countries, and the effect of this on the learning outcomes in basic literacy and numeracy. Causes noted for deficient content knowledge include the teacher's training background, attitudes and beliefs, personal experiences, and the professional, institutional and peer-support received (Westbrook *et al.*, 2013). Official records note primary school teachers are being either poorly trained or inadequately trained (UNESCO, 2012). While the level of their qualification is typically up to secondary school, they frequently must manage big-sized classes with sometimes 100 to 150 students on the roll (Alexander, 2008c). Again, the sources teachers draw their practices from add to the limitations or detract from the effectiveness of the classroom situation. Teachers are noted to draw their practices from personal childhood learning experiences, or from colleagues. Akyeampong *et al.* (2006), in a Ghanaian study, however, found out that some teachers are quite uncertain about the sources of their practices. Some teachers may in fact carry out traditions of corporal punishment from their past experiences to elicit student compliance (Alhassan & Adzahlie-Mensah, 2010).

2.5.6 KNOWLEDGE GAPS IN TEACHER PEDAGOGY IN AFRICAN CONTEXTS

The review in this section focuses on key issues of pedagogy in the African context to identify knowledge gaps. Studies highlight that teachers are susceptible to very little supervision in the teaching-learning processes, often ignorant of new ideas on teaching (Pryor & Akwesi, 1998). This absence of supervision and knowledge reveals a research gap in the private sector.

Cultural influence on interactions is exhibited in children's intense regard for authority, constricting a relaxed interactive atmosphere in the classroom, and further complicating issues pertaining to effective learning and outcomes (Pryor & Akwesi, 1998). Studies report other limitations that impinge on the classroom situation and affect the performance and outcomes of the teaching-learning processes in developing countries as including a lack of resources and space,

whole-class-teaching, restricted exam practices and overburdened curricula (Stigler & Stevenson, 1993).

Children are also noted to exhibit limitations that frustrate successful teaching-learning processes and outcomes. Literature, including Glick and Sahn (2010), Lewin (2009) and UNESCO (2010) record children having weak foundations in Mathematics and English. And this is detrimental, with extended effects on their ability to further catch up on more detailed work. Reports from studies by CONFEMEN (2010) demonstrate that many children are failing to reach the required standards in performance at their grade levels, an apparent educational crisis in the SSA region. In 2017, 90% of children aged between 6 and 14 in SSA were deemed unable to meet minimum proficiency levels in reading. Nearly 85% did not meet these levels for Mathematics as well, according to the UNESCO Institute of Statistics (UIS) factsheet (2017a). Compared to the world averages of 56% for Mathematics, and 58% for reading, SSA's percentages were much higher (MOE, ESA, 2018:9). This compounds the complexity of the challenge to research further and to address the issue.

Some children in sub-Saharan Africa and South Asia are confirmed as progressing through schooling with weak basics, as reported by World Bank (2008), Piper (2010), Pritchett and Beatty (2012) and Sumra (2010). Gove and Cvelich (2011) record 92% of Grade 2 children in Mali could not read, while in Kenya, only a few children examined reached the standard required for text comprehension. Moreover, Akyeampong *et al.* (2012) confirmed in their studies in six African countries – Ghana, Kenya, Mali, Senegal, Tanzania and Uganda – on Reading and Mathematics in the lower primary basic schools, that reading lessons are conducted without emphasis on the meanings related to the texts, while the concepts that must be taught with Mathematics are neglected as well.

Recent studies in Ghana showed that in both 2013 and 2015, a shocking 2% of pupils in primary 2 could read at grade level and 50% of those assessed were unable to recognise a single word in an Early Grade Reading Assessment (EGRA) (MOE, ESA, 2018:xvi). In 2015, an Early Grade Mathematics Assessment (EGMA) showed that 46 to 72% of pupils performed well on procedural knowledge sub-tasks. However, when it came to conceptual knowledge sub-tasks, nearly 75% were unable to answer a single question correctly in some cases. Again, urban areas are shown to outperform rural areas in both reading and Mathematics (MOE, ESA, 2018:xvi). All these findings

suggest multiple complexities of learning that need attention in classroom, particularly for the subjects of English and Mathematics. They call for an examination of the teaching practices like the Ghanaian government has decided (MOE, ESA, 2018:xvi), and render this study in the private sector relevant, as noted in Chapter 1.

2.5.6.1 DEFICIT MODELS OF TEACHER'S KNOWLEDGE AND PEDAGOGY

As studies have also demonstrated perspectives of disadvantages of the teaching and learning models in African contexts, this section reviews some of those positions. The African primary classroom has been an issue of concern internationally. Research exploring teachers' roles and competencies in practice, converge on the fact that teacher practice is intrinsically prescriptive and instructional in nature. They are merely democratic and interactive. Even where school improvement initiatives are introduced based on progressive teaching methods (approaches of child-centredness), these do not appear to make any lasting impact on the students. Teachers are noted as returning to the approach of imparting knowledge to students, as Tabulawa (1997) reports on Botswana. Pontefract and Hardman (2005) also report on classroom interaction in Kenya where teachers are noted to employ a transmission model of rote learning, making children repeat answers given by class teachers and classmates. Teachers there demonstrate models that are typical of behaviouristic theories of transmission, where learning is by rote, repetition or recitations.

Studies in Sierra Leone by Kanu (1996) reached a similar conclusion. Studies also contend that very little learning is taking place inside the classrooms in developing countries, especially in the sub-Saharan African region (UNESCO, 1997) due to disturbing practices of teachers inside the classrooms. Studies note teaching-learning processes are characterised by rote learning, with teachers requiring answers from students as they have dictated to them from textbooks or other sources (ODA, 1994; USAID, 1996). Similarly, practices noted by the PROBE Team (1999) report rote learning in the classrooms.

The teacher is therefore regarded as having little understanding and insufficient knowledge of teaching and learning. The teacher is perceived as authoritarian in the classroom, soliciting obedience and compliance for listening, and eliciting expected answers in word or written form, and recalling information by exact words from a known text. The teacher is considered unable to lead students to construct knowledge by themselves. Teachers engage in monologues and little learning is achieved. Transmission models ascribed to the African usage of whole-class teaching,

makes the approach unprofitable. The African teacher, in contrast to other more developed places, is labelled the “prime dispenser of what is correct” (Stigler & Stevenson, 1993:383, in Akyeampong *et al.*, 2006), rather than modelling as a “knowledgeable guide”. The alternative, working in small groups and engaging in projects, establish contexts that are preferred for the problem-solving skills they engender (Stigler & Stevenson, 1993).

The African teacher is also perceived as unable to engage effectively in critical dialogues and unable to reflect on personal practices. Teachers are noted to teach without adequate instructional resources and from an overloaded curriculum. Teacher training, it is suggested, is not followed up with continuous professional development (CPD) wherein experienced and novice teachers can collaborate to discuss, to examine, or to engage in reflections on their practices (Stigler & Stevenson, 1993).

2.5.6.2 KNOWLEDGE GAPS IN THE DEFICIT MODEL

As an aspect of the knowledge gap for this study, I review deficit models of teacher knowledge and pedagogy ascribed to the African primary classrooms. In Ghana’s case, ‘primary’ will represent basic school. This perspective is informed by a study in Ghana by Akyeampong *et al.* (2006), as these researchers explore how basic school teachers clearly define a pedagogy of successful teaching, learning and assessment that reflects the classroom and professional realities. Also, they investigate how teachers’ conceptions of ‘effective teaching and learning outcomes’ are based on critical reflections of practice, to give voice to their successes in promoting meaningful contexts of learning. A focus on the opportunities that pedagogies in the African context provide is aptly highlighted by Sayed and Ahmed in the statement below:

There is a consensus that pedagogy is at the heart of quality and that ‘good’ pedagogy is possible even in resource constrained contexts. Furthermore, one of the implications of the capabilities approach, is that it offers the potential to view pedagogy beyond a narrower numeracy/literacy frame. (Sayed & Ahmed, 2011:110)

Certainly, not all studies view these limitations in African classrooms pessimistically. Westbrook *et al.* (2013), like Schweisfurth (2013), highlight terms commonly used to describe undesirable pedagogic practices like teacher-dominated, teacher-centred, teacher-directed, authoritarian and ritualised. Such terms, diverging from acknowledged terms like child-centred and learner-centred, instead convey memorisation, recitation, repetition, choral response, or ‘chalk and talk’ classroom

practices. They exude gloomy undertones and pessimism; Akyeampong *et al.* (2006) reiterate the argument that such terms neglect potentials as well as threaten complications, which underscore the contexts in which they work.

Akyeampong *et al.* (2006) argue that if emphasis is on small group and individualised contexts for the benefits of problem-solving in African classrooms, then there would be no hope for any successful student-centred approaches. However, drawing on Hopkins' (2002) perspectives on two particular student-approaches, they identify some strengths in the African classroom, particularly the Ghanaian classrooms. The first is the progressive instruction view. This view seeks to promote a learning environment that is caring, inclusive and secure for the learner. This means the affective aspect of the teaching-learning process is recognised as very important, a perspective also acknowledged by Croft (2002).

In the second view, the teacher enhances learning for the whole class by catalysing contexts of learning, involving construction of meaning, that actively engage the whole class (Hopkins, 2002:35, in Akyeampong *et al.*, 2006). Teachers' lessons are delivered to the class as a whole unit, which in Asian contexts tend to prove very effective for teaching and learning purposes, due to problem-solving strategies used (Stigler & Stevenson, 1993).

Again, the sources from which teachers draw their practices facilitate either limitations or effectiveness of the classroom situation. Teachers are noted to draw their practices from personal childhood learning experiences or from colleagues, while some in a Ghanaian study are quite uncertain about the sources of their practices (Akyeampong *et al.*, 2006). They may promulgate traditions of corporal punishment from their past experiences to elicit compliance (Alhassan & Adzahlie-Mensah, 2010). Studies highlight that teachers to a large extent, disregard supervision during the teaching-learning processes and are ignorant of new ideas on teaching, while cultural influences exhibit in interaction processes, such as children's intense regard for authority. These stiffen and constrict the interactive atmosphere, further complicating issues for effective learning and outcomes (Pryor & Akwesi, 1998). Knowledge of these, however, forms a research gap in the private sector.

While none of these studies report on the classroom situations in the private sector, it cannot be assumed that such conditions exist in the middle to high fee classrooms. This study attempts to explore some of these knowledge gaps, focusing on teaching practices in the MHFP private

schools, and the lessons that can be learnt from them. I shall be employing the recommendations of these teaching strategies, to explore what teachers are using in the private sector.

2.5.6.3 SITUATING THE STUDY IN KNOWLEDGE GAPS ON PEDAGOGIES IN AFRICAN CONTEXTS

Alexander (2008b), Akyeampong *et al.* (2012) and Westbrook *et al.* (2013) explain that there is more to pedagogy than just the observable practices of the teacher with students, and accentuate invisible practices as “pedagogical ideas” that enable teaching. Such “ideas” include a teacher’s background knowledge, values, beliefs, attitudes and justifications which inform pedagogical practices and which are not tangible, not able to be physically observed. Akyeampong *et al.* (2012) and Westbrook *et al.* (2013) emphasise “ideas” of teachers’ practices as underscored by personal primary school experiences, teacher training backgrounds, support received from colleagues and school input and in-service training support. The subsequent section of this review, therefore, examines the identity of the teacher in the context of the private school.

2.6 TEACHER’S PROFESSIONAL IDENTITY; ROLES AND PEDAGOGY

The professional identity of teachers impacts the pedagogical approach and practices employed to achieve teaching and learning, as discovered in preceding discussions. For the purposes of this study, this section will explore how the teacher’s identity and roles assumed at the school are related to classroom teaching practices and learning outcomes. This section will also review some enabling factors involved, such as resources, management, leadership and professional development as well as some constraining factors that underscore the teacher’s pedagogical strategies employed in the private school context as a learning community. Ideas are drawn from Day and Gu (2010) to construct the meaning of teachers’ roles and identities that underscore their pedagogies.

2.6.1 TEACHER IDENTITY AS PEDAGOGY

The teacher’s professional identity may be explained as having to do with who they are, what self-images they hold, the importance they attach to themselves and their work, and how others see them. These are associated with the subjects they teach, the kind of relationships they build with their students, the roles they assume, the values they hold and their personal lives outside school (Day & Gu, 2010). Kanno and Stuart (2011), like Morgan (2004), reiterate the implicit connections between how the teacher teaches, the development of identity and how the teaching in turn affects the performance of students. Alsop (2019) maintains that the teacher’s identity is a

continuous development whereby identity affects pedagogy and vice versa, “understood as a type of pedagogy in and of itself” (Alsup, 2019:132).

Alsup further postulates that “identities and pedagogies change symbiotically over time (2019:132). Izadinia (2013, in Alsup, 2019) concludes after a review of 29 empirical studies that there is no clear definition of teacher identity. She addressed four factors emanating from these studies relating to student teacher identities: a) reflective activities, b) learning communities, c) context and d) prior experiences. Her review also concluded that teacher identity is dynamic. Some studies like Akkerman and Meijer (2011, in Alsup, 2019:4) find teacher identity “multiple and dialogic” and so professional and personal identities are one. Professional identity relates to a professional life and thus is a “situated identity” (Alsup, 2006:206; in Alsup, 2019:4).

Drawing from Hargreaves’ (2007:185-196, in Day & Gu, 2010) principles based on research, the level of teacher commitment is impacted by how the teacher views the work environment. The benefits derived from the work; the support given by governance, management and senior leadership; a positive sense of professional identity; a positive sense of capability; and desire for professional development, are significant factors that cannot be underestimated. They either enable or constrain the teacher’s desire for professional learning and development, the benefits that may be gained personally and which the school may also gain.

2.6.2 ROLES AND PROFESSIONAL IDENTITIES

The teacher’s role relating to the technical aspects of teaching, learning and institutional duties, may be distinguished from the teacher’s professional identity (Castells, 2004). Professional identity is not the same as roles. Roles are the means by which people function within the school. Teachers play multiple and various roles outside and in school (Day & Gu, 2010). Teachers tacitly construct their identities from the roles they play, without defining them (Castells, 2004; Day *et al.*, 2007). For instance, progress and growth made by students motivate and bring the teachers joy. When this positive experience is sustained, teachers are transformed. They become insightful and innovative, healthy and socially inclusive (Fredrickson, 2004, in Day & Gu, 2010). A teacher’s ability to withstand adversity and setbacks, and still progress to develop competence and wellbeing, underscores his capability to enhance achievement in all aspects of a student’s life.

The way teachers form their identities is impacted by how they feel about themselves and their students. This identity determines their relationships with students and guides them to adjust their

practices and beliefs in their interactions (James-Wilson, 2001). Hargreaves and Goodson (1996) insist that professionalism must endorse the emotional as well as the cognitive aspects of teaching.

2.6.3 SCHOOL MANAGEMENT PRACTICES

Hargreaves (1994) proposes that school management and leadership must include values and practices that stress the importance of caring for others and maintaining good relationships. They must provide scheduled courses and workshops for training. They must enhance workplace mentoring, offer career guidance, provide learning materials, and provide opportunities for self-reflection that include life histories and life circumstances, all as part of their efforts to create and sustain the school as a learning and achievement community for both teachers and students. Leaders must develop cultures that will build teacher commitment, personal agency and confidence. They must provide feedback to build confidence, retention and commitment and to enhance learning. Part of constraining and enabling factors for a learning community include attractive salaries and appreciation for the value of their work. Teachers must be given their right levels of work to challenge and motivate them (Eraut *et al.*, 2007). They must be given support for their personal sense of agency. Building and sustaining cultures in the school may enhance social capital. When staff share common goals and values and are committed to synergising for the attainment of a common purpose, this indicates a trusting and mature professional learning community. It indicates a staff body that have a collective sense of wellbeing and mutual respect and an indication of social capital resulting from a group's ability to sustain and develop good communication. Smyley (1995) asserts that the environment of the school can positively or negatively impact the teacher's sense of time, space, identity, capability and effectiveness. A teacher's motivation and commitment to teach are consequently affected, both positively or negatively, by the learning environment. As classrooms and schools are the most common places for a teacher's learning, these places facilitate the teacher's subject and pedagogical learning, focusing on their motivations, self-efficacy and commitment.

2.7 TEACHER'S PROFESSIONAL DEVELOPMENT, IDENTITY AND PEDAGOGY

The majority of teachers begin their professional journey with a strong desire to contribute all their resources to the progress of their students. However, this enthusiasm tends to fade with time for some teachers, due to unexpected personal situations, the changing demands of the work and the

prevailing institutional culture. They no longer have the conviction they had in their ability to make positive impact in the teaching and learning of their students. Thus, the avenues for learning for the teacher in a context that promotes a productive sense of identity must be sustained to equip them to handle the intrinsically volatile environment in which teaching and learning takes place (Day & Gu, 2010).

Haberman (2004:52) claims that teachers learn for two main reasons in a school. One is for the professional development and the other is simply for the love of learning. He maintains if a teacher simply loves learning, then that is the surest way of inspiring students to also love learning. Students copy teachers they respect. One of the sources of respect for a teacher includes teachers who love learning. The teacher's urge to learn has benefits. It is self-motivated and involves both emotional and intellectual processes. According to Hargreaves and Goodson (1996:7), learning enhances a teacher's knowledge base, teaching practices and competence. All these benefits underscore commitment to quality service, accruing to the teacher's sense of worth and confidence in his profession. The interactionist nature of continuous professional development (CPD) gives teachers opportunities to dialogue through the experiences in their school contexts to act accordingly. Eraut *et al.* (2004:9) also determined that opportunities for teachers to meet, observe and work alongside people with more or diverse expertise and develop relationships that provide feedback and support were helpful to teachers. The OECD (2005:169, in Day & Gu, 2010) indicates that "teachers place a lot of emphasis on the quality of their relations with their students and colleagues" when they feel they have good working conditions, opportunities to develop their skills and have support from school leadership.

2.7.1 Constraining Factors that Challenge Teachers' Ideals

Teachers may have beliefs, value systems and ideal opinions that propel them into this profession. They may regard teaching as a vocation to pursue and or even a life project (Jackson *et al.*, 1993; Pels *et al.*, 1999; Brown & McIntyre, 1992). However, these ideals are challenged, and often eroded, by structures such as the curriculum systems, the training system and the assessment system. Moreover, the culture in the work place and the relationships that teachers form with their institutions can likewise challenge teachers' initial ideals. Meanwhile, the teacher's private life also plays its role in impacting the foundation of motivation for entering the teaching profession. Yet in spite of all of these perils, research indicates that a large majority, about 74% of all teachers, sustain high commitment (Day *et al.*, 2007).

2.8 CONCEPTUAL FRAMEWORK

This section outlines a conceptual framework of the study, drawing on the literature review. Here in particular, I draw on the ideas of Alexander (2008). Figure 2.3 below illustrates the conceptual framework for the study, as discussed above, showing that the teacher's pedagogy is informed by factors which work together to render a teacher's pedagogy effective. The teacher's identity, whether constrained or enabled, forms a major aspect of pedagogy.

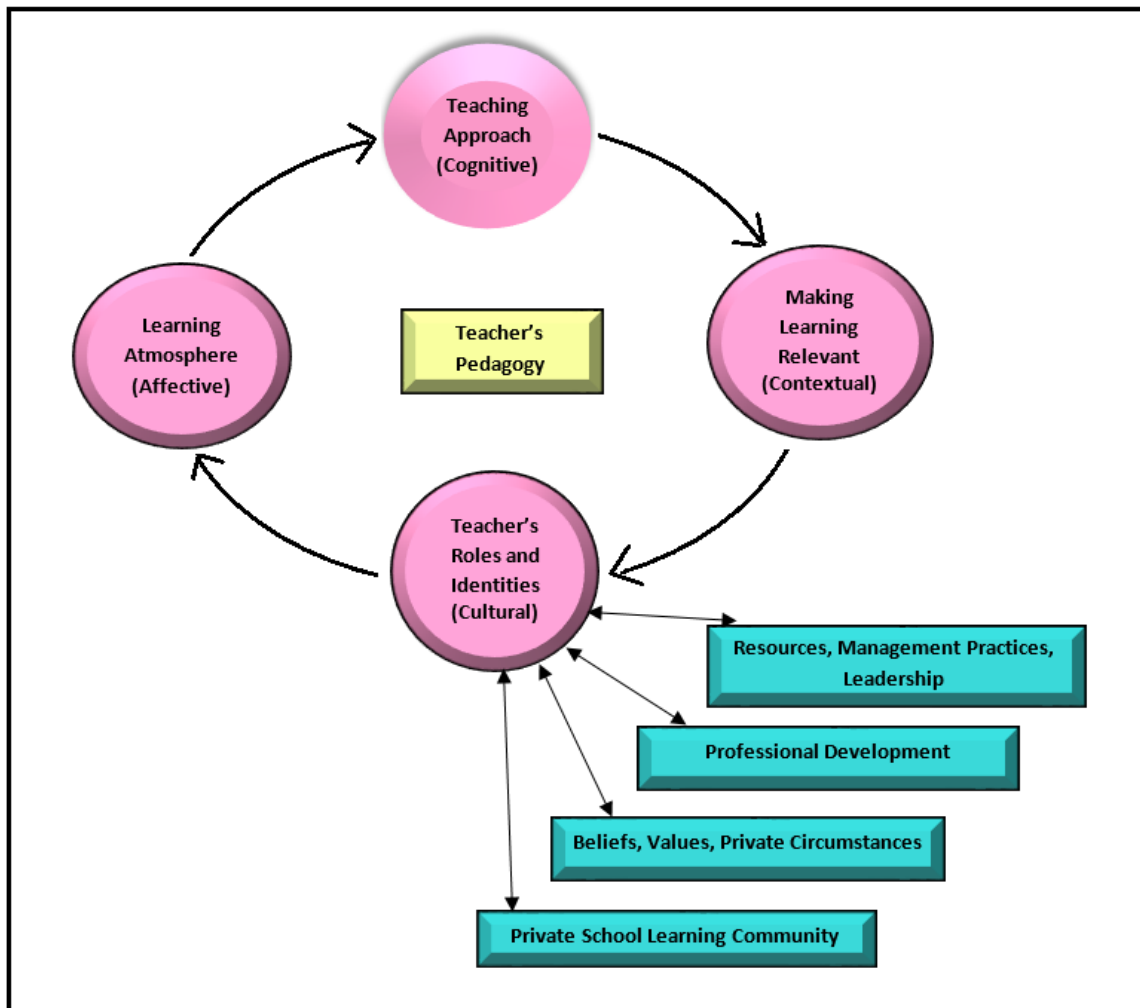


Figure 2. 3: Conceptual Framework: Pedagogy in Private Schools – Ghana

2.9 CONCLUSION

This chapter has reviewed literature relevant to this study. Private schooling, types of private schools and the growth of private schools in developing countries, Africa in particular, have been discussed. The notion of pedagogy, as used in the study, was outlined together with the definitions of ideas in pedagogy, as used in this study. The associated theories of learning were also discussed and related to the study, enabling a conceptual framework to be designed for the study. The next chapter, Chapter 3, reports the philosophical underpinnings and methodological processes of the study.

3 METHODOLOGY

3.0 INTRODUCTION

I review the methodology of my study in this chapter, in 11 sections. I state the research questions guiding the study. I then report the philosophical underpinnings comprised of the ontological and epistemological assumptions, followed by a discussion of the design of the qualitative study. Following that, I consider my positionality as a researcher and report the sampling strategy adopted in the selection of sites, participants and the subjects for exploring the concepts of pedagogy in this study. I follow this with an outline of the research techniques used to conduct the study. I also report the mixed methods involving classroom observation and post-observational interviews, followed by another on the fieldwork data collection. Subsequent sections report the analysis, ethical considerations, trustworthiness and limitations of the study. Finally, a conclusion ends this chapter and connects the information to the chapter on data findings.

3.1 RESEARCH QUESTION

This study was guided by the following two research questions:

- 1) What are the pedagogic practices of junior high Mathematics and English teachers in middle to high fee-paying private basic schools in Ghana?
- 2) How do the identities of the teachers teaching English and Mathematics in middle to high fee-paying private basic schools in Ghana influence their teaching practices?

The rationale for connecting these two questions for this study, as indicated in Chapter 1, is to highlight the relationship between the identity of a teacher and the way in which he teaches. Studies show that *who* a teacher is cannot be separated from *how* he teaches. It is important to understand each of the two issues, how they are interrelated and the imperative knowledge gained from insight into them. Researching to answer both questions provide a full picture and detailed understanding in the less explored MHFP private school sector.

3.2 RESEARCH PHILOSOPHY

Philosophical assumptions are needed to guide the research goals and practices. The research questions, and the manner in which answers are sought, are shaped and influenced by our philosophical stance (Bryman, 2008).

3.2.1 ONTOLOGICAL ASSUMPTIONS - CONSTRUCTIONISM

Ontological assumptions are philosophical assumptions that concern beliefs about the nature of reality and the features that attend it. These assumptions are necessary to guide the direction of a research study. Two alternative world views about ontological positions – the position of objectivism or the position of constructionism (Bryman, 2008) – are concerned with questions of whether social entities are considered objective entities, having a reality that is external to social actors, or whether they may be considered as social constructions derived from the views and actions of social actors. The stance of objectivism means social phenomena are external facts that are beyond our influence, while that of constructionism means social phenomena and categories are produced through social interaction and are constantly revised (Bryman, 2008).

Creswell and Poth (2018:20) explain constructionism as the “idea of multiple realities”. Conducting qualitative research means the researcher accepts the nature of reality as an idea of multiple realities. This means I accept reality as seen through many perspectives, and I accept that different individuals ascribe to different realities. The implication of this position for practice is that researchers report different perspectives from different participants, as themes emerge through the findings. Signs of multiple realities in this study include using actual words from participants and the presentation of varied perspectives (Creswell & Poth, 2018).

3.2.2 EPISTEMOLOGICAL ASSUMPTIONS – SOCIAL CONSTRUCTIONISM

Epistemological assumptions, while also philosophical, provide direction for this qualitative study. These assumptions frame a world view that answers what counts as knowledge and how the knowledge claims are justified. Epistemological views may be positions of positivism, empirical realism, critical realism or interpretivism. A particular central issue among all epistemological views is whether the study of the social world can be and should be according to the same procedures, principles and ethos as the natural sciences. The position of positivism affirms this stance while the position of interpretivism defies this stance.

Qualitative researchers bring interpretive beliefs or frameworks to the process of the research. These are theories that guide the practice of research. Examples of interpretivist positions are social constructivism, transformative frameworks, postmodern perspectives, pragmatism and feminist theories (Creswell & Poth, 2018).

From a social constructivist point of view, this study employed a qualitative design to construct and interpret meaning drawn from observing teachers' classroom practices and teachers' perceptions as a reflection (Creswell, 2013). Social construction understands individuals as having subjective meanings that are complex and varied about issues from their experiences, about objects or about things (Creswell, 2009), seeking complex and varied meanings from participants' views of the situation under study. This means the researcher interacts or discusses with people about things they say or do in their life settings, addressing the processes of interactions among the individuals and detailing the context in which people live and work, to be able to more fully understand the historical and cultural settings of the participants. The researcher personally visits the context to collect the information and generates meanings from what is discovered by positioning him or herself in the research, and acknowledging how his or her own background and experiences shape the interpretations (Crotty, 1998; Creswell & Poth, 2018).

Both the ontological stance and the interpretivist framework are important elements situated in and influencing the research process, as discussed above. In Figure 3.1 below, I show my philosophical and my interpretivist stance combined in a framework to enhance clarity of my expression about this study's processes. I extracted this framework with the help of philosophical and interpretivist frameworks presented in Creswell and Poth (2018).

Interpretive Frameworks and Associated Philosophical Beliefs				
Interpretive Framework	Ontological Beliefs (nature of reality)	Epistemological Beliefs (how reality is known)	Axiological Beliefs (role of values)	Methodological Beliefs (approaches to inquiry)
Social Constructive	Multiple realities are constructed through our lived experiences and interactions with others.	Reality is co-constructed between the researcher and the researched and shaped by individual experiences.	Individual values are honoured and are negotiated among individuals.	More of a literary style of writing is used. Use of an indicative method of emergent ideas (through consensus) is obtained through methods such as interviewing, observing and analysing texts.

Figure 3. 1: Interpretive Framework with Associated Philosophical Beliefs

(Extracted from Creswell & Poth, 2018:35)

3.3 THE QUALITATIVE DESIGN

“Qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (Denzin & Lincoln, 2011:3, in Creswell & Poth, 2018). Philosophical assumptions underpinning this description suggest constructivist research study approaches as compared to a quantitative design. The quantitative approach, by contrast, primarily employs claims for developing knowledge that are postpositivist, involving experiments and surveys, while mixed methods approach employs pragmatic knowledge claims.

Since the aim of this study was to explore the pedagogy of teachers in the middle to high fee-paying private basic schools in Ghana, the philosophical inclinations of the study and the questions addressed were associated with a constructivist research approach, a qualitative research design. As the qualitative design was in line with my personal philosophical assumptions, this enabled me to operate with more ease and creativity, and to apply a narrative style of writing with which I was more comfortable and familiar. I took the opportunity to be innovative with researcher-designed frameworks, with little background experience in conducting an academic study with open-ended, semi-structured interviews. Drawing from Morse (1994) that the exploratory approach in research is relevant in situations where a topic has never been addressed with a certain sample group of people, the qualitative research design directly applies to this study.

3.4 POSITIONALITY

Qualitative researchers make values they bring to a study known as their axiological assumption. They report their biases as well as assert the fact that information gathered from the field is value-laden. This occurs by “positioning themselves” or making their “positionality” known in connection to the setting and context of the research (Creswell & Poth, 2018). Berger (2015) suggests that instances like the researcher’s social position, professional beliefs or personal experiences can be declared. Literature shows two possible positions a researcher can assume: as an insider and then as an outsider. The insider researcher studies a group to which they belong by virtue of language, identity and experience. The outsider researcher, on the other hand, does not belong to the group being studied. But the insider is intertwined with the research activities, and proceeds with the study “on the basis that they can exercise sufficient control over their normal attitudes to allow them to operate in a detached manner, so that their investigation is not clouded by personal prejudices” (Denscombe 1998:208-209).

In this study, I played both roles, as an insider and an outsider. As a strong insider, I have forty-four years of previous professional experience, as well as extensive knowledge of education in Ghana. I have acted in different roles of teaching as a classroom teacher or head teacher. I have had in-depth knowledge about teachers, the way they teach, and learning outcomes with the educational deliveries in the private sector, which I earlier indicated in Chapter 1 under sections 1.2 and 1.4.1. Currently, I run a similar private school in the capacity of a successor and proprietor. I consider myself as an active insider. I have played roles as an administrator, and a director in the in the organization, planning and managing of the school. This position gave me the advantage of bringing to bear a deep understanding of the participants and their contexts. I, however, exercised restraint as an insider to prevent personal prejudices. Thus, interpretations in the processes of analysis in chapters 4 and 5 and conclusions drawn from the findings in Chapter 6, were underscored by my insider position, as my axiological assumption permits me to.

My position again gave me easier access to the directors of the private schools in the study. Private schools at the middle-to-high fee-paying level are not easy to access for participants in a study in Ghana. This would be the case with an outsider researcher, who would likely meet resistance, in the interest of the market value and place of the school, should the study make the school vulnerable. The directors, to the contrary, shared similar concerns about the importance of examining pedagogies in their school classrooms, so my positionality as an insider underscored my attempts of rigorous data examination for training collaborations we anticipated from the findings.

Choosing a site and participants outside of my district and city was helpful to the school leaders, since I became an outsider in this sense, to curtail misinterpretation of my intentions to conduct the study. This position afforded me the opportunity to engage in much reflexivity, examining myself as a researcher and the research relationship (Denscombe, 1998). Being an outsider intensified my careful listening to participants, to elicit data from their perspectives as closely as possible. I used words like “them” and “they” to create distance. I had to maintain consistent reflection to minimise any biases as much as possible, since my data analysis and interpretations could potentially be influenced by my background.

3.5 CONVENIENCE SAMPLING

The sampling type for this study was mainly the convenience sampling for the selection of the participants. The qualitative research tradition permits this type of sampling. Moreover, it is in line with the philosophical assumptions of this study. Again, the limitations of time, finance and size for this study as an academic work, also made this choice relevant. I resorted to this sampling strategy to seek participants who would be relevant to the study in various categories and with particular characteristics, to provide the perspectives required for the research. Again, I sought suitable sites and participants for the study, based on common and differing characteristics that were relevant to answering the research questions.

Convenience sampling becomes relevant in instances such as where certain individuals are not available or are difficult to reach, as Bryman argues. There are instances also, as was the case for this study where:

“...convenience samples may be the result of restrictions placed on the researcher – for example, when members of an organisation select interviewees rather than give the researcher a free rein to do so,” (Bryman, 2008, p. 458).

Such an instance may show lack of transparency and may call for much reflectivity. Convenience or opportunistic sampling is a form of non-probability sampling, so it does not seek to sample participants on a random basis. It may enhance a good variety of key characteristics for the study’s purpose. It is selective and may be strategic to show some features or processes that the researcher is interested in, so that the individuals and sites chosen may inform an understanding of the research problem and the central phenomenon in the study. There are levels of sampling to be done: levels of the schools, that of the participants, and the process or event level (Bryman, 2008). Convenience sampling is not purposive sampling, since convenience sampling rests on the basis of availability by chance to the researcher (Creswell & Poth, 2018).

3.5.1 SELECTION OF THE SITES

Planning and organising the study included gaining access to the sites and participants. I purposely chose to conduct the study at Osibu, a town in the Ashanti Region (AR) of Ghana. AR, out of 16 others, is the most populated region (5,406,209) in Ghana, according to the Data Production Unit, Ghana Statistical Service (2016:1). That is 19.10% of the total population in Ghana. It has the highest number of basic schools (12,137) out of which 5,879 are private basic schools (GSS, 2018).

I chose AR because I have lived in Kumasi, the capital city of the AR, all my life and carrying out a study in the region was convenient from work. I also speak the local Twi which is the main language spoken there and used officially in almost all the schools. Ghana is multilingual with over fifty languages, so it was strategic to select a place where I could observe lessons without an interpreter, saving time and costs.

Osibu, the capital of the Osibu Municipal District, is urban and is one of the 27 districts in the south of AR of Ghana. It had 368 private schools as of 2016 (GSS, 2018), which is 6.26% of the private schools in the AR. I selected Osibu because it is between two to five hours' drive by public transports from Kumasi. Since I live and run a private basic school in Kumasi, I chose to study a fair distance away from Kumasi to avoid my intentions being erroneously mistaken as spying for commercial gains. Osibu is big enough to be different and is separate from Kumasi. However, it is, at the same time, a conveniently near place for me, with a substantial concentration of private schools.

3.5.2 SELECTION OF THE SCHOOLS

Two private schools, Alpha School and Betha School, were purposely chosen for this study, since I sought qualitative data that could yield rich detailed descriptions of the lessons observed. Besides, as an academic study requirement with limited time and resources, the two schools were adequate for my purpose. I particularly sought middle to high fee-paying schools which were graded A by the standards of the Ghana Education Service. (Private schools at the basic level in Ghana are graded A to E, with the best resourced and registered ones in the A category.) The middle to high-cost schools are grade A schools and most likely to have trained and supervised teachers who used pedagogies that could affect outcomes positively for my study's purposes. I chose two schools rather than one because private schools tend to be heterogeneous, so the chances of retrieving some varied data from their teachers was of value to my study questions.

To select the schools, I initially and casually visited the township to familiarise myself with the place and to determine where most of the private basic schools were located. There, I unofficially sought permission and the required procedure to gain access to some schools from the Osibu Municipal Director of Education as a "gatekeeper." I followed this procedure, because firstly, private schools are under the Ghana Education Service and the Director serves as a necessary gatekeeper to the private schools. (The private schools have a mandate to deny access to anybody

who comes in to transact any business there, without prior knowledge of the Municipal or Metro Director, to prevent fraudsters, misrepresentations and imposters as GES officials.) Secondly, the unofficial visit to the Director was a respected cultural practice for dealing with personal issues, (my private study) that were also official in nature. My purpose was official because it concerned the schools, which are controlled by the formalities of the Metro or the Municipal Education Offices in the country. Since the Municipal Director was officially responsible for all the public and private schools in the municipal, he also had all records of their performances. He requested a formal letter to his office, a copy of which I have presented as Appendix 3.1, after which he listed the top five private basic schools, including my selected two. He thus personally phoned the directors of Alpha and Betha Schools, as he said he had personal acquaintance with each of them. He sought their permission and booked appointments for me, recommending them for my study.

3.5.2.1 THE SCHOOL "GATEKEEPERS"

The private school directors represented "gatekeepers" of the two schools. I paid an informal visit as a respected cultural courtesy, during which I presented letters on information about the study, and sought permission to carry out the study in their schools. I provided separate letters to indicate their consent when I gleaned from our conversations that they were happy to permit me to do my study there. I also presented Information Sheets about the study for them to distribute to the potential teacher participants. I was assured of lessons to observe and timetables to be scheduled by the schools. They also said they stood in loco parentis for their students, so they would see to all issues and processes concerning consent with the children. Copies of the Information Sheet and Consent Forms are inserted as Appendices 3.2a and b, and Appendices 3.3a and b, respectively.

We came to a consensus that since students were preparing to write end-of-term examinations that December, in 2016, the following term would be an appropriate time for the study. That would also give participants enough time (four weeks) to read the Information Sheets and to decide whether to participate or not. The study was conducted in the first week of reopening for the 2nd term of the academic year. This was during regular school hours, in January, 2017.

(Incidentally, in our various conversations I discovered one Director had had a good experience with much needed support and cooperation in carrying out his PhD study in a college in the US. Thus, he was happy to cooperate with me in turn. The other had also received maximum

cooperation with his data collection for his write-up to take off, so he too was happy to provide support and cooperation. They were both empathic and receptive.)

3.5.3 SELECTION OF PARTICIPANTS

Teachers formed the case for this study. I sought one good teacher in English and then one in Mathematics from each school. Each teacher was a separate case in each school, making four separate cases. I chose four teachers because the qualitative tradition and the philosophical stances underpinning this study permit a small number as a sample for detailed descriptive data to address my research questions. Moreover, four cases posed a sizeable number with which to work, as an academic assignment is restricted in terms of time and financial resources. The schools presented the participants for the study. I had no control of that process and when I first met them, they seemed to have already made up their minds to participate in the study. They possibly were proven to be stable staff members and experienced in teaching. The participants also possibly managed their students effectively to yield positive outcomes in their learning. The choice of these particular teachers seemed to positively impact the outcomes of the study, since these teachers demonstrated confident, warm and friendly identities, which seemed to govern the classroom atmosphere throughout the period of data collection.

3.5.4 SELECTION OF SUBJECTS

The subjects chosen to explore pedagogical concepts in the study were English and Mathematics. This was because English and Mathematics are core subjects for the BECE, and a student ought to pass these very well to gain access into any of the nation's top-performing government senior high schools. Passing English and Maths is a fundamental consideration parents make in preferring one private school over another. Private schools, therefore, extend much support and effort into helping students pass these subjects. The effort and support they make in teaching these subjects were of interest to this study. Furthermore, I wanted to explore any peculiarities and differences that the pedagogy for teaching Mathematics as a scientific subject, and English as a subject in Arts and Humanities would uncover. The schools, however, made the selection of which lessons were taught and at which times. I thus had no control over the particular topic taught and the lesson plans used for those lessons taught. This suggested a possibility that the lessons would have positive outcomes. It therefore called for greater reflexivity during the processes of data collection. The fact that the study involved teachers regarded as 'good,' in terms of getting all or the majority

of their students to excel in their BEC examinations in order to progress into the best SHS in the country was borne in mind and made explicit in the analysis.

3.5.5 SELECTION OF THE CLASSES

Junior High School Form 1 was the standard or class chosen for the study because that standard serves as a continuing stage from primary school stage 6. Its selection was helpful for the study, because it is a stage of less stress for teachers and students. This means it is the first year of the three years of preparation that teachers require to teach and prepare students to write the BECE, so that students can exit basic schools and progress to senior high school. Thus, requesting that class level for a study in a private school was more likely to be granted. The schools' directors determined which Form 1 classes I had to observe. I had no control over this as well. It also then suggested a possibility of brilliant students grouped in a class. This could affect the teaching-learning processes and outcomes favourably, in terms of students giving appropriate and required answers. However, my attention was on the teaching practices that the teachers employed and how the teachers' identities impacted the learning processes and their outcomes. And so pedagogic practices that were employed with such groups of students were also relevant to highlight the pedagogic practices I required for my data.

3.6 RESEARCH METHODS

The observation technique is a qualitative approach that assists in throwing light on some of the issues in the teaching-learning processes (Creswell & Poth, 2018). An advantage of its use is that abstract aspects like the sense of teamwork and bonding, issues of inclusiveness, and interferences and unusual issues could be noticed during the teaching and learning processes. Data could also be recorded as a first-hand experience (Creswell, 2003).

Observations may either be the participant observation type or the non-participant observation type (Bryman, 2008). The participant observation involves the researcher as a participant, who adapts empathetically to be like the participants or phenomenon in an effort to win the participants' confidence and openness for suitable access to data collection. I did not employ the participant observation method since it requires quite a length of time to build trusts whereas my study was academically time bound.

Observations may be structured or unstructured. I employed the unstructured classroom observational method because I was exploring pedagogies used in private schools which were not

empirically known and so was not fully certain of what to expect. Therefore, I was open to any surprises or peculiarities that could crop up.

3.6.1 CLASSROOM OBSERVATION

The main method employed for this study was classroom observations rather than the lengthy-time characteristics of a case study (Creswell, 2009). I reckoned the case study method could have been suitable, because it can be used in cases where little study or no inquiry has been made, as with the case of my study. However, being an academic study with limited timeframe, finance and resources, the choice was not convenient.

Using observations had firstly, the advantage of helping to generate rich descriptive narrative data to throw light on the pedagogy of private schools in Ghana, which was my study's intention. Secondly, the classroom observation technique, permitted in the qualitative tradition, is in line with philosophical assumptions and interpretive frameworks of social constructivism. This technique allows for going directly to the field to construct meanings and interpretations that are subjective and value-laden. Thirdly, the nature of my research questions invited me to go directly to the field to observe the pedagogical concepts occurring in the classrooms. My observations were in line with my conceptual framework, tailored towards addressing my research questions.

The key concepts for the observation were as follows: firstly, teaching approaches, which covered cognitive aspects of the teaching and learning processes; secondly, creating relevance of the learning, which covered the connecting of the subject matter to the community and lives of the students; thirdly, the classroom learning climate, which related to the affective aspect of the teaching and learning processes; and fourthly, roles and identities of the teacher, which covered the teacher's assumed roles and identities unveiled during the deliveries and follow-up interviews.

Under the teacher's approaches, I looked out for teaching practices that related to cognitive aspects. These included utilising TLMs, small group and pair activities, use of whole class teaching and the giving of individual attention. I observed the type of activities given to the students and what teachers did while these activities carried on. I observed the use of resources such as concrete objects, laptops and videos for lesson deliveries to explain clearly what a particular lesson was about. I also sought the teacher's use of textbooks, exercise books, marker boards, models and real objects.

I also observed the teacher's questioning and answering skills. I checked how simple the questions were, how challenging, helpful, analytical, interactive or dialoguing they were, and also whether questions generated multiple or single simple answers. My observations covered issues like the teacher giving explanations for new activities, concepts, knowledge, skills and assessment criteria. I observed the use of gestures in teacher responses, and also how student answers and concerns were managed and the manner of responses students gave to teachers.

I noted how the teacher connected subject matter to the lived experiences of the children and their communities. Then I looked out for the strategies used to teach lessons, including summarising and explaining. I considered the emotional ethos of the class, signs of teacher motivation, attitudes, values and beliefs, and teacher interaction with students. I observed how happy or scared the students were. I observed how the students interacted among themselves and with their teachers. Again, I observed the roles and identities that the teachers demonstrated during the teaching and learning processes. I observed the attitudes that teachers exhibited, what they did and said about themselves and the students, and the beliefs and cultures they manifested. I observed how they appeared to feel about themselves and the students and the lessons they taught. I also observed their interactions to ascertain how they were relating to the students and the charisma with which they taught.

3.6.2 POST-OBSERVATIONAL INTERVIEWS

Interviews are embraced in the qualitative tradition of a research study. As a qualitative design, the findings are subject to other interpretations, while the careful contextualisation aids the relatability of the study and hence its wider relevance (Creswell, 2009). It permits some control over the line of questioning and prevents deviations, which assures that the answers received are relevant to the topic at hand (Creswell, 2009). At the same time, it is flexible enough to allow digressions and introduction of allegories or historical events that might throw unexpected, but useful insight, into the matter (Kvale, 2007). Interviews also allow the exploration of issues discussed that are not directly observable (Kvale, 2007) as they may be conducted formally or informally. Formal interviews may be guided by structured and controlled questions for specific purposes. Informal interviews may deviate from strict structure and be open-ended, encouraging the interviewee to talk freely about an issue from his or her own perspective and divulge insights that could be relevant to the study. However, it could also be off the line of interest of the interviewer.

Post-observational interviews, semi-formal and open-ended, were conducted where relevant to provide insights and understanding into why certain actions occurred and choices were made. The combination of qualitative methods I used were concerned with the construction of meaning and were in line with interpretive and philosophical assumptions of qualitative studies. I attempted the use of this method to substantiate what I observed as well as to triangulate the methods and the data to lend credibility to the findings. I followed up some lessons with informal interviews to listen to the teacher and to clarify reasons why the teacher did or said certain things during the lesson delivery. I also clarified some perceptions on attitudes or beliefs I picked up during the deliveries. Besides, as I reckoned there was no way I could exhaustively determine a teacher's teaching strategies in three lesson observations, the follow-up interviews deepened my understanding and interpretations for the study. I have attached a copy of questions that served to guide the follow-up interviews as Appendix 3.4.

3.7 FIELDWORK DATA COLLECTION

In this section, I report on the data collection by first stating clearly in simple terms what the research procedure was, followed by a report on the relevant details.

3.7.1 RESEARCH DESIGN PROCEDURE

Research design procedure denotes the processes that are followed in carrying out a research (Maxwell, 2012). The research design procedure for this study consists of the following:

1. Problem identification and research objectives
2. Critical literature review
3. The conceptual framework and underlying theories
4. Research methods: Research questions and philosophical assumptions, Data collection and analysis
5. Research findings, conclusions, and recommendations
6. Contributions towards theory.

These are represented in a flow chart in Figure 3.2 below.

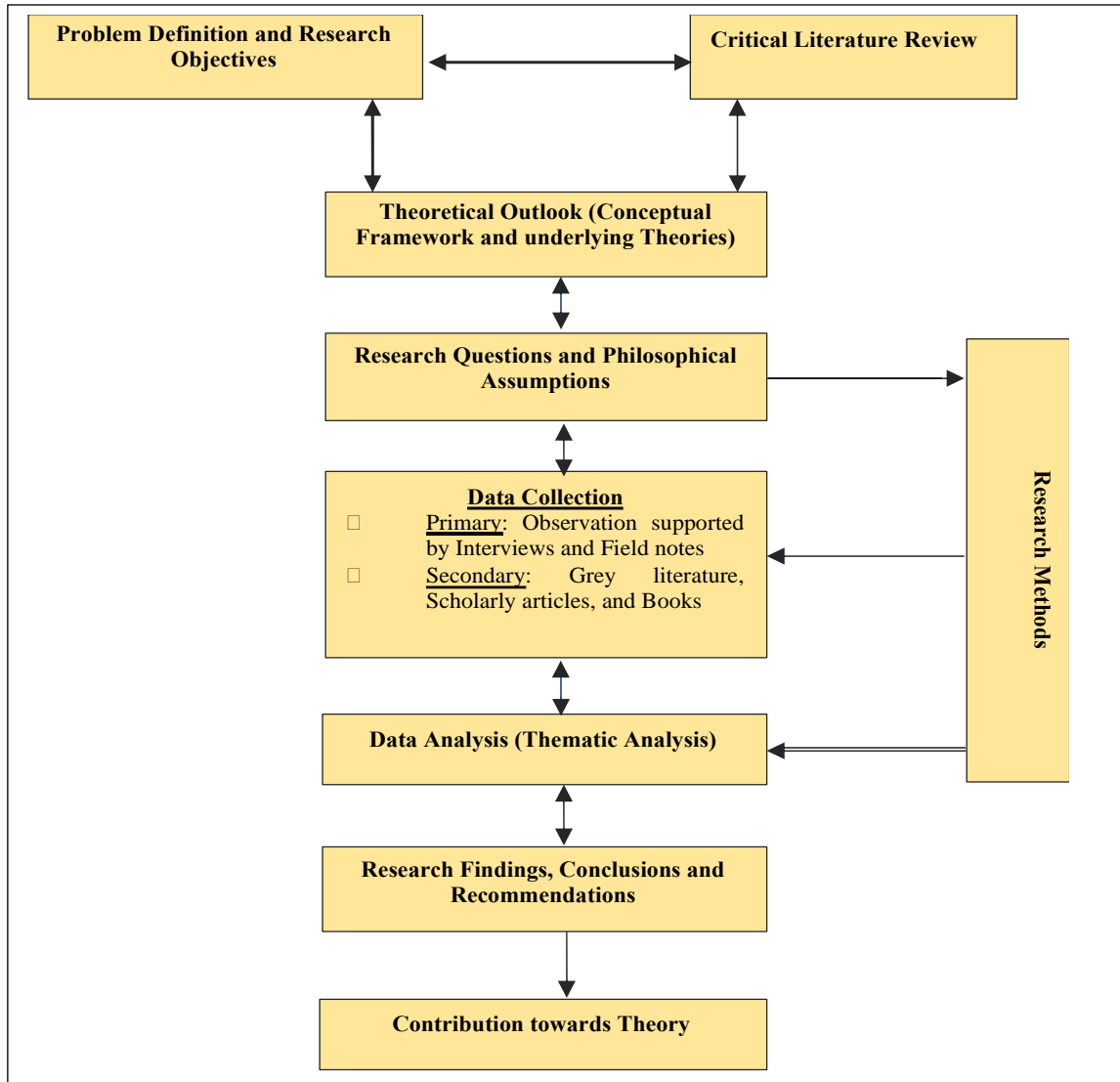


Figure 3. 2: The Research Design Procedure

3.7.2 DATA COLLECTION

I observed lessons in the classroom as the main method for the study. After each lesson observed, I immediately followed up with an informal and open interview with the teacher participant related. Therefore not every lesson was followed up with an interview. As classroom lesson observations went on, I recorded them all using a digital voice recorder. I also concurrently wrote down things I observed that could not be captured on the voice recorder, and these together formed the sum of my raw data. Figure 3.3 is illustrative of this.

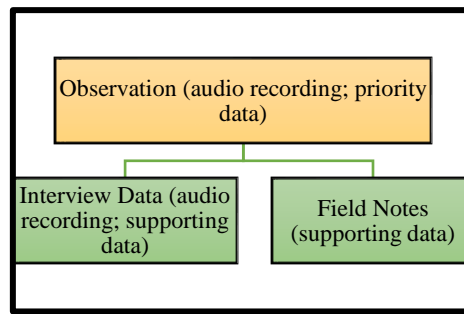


Figure 3. 3: Sources of Primary Datasets

I now report on the details of the procedure in the paragraphs which follow:

I piloted an initial observational schedule in my school and realised I could not effectively observe, listen and write simultaneously. As I tried to write, I missed out on some issues of quality and emotional climate. However, as the audio recording covered all talking, I placed significance on its use. I also redesigned the schedule to cover the key concepts of my conceptual framework to capture issues that the recording could not. I then used field notes to support my data collection. I have attached a sample of the observational guide to the study as Appendix 3.5.

I began data collection on the 11th of January, 2017, the second day of reopening for the second term of the 2016/2017 academic year. To gather my data, I had an observational outline, an audio recorder and a note pad. The teachers were personally observed as they taught their lessons in three separate sessions for each subject of one period each. In both schools, one particular class was given for both my Mathematics and English observations. Observation over this period therefore resulted in a less restrained environment for the study and the students. This meant six classroom observations, of both Mathematics and English lessons, occurred in each school. This brought the number of observations altogether to 12 sessions of observations for the study. Based on the issues in a teacher's lessons, I held brief post-observational interviews of between five and 15 minutes with each of them. This was necessary because three instances of observing a teacher could not fully reveal a teacher's pedagogic practices; thus, follow-up garnered additional insights on any topic that required further investigation.

The observed teachers were interviewed as necessary, after one or two observed sessions, for further details and clarifications. Data was sought on issues such as why particular activities were

done during the lesson observations, or how often some activity observed during the lesson was done, or why the teacher acted in a certain way during the delivery. These unearthed reflections on their pedagogical strategies. I tried to show sensitivity to the state of the participants and the site during the data collecting processes. Figure 3.4 is a representation of the observations and interviews conducted in the two schools in a tabular form. Teachers who were observed for English are shaded green and those for Mathematics are blue. An attempt is made to distinguish the schools to which they belong and the number of observations and interviews conducted, as listed to their names.

	ALPHA SCHOOL				
ENGLISH	Matthew		Mark		MATHEMATICS
	Lesson Observation	Post-Observational Interviews	Lesson Observation	Post-Observational Interviews	
	3	2	3	3	
	BETHA SCHOOL				
	Luke		John		
	Lesson Observation	Post-Observational Interviews	Lesson Observation	Post-Observational Interviews	
	3	2	3	2	
	Total Observations and Interviews	6	4	6	

Figure 3. 4: Lesson Observations and Interviews Per Participants

Figure 3.5 is a representation of the process of observations and interviews conducted in the two schools in a flow chart. This flow chart demonstrates when the various data got collected, showing when the observations of the lessons were done and when the interviews were also done.

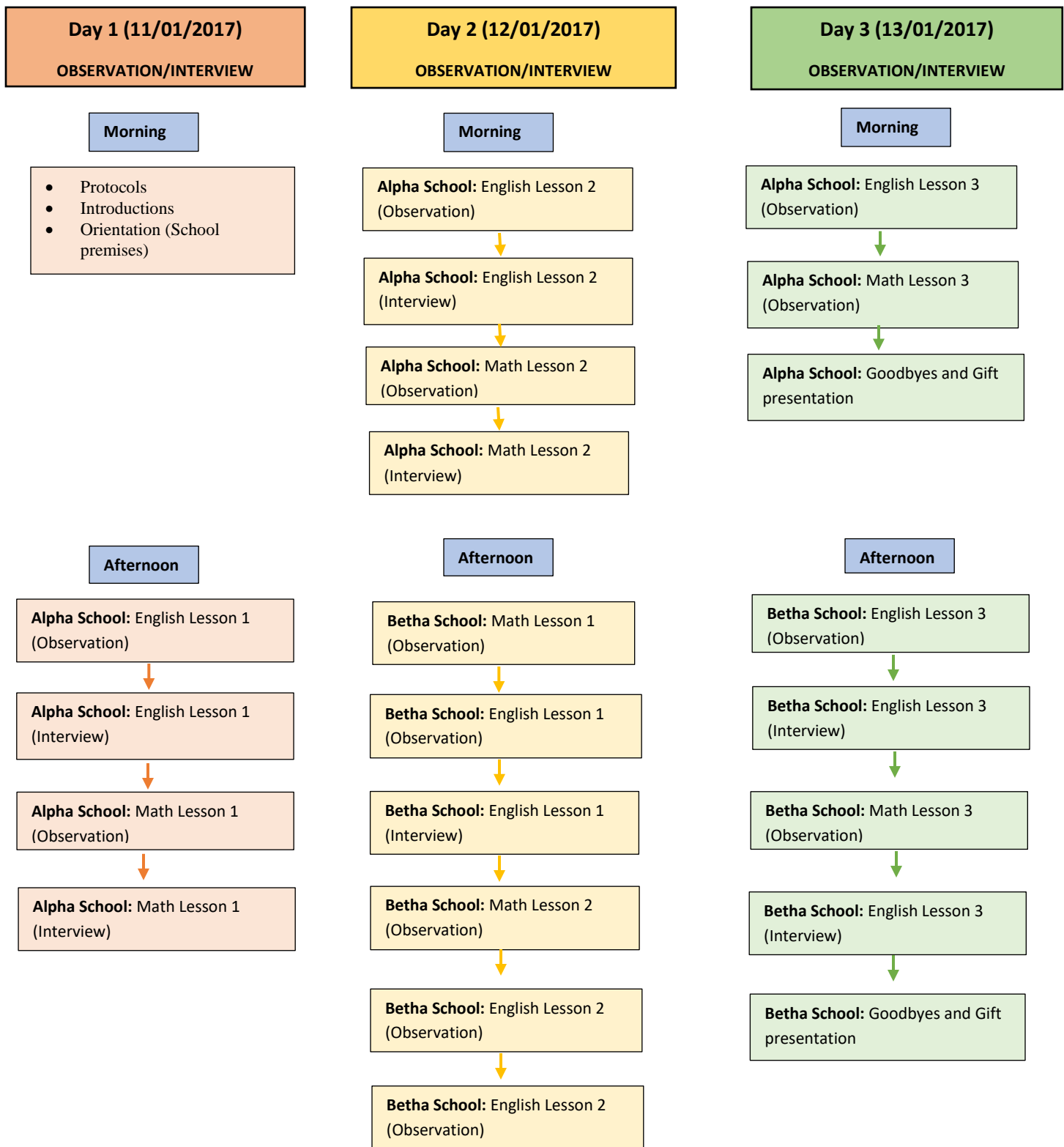


Figure 3. 5: Processes of Data Collection in Alpha and Betha Schools – January, 2017

3.8 DATA ANALYSIS

This section reports on the data analysis by first stating clearly what framework of analysis was used and then subsequently reports on the relevant details of analysis.

3.8.1 FRAMEWORK OF DATA ANALYSIS

The framework of data analysis was based on my research questions in Chapter 3 under section 3.1. These invited me to explore the pedagogic practices of junior high school Mathematics and English teachers and how their identities impacted their teaching-learning practices. I was then guided by my conceptual framework in Chapter 2, under section 2.8. This sought to examine cognitive aspects of the teachers' pedagogies under the theme of Teaching Approaches. Then also it sought to examine the theme of contextual relevance by exploring how the teacher linked the subject matter made to the communities to make learning relevant. It also sought to explore the classroom climate, examining the affective aura in which lessons were carried out. Fourthly, it sought the teachers' roles and identities during their teaching and how these impacted their practices. All these aspects were based on Alexander's theory of pedagogy, as discussed in Chapter 2. The framework of analysis was again underscored by my research philosophical paradigms as discussed in Chapter 3 sections, 3.2.1, 3.2.2, and 3.4. These paradigms covered my ontological assumptions of constructionism, my epistemological assumptions of social constructionism and interpretivism and then my axiological assumption of an active insider.

Information from the observation of lessons was used as the priority data set. This was supported with information from follow-up interviews and field notes. Together, they formed the data used for the findings presented, examined and underlined conclusions in Chapters 4, 5, and 6. The ensuing paragraphs report on the details of how these three data sets were managed:

3.8.2 DETAILED REPORT OF DATA ANALYSIS

I employed thematic analysis to assess the collected data. The focus of a thematic analysis is to identify and summarise main themes and issues emerging from a data set. The thematic analysis, requiring just one data collection with analysis, can be done at the tail end of the data collection (Creswell, 2003; Bryman, 2008). Thematic analysis does not simply name and describe themes. It could be more descriptive, and could present extracts as evidence of the theme's presence and efficacy. Some interpretations with some meanings could also render it more effective. Furthermore, analysing thematically involves looking through the data and summarising it for a reader according to the themes that emerge from the data set. This requires a detailed analysis.

I believed the thematic analysis would be quite manageable for my level of experience. This was because it was a method I understood well and could tackle with confidence regarding the time-bound nature of the study. In addition, the conceptual framework in Chapter 2 made apparent that the concepts on pedagogy could be broad. Organising them in themes meant exploring a fair cross section thoroughly enough to give a picture of pedagogy in the private schools. I believed if I attempted a fairly detailed analysis, it would yield some quality (Brown, 2006).

My focus in the thematic analysis approach was to identify and summarise themes in the data. Firstly, I transcribed all audio recordings into text data, covering the 12 lesson observations and nine interviews. I added aspects that were observed, and which could not be captured by the audio recording, from the observation guidelines prepared for data collection. I preferred the text data because it made my engagement with the data easier and rigorous. This was also helpful in preventing erroneous translations and interpretations from Twi vernacular into English, where related. In the course of almost all the lessons I observed, the use of the Twi language intermittently by the teachers, to connect their lessons to the community or the backgrounds of the students, or to create warmth and humour in class, or to expand concepts for deeper understanding. Thus, understanding to translate and interpret appropriately, helped to give a true picture of the teachers' communication that underscored the pedagogies. There were instances where the students also spoke Twi to express themselves more clearly, all of which bore on the findings and conclusions drawn for the study.

The text data was organised into 12 table forms, a sample each of English and Mathematics which is attached as Appendix 3.6 a and b, respectively. I familiarised myself with the data by reading through the 12 transcripts several times to understand the data as a whole, before coding. Using the hard copies of the transcript, I made little notes about which issues were the most important to my participants, and what the data was saying.

I read through the data line by line, looking for and describing what the data was showing as emergent themes. I searched for themes about the teachers' practices that were cognitive. I also explored their identities and roles they played, the learning environment or climate of the lesson deliveries, and various ways teachers connected their subject matter to the lives of the children and the community to make the learning more meaningful. I did this by noting informative or representative data of extracts that showed evidence of these concepts of pedagogical practices.

With the guiding of my conceptual framework, I identified the themes with the concepts by noting and describing issues and practices that recurred commonly throughout the data. Such examples were whole-class teaching and the use of TLMs. Another identification method I relied on was to pay attention to things expressed orally: the way teachers expressed or talked about what they were doing to reveal their identities. Also, I watched for themes mentioned powerfully, not necessarily by all participants, but by even only a couple of them, for example, the theme of ‘child-centredness’. Again, I identified themes according to how significant they were to my research questions and subject matter.

Next, I proceeded through a stage of grouping the themes described according to how they are linked, naming them Teaching Approaches, Making Relevance of the Learning, Classroom Learning Climate, and Roles and Identities. I then defined these and then attached some interpretations as to what these themes of pedagogic practices meant to the participants, and how participants were constructing them. I selected at least two extracts, or at most three representative extracts on each theme, from each participant’s set of data, to examine under the broad themes and to interpret how participants constructed them, as a presentation of my findings in Chapters 4 and 5. Furthermore, I grouped the Mathematics and English data findings separately, noting some common issues and differences. I have represented in a table the broad themes listed. I listed sub-themes under each broad theme, also showing the number of extracts from each theme, and for each participant, as shown in Figure 3.6.

BROAD THEMES	SUB-THEMES			
	ENGLISH		MATHEMATICS	
	Matthew	Luke	Mark	John
TEACHING APPROACH	<ul style="list-style-type: none"> Whole class teaching Teaching-Learning materials Group work 	<ul style="list-style-type: none"> Whole class teaching Approaches with group work and teaching-learning materials Use of repetition and recitation 	<ul style="list-style-type: none"> Whole class teaching Group work Teaching-Learning materials 	<ul style="list-style-type: none"> Whole class teaching Group work approach Use of teaching-learning materials
MAKING LEARNING RELEVANT	<ul style="list-style-type: none"> Teacher’s community knowledge base Teacher’s knowledge base of his students Use of pidgin English by teacher 	<ul style="list-style-type: none"> Teacher’s community knowledge base Teacher’s knowledge base of students 	<ul style="list-style-type: none"> Teacher’s community knowledge base Teacher’s knowledge base of his students 	<ul style="list-style-type: none"> Teacher’s connection to current political issues Teacher’s community knowledge base
CLASSROOM CLIMATE	<ul style="list-style-type: none"> Atmosphere of fear and anxiety 	<ul style="list-style-type: none"> Atmosphere of warmth and cordiality 	<ul style="list-style-type: none"> Atmosphere of fear and anxiety Atmosphere of cordiality 	<ul style="list-style-type: none"> Atmosphere of warmth and cordiality

	<ul style="list-style-type: none"> • Atmosphere of parental love and care • Atmosphere of joy and laughter 	<ul style="list-style-type: none"> • Atmosphere of relaxation and emotional safety 	<ul style="list-style-type: none"> • Atmosphere of care, love and support 	<ul style="list-style-type: none"> • Love, concern, support • Compliance and reflexivity
ROLES AND IDENTITY	<ul style="list-style-type: none"> • Teacher's identity and role as a pastor • Teacher's role and identity as a role model • Teacher's role as a community actor 	<ul style="list-style-type: none"> • Teacher's identity and role as a team player • Teacher's role and identity as a mentor 	<ul style="list-style-type: none"> • Teacher's identity and multiple domestic roles as parent, counsellor, community figure • Teacher's role as a team player 	<ul style="list-style-type: none"> • Teacher's identity and role as a mentor • Teacher's identity of passion and commitment

Figure 3. 6: Constructs of Pedagogical Practices for Maths and English Teaching in Middle to High Fee Paying Private Basic Schools in Ghana

3.9 ETHICAL CONSIDERATIONS

To diminish threats posed by this study, ethical requirements were observed. As a partial requirement of my doctorate degree with the School of Education and Social Work, my research was approved by my supervisors, and university authorities, represented by Social Sciences and Arts C-REC (Cluster-based Research Ethics Committee) through the ethical review processes of the School of Education and Social Work. A certificate was issued to signify their approval of my subject. This assisted in excluding major threats and to secure my commitment to the best practices in fieldwork processes. The purpose of the study was explained both in writing and verbally as Information Sheets to the directors and the member-participants, so that all parties held similar views about the exercise. This also served as a sign of respect, and an attempt to remove participant risk (Sarantakos, 2005, cited in Creswell, 2009).

The Information Sheet contained issues like the design of the study, as well as *why* and *how* a participant could take part. Participants were assured that lesson observation and interview transcripts would be anonymised with pseudonyms. Thus, names of individuals, schools and official documents were confidential and anonymised (Creswell, 2009). Permission was well sought for the use of a digital recorder. The research records would also be held in accordance with the data protection guidelines. Each teacher was given four weeks to think through the Information Sheets before signing to agree. They were informed they could withdraw from the study at any time, ask for their data to be destroyed, and be removed from the study, until two weeks after write up had begun, when it was no longer practical to do so. Consent forms were given them to study and to sign if in agreement. The school directors were supplied with Opt Out

Confirmation Sheets and Permission to Study letters, as indicated earlier. Participants were also made to understand their rights and what to expect.

One anticipated problem was the apprehension of participant teachers about unpleasant issues being noted and reported to their managers, who could dismiss or discredit them, unlike public school teachers, whose jobs were more secure and who could not be so easily dismissed. To curtail such a situation, teachers were assured that findings would not be shared with the headteachers directly. Data would be transcribed and edited, formalised, and returned to the teachers for their approval and confirmation of the facts, so that if something was not well-reflected, or was threatening to their estimation, they could suggest alternatives for corrections. Managers would be given reports only in their final state (Kvale, 2007). On the final days of observation, as a thank you gesture, presentations in the form of hampers and snacks were presented to the schools, directors, participants and students in whose class observations took place. The Municipal Director of Education was also presented a gift in appreciation of his kindness and support.

3.10 TRUSTWORTHINESS

Guba and Lincoln (1994, in Bryman, 2008:377) propose “trustworthiness” and “authenticity” as two primary criteria for assessing a qualitative study as an alternative to reliability and validity in a quantitative study. Qualitative researchers face a challenge to convince themselves and their audience that findings are not based on a few well selected ‘examples’ but on a critical examination of all data (Silverman, 2010:276) to avoid what he describes as ‘anecdotalism’. Mehan (1979:15, in Silverman, 2010:276) connotes that rich descriptive field notes are a strength in a study, yet they can equally be a weakness in three ways: firstly, when examples culled from field notes tend to be few, this gives an anecdotal quality; secondly, when the grounds or criteria for including certain examples rather than others are not given, a difficulty is created when determining the commonness of findings; and thirdly, when the original forms of materials from which analysis is conducted are lost, alternative interpretations from the same materials are rendered impossible. This presupposes raw data and full transcriptions of data must be made available totally or as closely as possible to give validity. Silverman (2010) also suggests some ways to improve validity of findings; he proposes highlighting varieties of perspectives. One way is the use of “member validation to check data”. That means sending the data back to the participants to verify their authenticity. Yet another way is to include “deviant” examples, or to examine negative instances to demonstrate different views. An option also is to acknowledge weaknesses in the findings.

In the light of theories discussed above, some steps taken in this study included an attempt to report detailed description of participants, contexts and findings to give a clearer picture of the data for my readers (Creswell & Poth, 2018). Then also, my selection of extracts featured descriptions from my field notes that showed weaknesses or “deviants” of the concepts explored, to suggest opposing views in the findings. Again, taking cue from Silverman’s (2008) “anecdotalism”, I gave copies of all the fully transcribed data to my supervisors for further verification and interpretations, if it became necessary. I also presented as Appendices 3.6a and b, a sample each of Maths and English lessons, covering observations and interviews fully transcribed and with an integration of my field notes. I again presented overviews of all 12 lessons observed, labelled as Appendices 4.1a and b, and Appendices 5.1a and b. On the 9th of February, 2018, I sent copies of transcribed data to all member participants of the study, for member validation of the data. They were asked to verify, comment or correct the data. All four member participants affirmed the correctness of their data. I further reassured them I would supply them with copies of my final report on the findings to keep.

Again, as my philosophical and interpretive paradigms invite me to do, I drew upon personal prior professional experience of forty-four years in the private sector, and my extensive knowledge of education in Ghana. As a strong “insider” I have worked in various leadership capacities such as a teacher, administrator, director, and currently a proprietor of private educational delivery, as mentioned above. I thus drew upon my rich exposure to co-construct knowledge, which underscores in-depth understanding, interpretation of the data and its impact on analysis, and conclusions drawn in Chapters 4, 5 and 6 of this study.

3.11 LIMITATIONS

This was primarily an academic exercise, and I realised that I was inexperienced in research and required guidance to navigate through the study. Further, the nature of the study avails it to subjective perspectives and interpretations. However, the sample size was sufficient for the in-depth analysis and descriptions that throw light on the subject matter under study.

3.12 CONCLUSION

This chapter reviewed the philosophical and interpretive stance of the study as social constructivism. Being a qualitative study, the positionality was reviewed as both an insider and outsider. The methodology covered purposive sampling for two schools and for teacher

participants. The methods reported for the data collection were classroom observation with post-observational interviews. The chapter reports on fieldwork data collection and thematic analysis, with reports on ethical considerations, trustworthiness and study limitations. The next two chapters, Chapters 4 and 5, present the study findings in detail.

4 PEDAGOGIES OF ENGLISH TEACHERS

4.0 INTRODUCTION

This chapter presents findings on the pedagogy of two English teachers in Alpha and Betha Schools, referred to in Chapters 1 and 3. These findings draw on data from observation of three lessons each, with follow-up open interviews, presented in two parts: the first part introduces and presents Matthew and his pedagogies, from Alpha School; the second part introduces and presents Luke and his pedagogy, from Betha School. A summary of each teacher's findings is drawn after their discussions. Parts 1 and 2 are each sub-divided into four broad themes, drawn from the conceptual framework in Chapter 2. They address my two research questions, as follows: 1) What are the pedagogic practices of junior high Mathematics and English teachers in middle to high fee-paying private basic schools in Ghana? 2) How do the identities of teachers teaching English and Mathematics in middle to high fee-paying private basic schools in Ghana influence their teaching practices?

Three themes address the first research question. First is Teaching Approaches. Under this theme I examine teacher uses of the whole-class and group work approaches and material resources. Second is Making Relevance of the Learning, which explores how the teacher links the subject content to the students' lives, contexts and communities. The third theme is Classroom Learning Climate which examines the interpersonal and emotional life of the classroom. The second research question is addressed by one theme. This is the Teachers' Identities and Roles. This theme considers how teachers view their identities and hence their roles to give meaning to their teaching and learning processes. Each theme is examined with two or three illustrations, followed by a discussion based around some key aspects of their pedagogies. The third part presents concluding reflections on the pedagogies of English teachers.

4.1 INTRODUCTION OF ALPHA SCHOOL'S ENGLISH TEACHER

Matthew was a professional with a Master's degree, following his initial degree in Basic Education. He had been in the school for over 10 years and was between late thirties and mid-forties. He handled English lessons at the Junior High (JHS) in Alpha School. The class observed for all three lessons was JHS 1J. The students in the class were the same during observations in the three lessons. There were 39 students, made up of 20 boys and 19 girls, between the ages of 11 and 14 years. The class was held in the JHS block, their usual meeting place. The classroom

was spacious, with windows made of glass louvre blades. The floors were tiled, and there were four ceiling fans. The walls had some posters showing aspects of Science, Social Studies and Mathematics. Matthew taught one comprehension and reading text as the sole topic for his three lessons I observed. A descriptive and chronological overview of Matthew's teaching of Reading and Comprehension in his three lessons are presented as Appendix 4.1.

4.2 TEACHING APPROACHES OF MATTHEW

Three aspects of teaching approaches stood out in Matthew's lesson deliveries: the way his classroom was organised, his appeal to the visual senses in the learning processes and the use of small groups within the class. He adjusted the set-up in his classroom to suit the objectives of his deliveries and to facilitate the lessons, both of which are commended in literature and theory (Alexander R., 2006; 2008). In view of this, I examine the three areas under this theme: his whole-class teaching approach, the group-working approach and his approach of using teaching-learning materials (TLMs).

4.2.1 WHOLE-CLASS TEACHING

Figure 4.1 below shows Form 1J in Alpha School where Matthew's lessons were observed. For the 1st lesson, there were 37 children, 38 attending the 2nd lesson and 39 in the 3rd. Children were seated in the shape of a horseshoe, for all lessons, as seen below. Matthew gave a common task and all students present had to address themselves to that activity. His questions on the lessons also were directed to all children present that day. He primarily stood in front of the room, near the marker board.

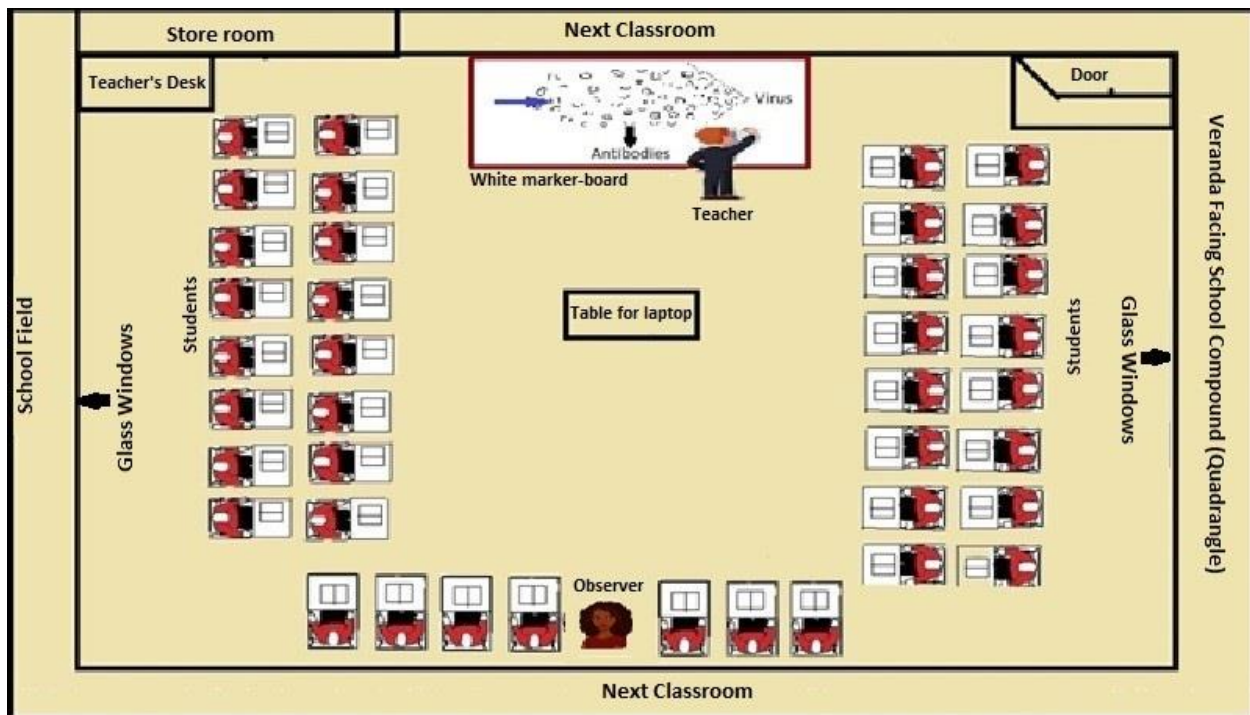


Figure 4. 1: Alpha School: Classroom Seating Plan for Matthew's Teaching Form 1j

The figure shows that Matthew's lessons were organised as whole-class teaching by default. The way the teacher sat the children meant each child could easily see the majority of the class at a glance and at the same time could pay attention to what went on with the teacher and on the board. The teacher was positioned such that he could easily manoeuvre around the classroom. This formation suggests he was in control of the learning processes, and that he viewed the class as a single group, engaging them all in the same assignment, activity and instruction. This assumes that the students had similar learning abilities.

However, Matthew's background knowledge here suggests he purposed to support the children's learning with the kind of seating arrangements he had, knowing they were of different abilities. Together with his learning activities, he created the opportunities for discussions by this seating arrangement for the class as a whole, and also by children with their colleagues sitting close by. He supposed by talking together children would run their views by each other and share ideas, feelings and conceptions from their own varied backgrounds, and if they could not by themselves

ask questions in class, colleagues could easily do so for them. This would enable children to support each other's learning, and thereby increase knowledge.

4.2.2 USE OF TEACHING-LEARNING MATERIALS

Under this sub-theme, and in the box below, I report on classroom observation on how Matthew used technology to enhance learning. I also report his reflection, in a post-observation interview, to throw light on the importance of using resource materials to help his creativity in supporting the students' learning.

You will watch it yourselves. (Matthew; Class Observation, 11/01/17)

This was an instruction Matthew gave in his 1st lesson for the first activity he carried out. As soon as the students settled down for the lesson, he invited them to draw close to a table that was placed in the middle of the classroom with a laptop on top to watch a short video. Students who were fast enough placed their chairs around the table, while others had to stand behind them. The statement above was part of the instruction the teacher gave as they readied themselves to view.

With the laptop, I get to show videos and clips that might help the children. (Matthew; Interview, 11/01/17)

The above was said by Matthew after the 1st lesson, when asked whether it was a usual practice for him to have his lessons planned on the laptop, as I witnessed that day.

The illustration in the box is evidence that Matthew used teaching and learning materials to aid the students' learning processes. It shows that he sought to support them by involving their senses of sight and hearing, with a deeper emphasis on their imaginations and their sustained interest. He assumes watching the video creates opportunity to speculate and to discuss issues raised on their minds. Linking Matthew's reflection to the illustration, we can confirm that the TLMS accelerate both the teaching and the learning processes to accomplish Matthew's learning targets. His tacit knowledge, however, is they help him as a teacher to be creative with the support he gives in their learning processes, as he seeks to stimulate their imaginations with memories when the children associate the concepts introduced with the teaching items.

4.2.3 THE GROUP-WORKING APPROACH

Under this sub-theme, I report from observation data how Matthew used the approach of smaller groups in class to enhance learning for his students. I also report in the box below: Matthew's reflection in a post-observation interview gives a different perspective on the use of smaller groups

in theory. He views small groups as a relief and support to his own wellbeing. His interpretation suggests mutual benefit in the use of student-centred approaches.

Okay, now we'll sit into groups. (Matthew; Class Observation, 12/01/17)

The above was said by Matthew at the beginning of his 2nd lesson. He had just completed reviewing the previous lesson with the students and was moving on to the 2nd activity for the day's lesson. At his request, some children relocated from where they were seated to join others in their seating places.

It's quite stressful. (Matthew; Interview, 11/01/17)

After observing Matthew's 1st lesson, I asked how he was able to sustain learning in the classroom. Responding in the words quoted above, he added that standing on his feet for one hour and ten minutes at a stretch necessitated him to vary the lesson such that he would not need to do the talking alone. So, it would "be student-based, child centred, to get them more into it". That way, time would elapse and teaching would still go on, without tiring.

The above illustration is confirmation that Matthew enticed the students to work in groups, and to work on their own. We deduce from this that he sought to make children participate in, and to gain control of, their learning processes. It suggests he gave the children the chance to run their views by each other, to discuss and to seek assistance for clarity as well as to question and listen to each other's opinions. He thus sought individual benefits in the learning processes, as the children received empowerment through talk, to scaffold understanding from previous knowledge to fresh knowledge. This way, students could more easily break any barriers of possible timidity and reservation in taking their views before the whole class.

Connecting Matthew's views to what he said in class, we can comprehend that he specifically scheduled variation into his approach when working collectively with all 39 students. We can identify from his definition of "student-based, child-centred" approach that intrinsically he assumes he can sustain learning in the classroom with the approach while he takes a break and benefits physiologically. It is evident that he is creating his own way of understanding "student-based, child-centredness" in his teaching approach, and for certain, he is in control of the learning processes for the greater part of his teaching. Teaching being "stressful" is therefore not intended to be a complaint, but rather a justification to encourage student collaboration, to own their own learning processes, while he catches up with strength. Involving children thus suggests providing a context for discussion, and breaking them into smaller groups for them to gain better control of their individual learning of new knowledge also unveils the interpretation he gives to student-

centredness. The next section examines how Matthew uses his tacit knowledge of the backgrounds of each student to give import to his subject content.

4.3 MAKING LEARNING RELEVANT

In this section, I explore how Matthew makes learning relevant to his students. For this theme, I connect the discussion to the reviews on theories in Chapter 2 which underline the importance of relating contextual backgrounds and lives of the students to the subject content through the teaching-learning processes. I explore this as a theme to examine the richness engendered in the teaching-learning processes by this approach. Thus, I discuss three instances of Matthew's teaching where he generated relevance of his subject matter by linking it to the community and to the future lives of the students. In the first instance, he used his knowledge of the community to connect the subject matter to existing situations that affect lives. The second instance shows how he connected the topic to the future lives of the children; and the third instance presented Matthew's use of a local slang to teach.

4.3.1 TEACHER'S COMMUNITY KNOWLEDGE BASE

Under this sub-theme, I report in the box below from class observation data, evidence of how Matthew used his background knowledge of the lives and community of the students to address the subject content of international relevance. From post-observation interview data, I report Matthew's confirmation as a pastor, which throws light on the role he assumes to address a social issue in the community as a teaching approach.

Today, I challenge them to come forward. (Matthew; Class Observation, 12/01/17)

In his 1st lesson, the 1st activity that Matthew did was to invite the class to watch a 1-minute video excerpt on an HIV/AIDS victim who planned to curtail the spread of the disease. After pausing the video and disclosing he was a pastor himself, he said that some pastors claimed HIV was a curse from God some time ago, and that everybody, including himself and other pastors, traditional chiefs, journalists, teachers, or even new born babies, could be infected with the disease. He then said the sentence above, challenging such pastors to prove to him the relevance of spreading such mean ideas to the ignorant society, and also for being so insensitive to victims in the communities. He then explained that the disease is not just sexually transmitted, and that there were other causes of its spread, and therefore, he himself and all the students, should take caution.

Though I am the head pastor of our church, I am not into full-time. (Matthew; Interview, 12/01/17)

Matthew said the above when asked whether or not he was a full-time minister.

The exposition above reflects how Matthew links the subject matter to community practice and concurrently to the lives of the students. He assumes a social duty to address issues in class, as he draws on his local knowledge as a church minister to criticise pungently the society's poor attitude surrounding the subject matter, and also towards the victims of the HIV disease. He challenges the exploitation of illiteracy and ignorance in the society, since it was common that some pastors condemned those infected on the local radio, and exposed victims in their congregations, when they became aware of their plight. In some cases, local pastors even used the name of God to solicit belief, and to compel congregations to abandon, torture or to neglect HIV victims. He tacitly leads his students to avoid exploiting the ignorance of the society on any issues of illiteracy, with his knowledge of the problems caused by limitations of illiteracy. Thus, he makes their learning practical in relation to benefits to the society.

4.3.2 TEACHER'S KNOWLEDGE BASE OF HIS STUDENTS

Under this sub-theme, I report with evidence from classroom observation data. In the box below, I present data that shows Matthew's background knowledge of his students. He connects the lesson to the lives of the students. I chose this extract because it depicts the cycle of satisfaction the teacher derives from extending moral lessons to his students, which they confirm guides them in life. I also selected a reflection from interview data of Matthew's to triangulate methods for deeper understanding of Matthew's inspiration to create relevance with this teaching approach.

What I mean is that pick it from the passage, and try to link it to real life situations.... Let them have that kind of relationship... I'm asking...how do you take 'faithfulness' as a moral lesson and then link it to our everyday lives?
(Matthew; Class Observation, 13/01/17)

In Matthew's 3rd lesson, as the last activity for the lesson, he told the class to look through the reading text on page 83, Unit 13, to extract moral lessons they could find in the passage. One of the children who responded said, "You must be faithful" and Matthew expressed the above sentence in response to what the girl said. With further discussion, Matthew encouraged his students to be careful in their manners of living, and that when they grew up to the stage of marriage, they should stick to their married partners to avoid problems like sexually transmitted diseases (STDs).

Uncle Yoofi, I still remember what you taught me too. (Matthew; Interview, 11/01/17)

I asked Matthew about his ideas about the children he was teaching, and he shared an experience that he said touched him. He said a child he had taught rang him and said the sentence above.

This example above demonstrates Matthew's connection of the subject content to the future lives of the children. He stresses how to apply the lessons so that when students come across situations in life, they will know how to extract lessons from the situations to help in decision making. In other words, he is ensuring the students acquire, as part of their learning, useful skills for life. By this, he makes the learning meaningful for them. Connecting the sentence Matthew said in class to his reflection, it is obvious that Matthew has a tacit knowledge that at least some children will apply his cautions and encouragements given in class when they face the world, which will curtail the otherwise consequent complications that might be difficult to deal with in future. He knows that the influence of peer pressure from colleagues in the community could derail his students. They might not be able to achieve their high aspirations in life if they should be ensnared by such diseases in their lives. It is evident he assumes multiple roles, particularly those of a parent and moral advisor, cautioning and appealing to their compliance to his moral guidance.

4.3.3 USE OF PIDGIN ENGLISH BY TEACHER

In this section, I present in the box below evidence from observation data on Matthew's use of language familiar to the community as his approach for creating relevance to learning. He connects his knowledge of the community's local slang to his teaching to step down the gap between the formality and informality to correct his students' work. The example of the local slang was cited because variances of its use appeared so frequently in the lessons observed that it cannot be overlooked as a dominant practice of the teacher; hence its separate thematic title. The next section illustrates the emotional climate in the classroom.

I beg you 'ooh' as for this handwriting 'deɛ' I beg, don't copy this one. (Matthew; Class Observation, 13/01/17)

These words of Matthew's, said in his 3rd lesson observed, served as a self-criticism and a warning about his own handwriting on the board to the students. During his last activity for that lesson, which involved extracting moral lessons from the reading passage in Unit 13 in the students' English Course Books they had been using, he introduced the word "abstinence" to the class, and he required its spelling from one of the students. She wrote the spelling on the board and her writing of "s" in "abstinence" appeared differently. Matthew jovially said he was seeing a 5, and that it meant her writing skills ought to be improved. Then pointing to his own writing on the board, he shook his head disapprovingly, told them he had to be the first to change his, and then continued his speech in the manner indicated above. The whole class, plus the teacher, burst out laughing.

It is clear that Matthew creates relevance with his language use, as in this illustration above. He highlights the need to pay attention to writing skills, and for a moment, he steps into the role of a student and a colleague with a writing deficiency himself, while he communicates in a typical local manner of the youth, while highlighting the need to improve. That is, he uses a mixture of English expressions and expressions in the local Twi languages. This is a form of communication by young people in particular that is recognised amongst them as pidgin speech. In this instance, “I beg you” is commonly said as “I beg” and “di3” is a local Twi word, serving as an emphasis to whatever word it is used with. Thus, here it is an emphasis for the word “handwriting”. A teacher using a faulty language, especially in an English lesson, and by making some of their usual mistakes, amused the whole class and made them laugh. Matthew’s aim is to focus student attention to the importance of minding their writing skills, by communicating informally at their level, while he would normally have warned about that use in their English class if it had been spoken by one of the students. This theme has basically looked at Matthew’s knowledge base of the community and the students he teaches in the three illustrations cited.

4.4 CLASSROOM LEARNING CLIMATE

Literature considers the atmosphere within which learning takes place in the classroom as crucial to the type of learning that takes place (Westbrook, 2013). It deplores fear and anxiety in African classroom situations stemming from corporal punishment during the teaching-learning processes. Meanwhile, it encourages environments of love, care and friendliness as a desirable atmosphere, one depicting student-centredness and one which is beneficial for enhancing pupil talk and inclusiveness (Alexander, 2006). Matthew, however, creates fear and anxiety in his lesson to a different effect which is worth noting. Thus, under this broad theme, I examine three of the different instances of the classroom climate, in particular depicting an atmosphere of fear and anxiety in contrast to fatherly love, care, laughter and joy he creates, to demonstrate how he manages the emotional side of his classroom interactions.

4.4.1 ATMOSPHERE OF FEAR AND ANXIETY

Under this sub-theme and in the box below, I have selected two particular instances to elucidate Matthew’s use of this pedagogic strategy. One is from my observation of Matthew’s teaching of comprehension during his first lesson, which revealed his deliberate attempt to create fear in his

students. The second instance is a reflection of Matthew's in a POI which elicits the antithesis of the fear, horror, surprise and anxiety he seems to create during the lesson delivery.

The glorious identity has remained anonymous. It's from Kenya. She has confessed to infecting 324 with HIV so far. Oh yeah, she's not done. Yes, as a matter of fact, she has a goal of infecting up to 2000 men. (News Broadcaster; Class Observation, 11/01/17)

This quotation was from a news broadcaster in Kenya. It was one of two video clips Matthew showed to his class at the beginning of his 1st lesson. The news began with the quotation above, and continued on, that it was a female student who admitted she got infected with HIV/AIDS as she attended a party with her colleagues, and the following morning... Matthew paused the video at this point. Meanwhile, the class surged up in an uproar of horror, surprise, anxiety and fear, and there was quite a lot of noise, while Matthew stood and observed the children's reactions, for about a minute and a half.

We're building future leaders. (Matthew; Interview, 11/01/17)

Matthew made this statement about his ideas concerning the children he was teaching, after his first lesson.

The illustration above exhibits a clashing combination of emotions that occurred in the classroom. The impact of the video creates a context for discussions and an exhibit of fearful emotions for his students. Matthew's underlying strategy is to engender a 'wake up' amongst the students about the potency of HIV/AIDS to cripple an entire community, or even to rip a majority of potentially productive citizens off good health and strength if deliberate care is not taken. He imports its universal relevance into the classroom setting, through the video's content, to shock the children and to alert them, and to project the potential of its devastating magnitude which is spelled out by the devious intention of the victim. Matthew subtly aims to get the children to a stage whereby they run in fear from any possible snare of the disease. He knows the youth can be careless about their uses of razor blades and other sharp objects that can expose blood. He thus intensifies the impact he desires as the students glean an image of death to exacerbate the horrors of the disease, allowing time for their reaction and discussion. When the illustration is linked to his reflections, we can understand that Matthew assumes a duty to preserve the next generation from an incapacitating situation in life of ill health and hopelessness, which will affect them individually but also the country nationally. Thus, he subtly generates this atmosphere of fear as beneficial to his teaching and learning process. A clash occurs as fear, desperation and anxiety are sharply contrasted with his passionate emotions of loving concern and empathy as his predominant

sentiments. He overturns the apparent effects of a horrible learning atmosphere into a rather positive climate of passionate loving care for the lives of his precious students.

4.4.2 ATMOSPHERE OF PARENTAL LOVE AND CARE

Under this sub-theme, I have selected and presented in the box below a classroom episode that unveiled Matthew's loving and caring attitude towards his students. The second evidence is drawn from a POI, and as noted in Chapter 2, is an example of a teacher who identifies a calling in the work he does. This status is considered an ideal premise for learning to occur in the teaching and learning process, since the teacher teaches with a level of commitment that is meaningfully self-inspired. His reflection therefore provides a deeper understanding of the classroom incidence. It serves as an appropriate triangulation of the methods employed for this study.

Okay take your one cedi. Enjoy your one cedi ok. Good. You're welcome, dear. Bye-bye. He's happy. (Matthew; Class Observation, 11/01/17)

Matthew said the above words to a little sibling to one of his students in the classroom. The little child entered the classroom while Matthew's 1st lesson was in progress, and went to his brother to collect his pocket money his parents had given to the older sibling to keep. The older sibling did not have the required change to give to the little one, who in turn got upset and wanted to cry. Matthew had paused the lesson for the child, and others who had come in to take their food and monies from their siblings. When he observed this little sibling in question, he asked how much he was supposed to be given, and at the older sibling's response, he said the above words. The little sibling exclaimed, "Thank you!" and skipped outside very content.

I love kids. (Matthew; Interview, 11/01/17)

Matthew spoke these words about how he came by his ideas for teaching, during an interview after the first lesson.

Above is a clear situation of care and love in the classroom. Matthew exhibited generosity and kindness to the siblings of his class members. He assumed both the identity and the role of a loving father, ensuring the needs of the children. His tacit approach here is for all children to have the confidence to approach him with whatever concerns they might have in and outside the classroom. This attitude is evidence that he extends this role to other children in the school. His act also reflects parental tolerance and fairness for distractions and inconveniences sometimes created by siblings. Children may develop a sense of security and justice in school by an act like this, once they are separated for the greater part of the day from their parents, as the family ethos is extended to the school community. Matthew's observant class will also develop love and respect for the

teacher, which is ideal for learning to take place effectively. Matthew tacitly considers that his skilled professional role should effectively accommodate other concerns of his learners, even if it entails a small expense.

4.4.3 ATMOSPHERE OF JOY AND LAUGHTER

This chosen extract, presented in the box below, demonstrates the typical humour felt in the course of lesson delivery during Matthew's teaching. This classroom depicted joy and happiness underscored by tendencies of social constructivism. A second extract is drawn from Matthew's reflections in a POI to throw more light on this joyful characteristic observed, while it also presents a different perspective from the triangulation of the methods used for the study.

Someone was pointing to the nose! (Matthew; Class Observation, 11/01/17)

Matthew said these words in his 1st lesson. One of the activities he scheduled was to find the meanings of words that were new to the children from their reading passage, on page 83 in their English Course books. They got to the word *frown* and children gave different versions of interpretations. Matthew said all that they said were right to some extent, and that we frown the face to show disapproval. He said the eyebrow would become wrinkled. He then asked if they knew the eyebrow, and that they should point to their eyebrows, while he made funny facial signs of doubts, looking intently into the faces of the students. The students started pointing to all parts of their faces, and there was much laughter at Matthew's apprehensive responses in the classroom. Then Matthew said the above statement, pointing to all directions in the class with his right index finger, which made everyone laugh to the hilt.

My students hardly doze off when I'm teaching. (Matthew; Interview, 11/01/17)

I asked Matthew if his lessons were always as humorous as this one turned out to be, after his 1st lesson. He responded that the humorous aspect was something related to him and he then said the words above. Then further in that same conversation, he said that "I crack jokes a lot, but I don't overdo it in my lessons, but I make sure I balance it, so that at the end of the day everybody will feel free to answer questions."

The illustration above demonstrates the classroom ethos of liveliness and friendliness; Matthew's identity as enjoying what he does is evidently contagious to the class. Matthew creates situations of informality for expressions of joy and happiness to flow freely. With his jovial expressions and gestures, he attempts to bridge the gaps of rigidity and formality for his students to feel free to express their sentiments. In other words, his veiled strategy is to support the students' learning with free-flow talk amongst themselves, so they can be expressive, argumentative and assertive when necessary. This is his unique way of creating an atmosphere conducive to learning, thereby

reducing the gap between the teacher as an authoritarian figure and the child as a complying subordinate. By liaising his reflections, we can confirm that in asserting his identity as humorous, he also uses humour as a tool to sustain learning. Thus, he breaks the barriers of reserved attitude, shyness or timidity that can cause some students to trail behind, while weighing circumstances to ensure learning take place concurrently. This underlines inclusiveness so that all children feel free to participate in his lessons productively.

In conclusion for this broad theme, seeming contradictions of fear and anxiety and joy and laughter characterise the emotional climate of the classroom, but they are not contradictory as examined above. Rather, they serve as complementary to strengthen the philosophical undertones of this pedagogic strategy as social constructivism. The next theme discusses propelling factors on duties Matthew assumes as intrinsic to his teaching approaches.

4.5 TEACHER'S REFLECTIONS ON HIS IDENTITIES AND ROLES

African classroom teachers are faulted for lack of reflection over their teaching approaches (Stigler & Stevenson, 1993). This reflexivity, as key to improving what they did before, gives voice to the meaning and purpose teachers attach to what they do and how they do so, as discussed in the literature review. Matthew exhibits reflections which make him play certain roles in his pedagogy, displaying his identities in the course of his teaching. As discussed in Chapter 2, Alsup (2019) argues that a teacher's identity is a continuous development where identity affects pedagogy and vice versa. In examining Matthew's pedagogy under this broad theme, I have selected some evidence of Matthew's roles and identities gleaned from both observation and POI data, and that appear contrary to this deficit model: a role of a pastor, a role model to the students and a community actor. Some discussions under preceding themes have appeared to acknowledge Matthew in similar capacities and therefore may project these as duplications, but there is no duplication. Firstly, incidences selected are different and are examined for those specific themes under which they portray. These roles are meant to be considered in the light of this current theme. Secondly, these identities and roles were dominant and appeared to seep throughout his teaching, so their selection proves that he acted and gave voice to these, and that they meant so much to him, characterising the uniqueness of his teaching.

4.5.1 TEACHER'S IDENTITY AND ROLE AS A PASTOR

Under this sub-theme, I have presented in the box below two extracts from my data. The first was observed in the classroom. I chose this because it shows evidence of how Matthew displayed a pastoral identity and a pastoring role in class in his attempt to make an impact with his teaching, picking and applying morals from a comprehension passage. It demonstrates Matthew's passion for the future wellbeing of the students and the display of his passion in his pedagogy. The second extract, from a POI, connects to the first extract to resonate Alsup's (2019) assertion above, that a teacher's pedagogy is affected by his identity and vice versa.

Please, I'm pleading with all of you, we preach total abstinence at this level. (Matthew; Class Observation, 13/01/17)

In his 3rd lesson on the teaching of reading and comprehension, Matthew led his class to draw out moral lessons from the comprehension text in Unit 13 in their English Course books. He directed them to relate the lessons to their personal lives, so one child answered, "When I marry, I will not go and have sex with a different person". The students laughed, so Matthew said they were doing so because they mentioned "marriage and sex" and that it was all good, but then he wanted them to ask themselves when and where all these things come in to play. Then he explained that there was a time for everything, and that God had placed "marriage and sex" in a domain and a time-frame. He then said if the students engaged in premarital sex, the possibility that they would get sexually related diseases was very high, as they had read in the comprehension passage. He further expressed his point in the manner quoted above to the class.

I am the head pastor of our church. (Matthew; Interview, 12/01/17)

I asked Matthew if he was full time in ministry, and he responded with the statement above, clarifying that in spite of serving as head pastor, he was not full time in ministry.

Matthew's identity as a pastor is evident in the above context. In the classroom incident, he assumes the role and identity of a pastor and views the class as congregation members. His language changes to preaching and imploring, as he views sex and marriage in the biblical regard and delivers a message of God's divine timing and purpose for the marriage institution. This may be argued as indoctrinating his class through his identity. Linked to his reflection as the head pastor of his church, it can be seen that his role as a pastor is intertwined with his role as a teacher in his cognitive pedagogy. His tacit knowledge here is sourced from the fact that the children are teenagers, and therefore young and needing direction. Therefore, considering issues like economic constraints and peer pressure, they could be lured into a life style that could ruin their schooling

which would consequently, and tragically, render them liabilities instead of assets to the nation. Thus, he combines his capacity as a teacher with his role as a pastor and counsellor to add gravity to the message he wishes to convey, with biblical notions as part of the processes to make learning impact the students' lives.

4.5.2 TEACHER'S ROLE AND IDENTITY AS A ROLE MODEL

I report in the box below an instance where Matthew acted as a role model during his teaching in the classroom. I selected this to serve as an illustration to iterate assertions raised in the literature, like Kanno and Stuart's (2011) or Morgan's (2004), that the teacher's professional identity has to do with how he sees himself and the subject he teaches, the relationship he builds with his students and the roles he assumes. I report a second instance as Matthew's reflection drawn from POI data to buttress the literature that a teacher's identity evolves from prior experiences, as reported in Izadinia's study reviews. It highlights the teacher's identity in the illustration.

Look at my finger. (Matthew; Class Observation, 13/01/17)

The above instruction by Matthew was to his class in the 3rd lesson I observed. They were doing an activity of drawing moral lessons from a text passage on page 83 in their English Course books. One girl said she must be faithful to her partner in her future marriage. Matthew talked about the need for couples to be faithful to each other when the children grew up and got married. He then raised his ring-finger and showed it to the class and then said the words above, noting that he had his ring on, which meant he must be faithful to his wife.

When you see them outside, you'll be surprised. You see them working, and they say, Sir, look at what I've become now. (Matthew; Interview, 11/01/17)

Matthew expressed the above views as his perceptions about the children he taught. He referred to children who had passed through his hands over the decade he had been teaching in the school, and who he tends to meet in town. He further shared he was "affectionately called Uncle Yoofi" and that a past student called him on the phone as named, and said he still remembered what he taught him several years past in class. Matthew further expressed the following: "Never underestimate anyone. Everybody is picking ground. Everybody will gain ground".

It is clear from this classroom observation that Matthew identifies himself as a role model for the children. He presents his married life as an example to be followed. Here, Matthew is focusing the children's attention on the Christian principle of a monogamous marriage. His Christian identity permeates what he directs the students to believe and do in the cognitive aspect of his pedagogy. This suggests he views the students as coming from a Christian background, even while

there could be students from other religious denominations and practices. Matthew's tacit perspective suggests he has high hopes for stable and stress-free living for his students, to boost their future productivity, potential and service to the nation and its development. This ultimately would bring joy and satisfaction to him, if the students could appreciate such nuggets he suggests for good living. Further linking to previous students' reflections confirms that Matthew's roles and identities he assumes in class must be having lasting impact that is weighed, tested and appreciated even years after a student has left his classroom. Students' affections for him remain strong; they do not forget him and they are sure he knows that. Assuming an identity as a pastor and then as a role model may appear like a duplication in purpose, but his pastoral role draws the students' attention to what Christ would have them do so they can be a blessing to the society, whereas as a role model Matthew invites students to emulate him as an individual. Meanwhile, a pastor can be a role model as well, like Matthew is, or fail to be so.

4.6.3 TEACHER'S ROLE AS A COMMUNITY ACTOR

I report in the box below evidence drawn from COD of Matthew assuming the role of a community actor. This extract was also chosen for the effort he makes to communicate effectively with the local language at points where he attempts to create meaning and impact with the teaching and learning process. His identity is underscored with passion and confidence for the teaching.

Yes, it is because EyE misinformation [It is because it is a misinformation]. (Matthew; Class Observation, 11/01/17)

In his 1st lesson, Matthew showed video footage to his class as the initial activity. Right after pausing the video, he started commenting that the Ghanaian media uses a local euphemism called "babaso kraman" for the HIV/AIDS disease. He said the name used by the media to refer to the disease was inappropriate and that the class should try to use the correct nouns for the disease. He used the local dialect, Asante Twi, to reiterate some of the familiar discussions and sayings of victims in the Ghanaian society, that they have HIV, but not AIDS. Then, with an accent of seriousness, he said the above words.

It is evident from this exposition by Matthew that he assumes the role of a community actor. He demonstrates an empathic reaction for the plight of HIV victims, which the class appears to acknowledge. Matthew's words emphasise the unacceptability of discrimination in society, as he faults the media for promoting pessimism in their terms of reference for the HIV disease. He also criticises the calibre of education on the disease in society, and tacitly seeks to correct the misinformation in society through the forum of the classroom. On the whole, multiple roles are

gleaned under this and the other themes as played by Matthew. They are not meant to be seen as a duplication since they serve various functions.

4.6 SUMMARY OF MATTHEW'S TEACHING

In the foregoing section, I have analysed the pedagogy of Matthew in relation to four themes: Teaching Approaches; Making Learning Relevant; Classroom Learning Climate; and Teacher's Roles and Identities.

In relation to the teaching approaches, the findings show that Matthew teaches the whole class as a big group by default; through his horse-shaped classroom organisation he facilitates whole-class discussions effectively. Secondly, to minimise disadvantages of overlooking vulnerable individuals and to address varying abilities, he facilitates smaller group activities with closer attention. Thirdly, he employs many visual aids and activities that appeal to the imagination to imprint vividness and to engage the students' active participation in their acquiring of fresh knowledge. He uses resources like technology to teach. Fourthly, Matthew uses physical gestures and demonstrations to teach new concepts and ideas and to give feedback relative to right or wrong trends of thoughts or reasoning in discussions while the class looks on to judge for themselves. Fifthly, Matthew facilitates discussion amongst his students by creating contexts for discussion that engender varied views and experiences amongst students individually and collectively.

In relation to the teacher making learning relevant, the findings were as follows: Matthew uses his tacit knowledge of the discriminatory practices in the community to connect to his subject matter, to address appropriate ways of supporting the limitations of illiteracy and HIV in society. Secondly, he uses knowledge of his students to link the subject matter to their future lives by warning them to curtail future careless living. Thirdly, he uses his knowledge of the community to connect the local slang to his teaching. Fourthly, Matthew demonstrates strong mastery of his subject matter in his skill of creating relevance for the teaching-learning processes.

In relation to the classroom learning climate, the findings were as follows: Firstly, he creates fear, anxiety and horror on purpose to avert possible vulnerability to IV through any form of carelessness. Secondly, this appears to contrast with other sentiments of laughter, happiness, joy, parental love and care, which with Matthew grabs and sustains attention by his ability to create humour. However, in actuality, these emotions do not contradict, but rather they underscore his care and deep passion for his students to avoid possible pit-falls that could ensnare them and divert

them from being highly productive citizens. Thirdly, he uses humour to get students to relax, to participate, to break the intensity of the lesson's topic, and equally to sustain interest. Fourthly, he uses his humour advantageously for creating a vibrant atmosphere of inclusiveness, though a few assumptions appear to underestimate possible low effects on some students.

Concerning the fourth theme, firstly, Matthew assumes the following relevant roles and identities in his teaching: a pastor, a counsellor, a role model, a community actor, a colleague, a friend and a parent. Secondly, he exhibits reflexivity in his lesson deliveries, throwing light on identities and the roles he assumes to achieve his objectives. Thirdly, as he reflects on his strategies, he gains fresh confidence to carry out his revised approaches as best as he knows how, and to underscore the impact he intends for carrying out his objectives. Fourthly, his reflections reveal his own definition of child-centredness to be largely in control of directing the learning processes until he needs a break, at which point the students gain access to design on their own, and to construct knowledge and understanding for their individual learning processes.

4.7 BRIEF INTRODUCTION OF LUKE FROM BETHA SCHOOL

Luke held a diploma in Basic Education and handled the English lessons at Betha School. He had a total teaching experience of 10 years and was in his early to mid-thirties. Form 1M was the class observed for all three lessons, with 23 students made up of 12 boys and 11 girls. All lessons were held in a JHS block newly constructed, as their usual meeting place. The classroom was spacious and airy, with louvre blade windows, devoid of displays of posters on the walls. Tables and chairs were detached and there were enough for all children. There were also a white marker-board, a teacher's desk and chair and a cupboard in the classroom. Luke taught different topics in each lesson observed. In the first lesson his topic was Letter Writing, while the second was on Verbs, and the third Adjectives. A descriptive chronology of these lessons, giving an overview of Luke's lessons, is presented as Appendix 4.2.

4.7.1 TEACHING APPROACHES OF LUKE

Whole-class teaching as a default approach to teaching has raised concerns in literature, as discussed earlier in the review. Assumptions that individual children are neglected and learning primarily by recitation and repetition are often raised (Hardman *et al.*, 2009). However, theory reveals that other approaches employed in the teaching-learning processes could equally enhance learning effectively, such as discussions or use of TLMs (Westbrook *et al.*, 2013). Underscoring

previous findings, I examine under this theme three of the obvious approaches I observed across Luke's teaching: his use of whole-class teaching, his use of repetition and recitations, and his use of a small group approach with TLMs.

4.7.1.1 WHOLE CLASS TEACHING

Figure 4.2 below shows the classroom setting for Luke's 3rd lesson observed at Betha School for Form 1M. The previous two lessons had similar seating arrangements. Students were seated in rows, one behind the other, three rows seating six students each, while one row facing the door had five desks, leaving space from the doorway. The teacher stood in front of the marker-board to address all 23 students, and he walked through the rows when he wanted to see what each child was writing in the 1st lesson. Questions were directed to the class in general and then individual volunteers were called upon to answer. On the 3rd day of observation, two girls were absent, as shown in the 1st and 3rd rows without representative human figures in those chairs.

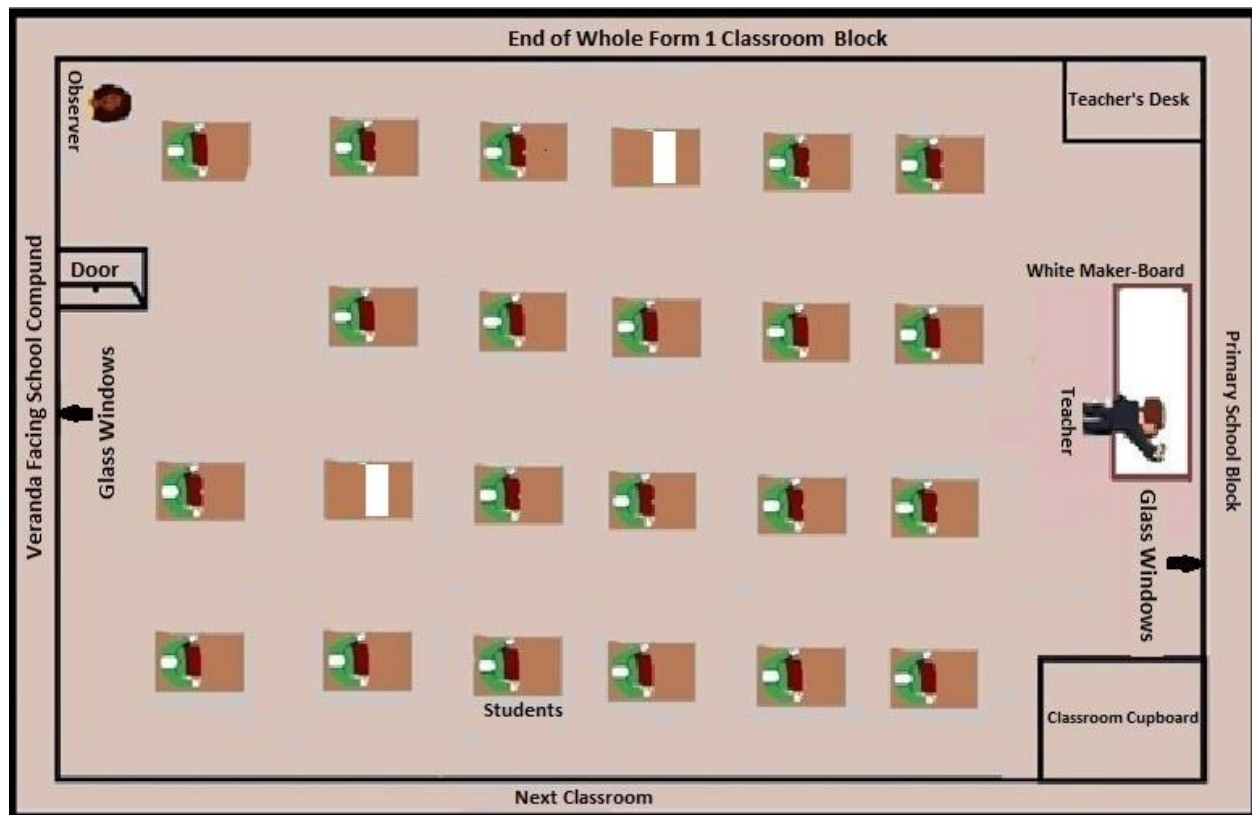


Figure 4. 2: Classroom Seating Plan for Betha School, Form 1m

Figure 4.2 is expressive of my sub-theme on Teaching Approaches. It is evident that Luke used the whole-class teaching approach as the norm. It shows he addressed all children present for any particular day and assigned work to them as a whole unit. In this vein, Luke assumes all students participate at his request, and when he asks a question for them all to respond together, it presupposes they all understand what he is asking. Literature points to legacies of the colonial traits in his traditional seating arrangement (see Figure 4.2) as typical of African classrooms and connoting authoritarian teaching. Discussions amongst students is considered restrictive, exacerbating the complex complications underlying colonial classrooms for learning processes (Tikly, 2011). Luke, however, in relying on whole-class teaching, creates space to manoeuvre during the process to give individual attention and supervision to students, healthy sign of inclusiveness in terms of formative assessment.

4.7.2 APPROACHES WITH GROUP WORK AND TEACHING-LEARNING MATERIALS

I report in the box below two illustrations from POI data, specifically selected to highlight Luke's use of group work and TLMs during his teaching. The first indicates his use of the group work approach, while the second not only clarifies the first, but also reveals the use of TLMs to reflect the kind of learning his students sometimes had through his pedagogic approaches.

I appoint group leaders to support themselves. (Luke; Interview, 13/01/17)

In an interview with Luke, I asked whether he sometimes made children work in groups. He answered, yes, and then made the above statement. He further added that his students worked and learnt better that way, than what he the teacher would have achieved. Also, while they carried out his assignments for the groups, he went around to each group to see what they were doing and discussing, sometimes guiding them on course, and other times settling issues among some group members for them to better cooperate.

It makes the topic easier to cover. (Luke; Interview, 13/01/17)

This quotation by Luke was in response to the instances that called for group work. He said it depended on the nature of the topic he was teaching, for example, if it was broad, or could be made practical, he did so “for better understanding of the concepts” that he introduced. He shared that, for instance, he could ask different groups of children to bring different food items like gari (local powder grain from grated cassava), sugar, or flour to school, and to work in groups, assigning them all a similar task to report back on. He further explained that a topic like Types of Nouns, Countable and Uncountable Nouns was broad and could be treated better under group learning.

The first quotation above is evidence of grouping children for the benefit of group work as a teaching approach. Luke recognises its convenience for the students, seizing the advantage of enhancing children's direct engagement with the subject matter and topic this way. He assumes students get the chance to talk about their ideas, to seek explanations from colleagues, and to thrash out any issues amongst themselves. These provide the opportunity to acquire fresh knowledge and understanding, thereby making students partners in the learning processes.

Linking the second illustration to the first, we can reason that Luke reflects here for us to understand that he uses the group study approach to speed up the learning processes in terms of covering the curriculum. He aims at painting a vivid picture in the students' imagination to help them retain what they learn. He appeals to their senses of sight, touch and taste to aid this process, to increase interest and to sustain attention.

With these real items, he also purposes to create opportunities for the children to speculate about issues around the items, to examine, analyse and discuss these amongst themselves. In the process, they acquire skills of articulating their thoughts effectively. Once students have had prior deliberations on the subject matter or topic assigned, some clarifying occurs prior to what the teacher comes in with. They thus become partners in the teaching-learning processes, having direct control over their learning experiences to co-construct new knowledge. Luke is also able to pay closer attention to the children to meet their specific needs during his supervision of individual work, while he himself also gains from fresh varied ideas. This means Luke increases students' interactions across barriers of timidity and reservation to synergise ideas, making the whole learning experience inclusive for every child and himself. It is obvious that Luke assumes a supervisory role to coordinate learning processes amongst the students.

4.7.3 USE OF REPETITION AND RECITATION

I report in the box below two incidences of Luke's use of repetitions and recitations from COD and POI data, respectively. The 1st example was chosen because it represents a reiterative feature in Luke's teaching-learning processes observed with some behaviouristic tendencies. The 2nd incidence was selected because it is Luke's reflection on his teaching approach. Firstly, he seemed to have varied perspectives of how he believes he is teaching, and secondly, he defines his approaches as child-centred.

The subject of a sentence is the doer or performer of an action. Ready go! (Luke; Class Observation, 13/01/17)

During his 2nd lesson, Luke was teaching on ‘Verbs’ in sentences. He got to the subjects and the objects of the verbs in a sentence, and asked what the subject of a sentence was. One student gave a response which Luke repeated as, “The subject of a sentence is the doer or performer of an action in a sentence”. Luke then asked, “What is the subject of a sentence everybody?” The class also said, “The subject of a sentence is the doer or performer of an action in a sentence”. Then Luke repeated the words quoted above, so the class responded again: “The subject of a sentence is the doer or performer of an action”.

You should actively involve the children in the teaching and learning processes. (Luke; Interview, 13/01/17)

In a POI after observing his 1st lesson, I asked Luke what he meant by “child-centred” approach, because he said he was facilitating that way. He responded in the way noted above, and added that the children should handle, touch and manage things themselves.

Above is an indication of the use of repetition and recitation as a teaching approach by Luke. He leads students to commit text to memory by reciting and recalling the definition given, making them repeat it. His assumption is that knowledge should be transmitted for effective learning to take place, or it should be acquired, and facts should be stored by recalling the exact words in the way a known text puts it. Thus, to Luke, knowledge should be drilled into the learning as his version of constructing knowledge. The teaching turns didactic in nature with the teacher assuming the authoritarian role in the learning process. Linking his reflection to this approach, we can discern that to him, involving all students in the chorus of repetition is also his interpretation of child-centredness. By this, he works out his own definition of child-centredness, while he remains the control centre in the learning process. Repeating and reciting should be seen as two separate activities here. Luke repeats what answer he considers right from the student’s response. He makes the class repeat that after him, which are both acts of repetition. The act of reciting comes in where he directs them to continue recalling the exact words in the text until he judges they have committed them to memory. Repeating and reciting may therefore be considered complementary for his use. Next is a broad theme that examines how Luke creates relevance to his teaching.

4.8 MAKING LEARNING RELEVANT

Drawing on the literature review that underscores the distinct role that culture plays in the teaching-learning processes (Schweisfurth, 2013), light is thrown on the preponderant developmental and

technological changes affecting lifestyles and the workforce. I therefore examine under this broad theme, two incidences of Luke's teaching. One links his subject matter to some cultural values that seem to be eroding due to modern changes in the community. In the other, Luke connects his teaching to opportunities for future academic prospects of the students that can potentially affect their future lifestyles and work, from his knowledge base of the community.

4.8.1 TEACHER'S COMMUNITY KNOWLEDGE BASE

In the box below, I report from classroom observation data and then from interview data evidence of Luke's connection of his lesson to scholarship opportunities in the community that brighten the future prospects of the students. This also reveals how he uses stories to get students to talk amongst themselves to reason and exchange views. The extract from the interview elucidates the activities that Luke uses to make his lessons more meaningful to the students.

She got a scholarship to study in the United States of America. (Luke; Class Observation, 12/01/17)

At the beginning of his 1st lesson, Luke entered the classroom, greeted, and asked the children to listen to a story he was going to narrate, because he would be asking questions right after. He said he had a friend called Millie. They schooled at Betha, and did everything together: played, ate, sat together in class, did their assignments together, and shared ideas and opinions. When she didn't understand any topic, Millie always came to him for help. When they wrote their final examinations, she did so well, she got the opportunity to study in the United States, while he remained in Ghana. The class laughed at this. He told them he had not been in touch with Millie since she left, but he so much desired to. So how could he get in touch with his dear friend? Students gave several responses and at the mention of writing a letter to her, Luke told the class they were going to learn about Letter Writing.

You can even use a play, drama. (Luke, Interview, 12/01/17)

After his 1st lesson, I asked Luke that apart from giving the story scenario, what sort of activities did he include in his English lessons? He answered as above.

Luke's introduction for his lesson is relevant to the students' learning by alluding to the mindset in the community about "studying abroad." What is happening is that Luke strategically creates a story that suggests the outcomes of education from his knowledge of the opportunities in the community. He hints that scholarship chances are attributed to the efforts of hard work, good performance and learning outcomes. He does this to grab the students' minds to want to work hard to achieve a similar kind of opportunity in their lives that Millie in the story had. Going

abroad to study spells bright chances in life; an idea that Ghanaian students who are ambitious or who aspire to, will easily pay attention to discover the secrets involved. In other words, Luke's lead-in connotes the worthy efforts to achieve a desirable outcome. These include good listening in class, students synergising to support each other, like doing assignments together, exchanging ideas, or benefiting from working in pairs. Again, scholarship to the US suggests getting much better education, since schooling in Ghana, as opposed to the US, connotes economic challenges that most developing countries face, which limit access to higher education and quality educational delivery. Connecting the illustration to Luke's reflections, it can be understood that Luke's decision to tell this story was based on his knowledge of his students, their background support economically and academically, their abilities and aspirations, and what could sustain their interest to scaffold their learning. He plays the role of catalysing students' interest to study with an aim.

4.8.2 TEACHER'S KNOWLEDGE BASE OF STUDENTS

I report in the box below two extracts. Firstly, from classroom observation data, I show how Luke connects his topic to cultural values in the lives of the students. The second is a reflection by Luke in an interview which reveals the tacit knowledge underscoring Luke's teaching on child centredness and his personal interpretation in its implementation.

You didn't greet! (Luke; Class Observation, 12/01/17)

Luke and the whole class shouted the above words out in the course of his 1st lesson. Luke had been asking questions with the class answering on the features of an informal letter. It came to a point where one child mentioned the salutation. Asking the class to clap for her, he said, "You have to greet, okay? Greetings, or salutation. If you go to a place and you see maybe an old lady or a person there, you should greet! Imagine you go to a house, and maybe you see some ladies, or some gentlemen over there, and you pass by them and you go in search of the person you're looking for. You get there, and the person is not in the house, and so you come back to ask those around that, 'please, I'm looking for Madam Adwoa'. Will they mind you?" The class shouted, "No!" Luke then said, "Because?" So, the class together with Luke shouted the above words in quotes. Luke then said, "Yeah, greeting is very important. So here, you should have your salutation or greeting."

I try to make the lesson child-centred. (Luke; Interview, 12/01/17)

I asked Luke why he always said something about every answer a child gave, and in the course of answering that, he indicated that he must get the children active and participating in every lesson, so he said the above statement.

The illustration depicts Luke's knowledge of a practice in the culture, which he underscored by linking the subject matter of his lesson to the significance of this practice. The teacher's strategic illustration carries the strict import he wants to convey by association. In other words, the salutation sets a tone of relationship and response in a written letter, just as greeting does to people in the community. His illustration further refers to the nature of our compound houses, and communal living, with some of its characteristics of people knowing the whereabouts of others. He thus introduces some perceptions about the culture and some values and ways of living. Connected to Luke's reflections, we gain insight that he is intrinsically dealing with one key issue on social protocol and good grooming in the cultural setting. He is getting each child to reflect on cultural values, and their place, in light of developmental and technological changes in the evolving world that are replacing social traits and bonds in the culture with fast and impersonal courtesies and protocols which undermine the bonding in relationships. He therefore is playing the role of a social actor underscoring waning cultural grooming values in light of modern development.

4.8.3 NATURE OF LEARNING ENVIRONMENT

Many studies, as revealed in Chapter 2, have focused on the component of interactions in the classroom, highlighting how questions and answers are managed, while much less research has focused on the emotional ethos during lesson delivery (Malm, 2009). Theory highlights the significance of the classroom environment to the occurrence of learning which is largely tacit and cannot be underestimated (Alexander, 2006). Under this theme, I examine two different instances of classroom emotional climate to explore Luke's use of this to enhance learning.

4.8.4 ATMOSPHERE OF WARMTH AND CORDIALITY

I report in the box below two evidences from class observation data of the relationship built by Luke with his class. It depicts an atmosphere of warmth and cordiality. The second evidence in the box is a reflection by Luke which, in conjunction with the classroom illustration, demonstrates Luke's teaching approach.

I have to buy each of you a canned malt! (Luke; Class Observation, 12/01/17)

Luke said this to his students during his 1st lesson. He was teaching the types of letter writing and he was asking questions that students had to give short answers to. The answers the students gave were all correct and the flow

of the lesson was fast and uninterrupted with praises or clapping to almost every answer that was correct. After the students were able to mention three types of letters – formal, semi-formal, and informal – and were able to give alternate names for each of these, Luke paused, said they had done very well, asked them to clap for themselves, and then said the above words. The students laughed excitedly, while clapping and talking inaudibly to each other.

No one will sleep. (Luke; Interview, 12/01/17)

After his first lesson, I asked Luke why he joked during his lesson and he responded that it was to make the lesson interesting and enjoyable. He said the words above and added that jokes caught the students' "thoughts and ideas".

This illustration is evidence of a warm and cordial relationship between Luke and the students. It is around midday, and it seems lessons have shifted into the breaktime which appears to be gingering a stir amongst the students. The promise of a drink and the timing of this offer of a special treat is a welcome negotiation that saves students their pocket money, which can then be used later. Luke is here using drink as a motivation to elicit continued cooperation, so that his lesson's objectives can come off effectively. Liaising Luke's reflection to the evidence, we can confirm he nurtures cordiality, so that in times like this, he can seek their attention to accomplish the demands of his required role in teaching. Therefore, this act is one of his sustaining strategies in the teaching-learning processes; to make it worthwhile, he assumes the role of a friend or colleague to the class.

4.8.5 ATMOSPHERE OF RELAXATION AND EMOTIONAL SAFETY

I report from interview data, two reflections of Luke's providing evidence of his perspectives on the use of corporal punishment. The first is proof that he does not consider its use at all. His reflection in the second extract elaborates on the first to highlight safety and relaxation during his lessons. His responses show his intent to ensure his classroom's emotional climate is free from any form of pain and duress, as a teaching approach.

We have some students who always fear caning. (Luke; Interview, 12/01/17)

After his first lesson, I asked Luke if he used the cane on students. He said he did not because he had other ways of punishing students, other than using the cane. He next said the words quoted above, adding that some students even feared the very sight of a cane.

They'll be at loggerheads with you all the time. (Luke; Interview, 12/01/17)

I asked Luke if he did not carry the cane at all around the compound or to the classroom. He responded that if a teacher used the cane always, students would not be happy with that teacher, and then he next expressed the words above. He further shared that he did not use the cane to teach or to control children in class, and that if he had a problem with a student doing something wrong, he took the student to the proprietor, or headmaster, to discipline the child. Also, if a child misbehaved while teaching, he could stop teaching and stare at the child in question. The student would be alerted and then stop whatever he was doing, while the class would also quiet down for him to continue teaching.

The illustration is significant for the efforts made by Luke to totally eradicate the symbol of pain and fear and distress from his classroom environment as a result of corporal punishment. In spite of the official request to avoid the use of the cane in Ghanaian classrooms, the local radios still report episodes of caning in the schools in the communities. This is partly due to some parents' specific requests in the private school scenario for teachers to discipline their wards with the cane to comply. It has almost become an expected norm to have teachers go into the classrooms with the cane as pointers, and to persuade students to behave with the threat of it. The requirement by Ghana Education Service (GES) is to use the cane only under the supervision of the head teacher, yet some teachers use it when students are not able to recall or recite texts learnt by rote. When students get exercises wrong, they may also be caned. Exhibiting required conduct could curtail the use of the cane made present in the classroom or around the compound. However, to Luke, for learning, friendship, comfort and relaxation to be prevalent in his classroom, total elimination of the cane is not an option. Linking his reflections to this illustration, we can ascertain that he has arrived at this decision from reflection on past personal experience with use. Therefore, even merely carrying the cane as a pointer into the learning environment, he considers a way of manipulating the learning processes which sends dictatorial signals of compliance, which for him could be detrimental to the success of his classroom interactions and learning.

4.8.6 TEACHER'S REFLECTIONS OF HIS IDENTITIES AND ROLES

The rationale for this study seeks to explore pedagogic practices that contribute to outcomes that enhance progression to the secondary level of education. Literature along these lines highlights mentoring and teamwork amongst others as support systems to effective teaching experiences that schools could facilitate to yield desirable outcomes (Arkorful, 2013). Thus, in examining this theme, I discuss Luke's calculated role as a team player, and to boost this role, how he also assumes

an identity as a mentor in a concerted attempt with others to realise outcomes that yield smooth transmission to students' higher education. These are examined in two selected instances which explore this theme.

4.8.7 TEACHER'S IDENTITY AND ROLE AS A TEAM PLAYER

In the box below, I report on two extracts from interview data with Luke which provide evidence of a synergy of commitment from Luke and his colleagues. They are evidence that the joint efforts of the staff have an impact on the quality of outcome. The second extract is his reflection to show the impact of the requirement of the school leaders on the staff and their teaching. It connects with the first extract to reveal the demands made on the staff.

We are united. (Luke; Interview, 12/01/17)

I asked Luke that assuming the school was unable to help him with teaching-material resources, would his teaching practices and methods be different? He answered that it would not be different, because he was trained with almost 90% of the teachers also trained as teachers. He then said the above. Thus, he continued, teachers met, shared ideas, and knew each other's challenges, and consequently joined together to solve problems; this way, they were "able to give their best" .

The first Basic Education Certificate Examination (BECE) results was excellent. (Luke; Interview, 12/01/17)

I inquired what some of the school's goals were. Luke shared that the first batch of candidates for the examination described above had 100% passes, and that since that time, retaining that standard had become a reiterated goal of the school that all staff had been working hard towards.

The first quotation depicts the significant role Luke plays to achieve his teaching and learning objectives. He acknowledges the importance of training to achieve objectives, while he does not deny the role of teaching-learning materials in the teaching and learning processes. However, he highlights the role of his colleague professionals, synergising their ideas and efforts to meet challenges they face in their teaching approaches. Connecting to his reflection above, it is obvious that the level of performance in the BEC examinations in the school is high, due to teachers' joint efforts to support each other in their approaches. BECE is a national examination required for successful progression from basic schooling to the secondary level, allowing a student to move on to the university and other tertiary levels.

From personal experience, parents specifically elect to send students to private schools that do well with their passes in this BEC examination. Private schools, especially middle to high fee-paying ones, go to all extents to get qualified staff and to meet teaching-learning requirements and challenges, so that their students will gain admission into some of the top senior secondary schools as a result of excellent outcomes. The popularity, strength and growth of the private school greatly depends on the outcomes of the BECE, where parents are concerned; passing the BECE well is a major determinant for the smooth progression of the children to the senior secondary level. Hence, the importance of high BECE outcomes to the school goals and staff. Synergy is therefore a sustaining strategy that Luke understands very well as he assumes the role of a team player to make his own teaching practices worthwhile, with a focus on good outcomes as well.

4.8.8 TEACHER'S ROLE AND IDENTITY AS A MENTOR

In the box below, I present two interview conversations with Luke from interview data. The first was selected to illustrate personal commitment to new staff entering the profession with their childhood and teacher training backgrounds, which may sometimes conflict with the realities they face in the classrooms. The second is a reflection from Luke that links to his commitment aligned with the school's outcome goals as a sign of goodwill in his job.

What am I supposed to do? (Luke; Interview, 12/01/17)

After Luke's 1st lesson, I asked him whether he ever shared his teaching experiences with his colleagues. He responded yes, and especially with the new staff who come in to teach English. He said he had taught for 10 to 11 years, and often the new ones come to him to say the words he expressed in the quotation above. He helps them out of his experience.

There is no failure. (Luke; Interview, 12/01/17)

I asked Luke how some of the goals of the school impacted his teaching. He shared that they had a motto that was "Quality Education Through Godliness". So, they strive to reflect the motto, resulting in always doing their best. He next said the words quoted above, reiterating that it was because all staff were focused on the goals and supported each other to attain them.

The above is evidence of the benefits derived in Luke's identity and role he assumes in his duties as a teacher and in his delivery approaches. It is about implementing teaching knowledge and the challenges implied. Luke is demonstrating here that new staff come in to teach with professional knowledge, only to realise that to successfully implement the professional knowledge, one must

first adapt to the peculiarities of the situation and setting of the learning place. Luke implies that even if new staff come with long-term experience, schools and classroom situations vary drastically so the new teacher is still likely to face difficulties.

Mentoring, therefore, is a necessary tool to support implementing knowledge for Luke. In other words, someone with experience there already in the school system can provide useful direction and information that can scaffold implementation of the knowledge and strategies the new teacher may come with, no matter what previous experience and exposure the new teacher may have. This means that by virtue of the uniqueness of the new environment, the new teacher will need some mentoring to function at top capacity. While the school may provide in-service training, some further form of mentoring may be helpful. Luke, therefore, assumes the role and identity of a mentor to newcomer colleagues in his teaching environment, while his identity for adaptability is intrinsically inferred. His passion for the work, his empathy and his commitment are evident in this. Annexing Luke's reflections on this, there is concerted effort by staff colleagues to run with the vision of the school, and so does Luke, who does not underestimate the multiplicity of his official and assumed roles and identities in all this to boost his teaching approaches and to achieve a common purpose.

4.9 SUMMARY OF LUKE'S PEDAGOGY

In the preceding section, I have analysed the pedagogy of Luke under the four themes: Teaching Approaches; Making Learning Relevant; Classroom Learning Climate; and Teacher's Roles and Identities.

The following are the findings under Teaching Approaches: 1) He teaches the whole class as a single unit group and although his classroom is organised in the traditional seating arrangement typical of African classrooms, he maintains good spacing such that he is able to go around each desk to give individual support. 2) He employs the use of smaller group work to address broad topics and concepts which cannot be easily covered quickly in the curriculum. He also sets student tasks to cover his objectives and to handle real items for their personal learning experiences. 3) He appeals to the imagination and senses of touch with the use of TLMs and real items. 4) He generates classroom discussions collectively and amongst students, draws on student experiences, and varies his objectives through activities like drama or story narratives. 5) He engages students actively in repetitions, recitations and recalling exact words of texts in teaching-learning processes.

Under the theme of Making Lessons Relevant, 1) Luke diverts from the curriculum to connect the subject matter to the lives of the students. 2) He uses his tacit knowledge base of the students and of the community to do so. 3) Students learn by direct application of the subject content to issues in their lives, which may sometimes serve as applications, or as problem solving, or consequences, or reasons, adding value to their learning.

In relation to the Classroom Climate, 1) Luke ensures the classroom atmosphere is free of intimidation and pain by avoiding all semblance of corporal punishment to solicit compliance. 2) He fosters friendliness to bridge the gap of power relations and to enhance inclusiveness in his teaching-learning processes. 3) He uses awards and incentives to propel and sustain participation and interest.

In relation to the theme of Roles and Identities, the findings are as follows: 1) Luke supports his teaching-learning processes with the roles of mentoring, being a colleague and team playing. 2) He exhibits empathy for the students' security and comfort from intimidation in class, and then passion and compatibility for his work and performance outcomes. 3) These roles and identities underscore the confidence with which he reflexively defines and tackles his child-centred approaches, albeit in his own way of understanding.

4.10 CONCLUDING REFLECTIONS: COMPARING THE ENGLISH PEDAGOGY OF MATTHEW AND LUKE

This section examines some similarities and differences of the pedagogies of Matthew and Luke under the discussed broad themes: Teaching Approaches; Relevance of learning; Learning Environment; and Roles and Identities. This comparison is necessary to discern how the different qualification levels of the two English teachers, and the different levels of available resources in their schools, affect their pedagogy.

4.10.1 TEACHING APPROACHES

Both teachers use activity-based learning, but in different ways. Activities designed for Matthew's objectives gets students to work independently and silently, in pairs or in groups, to act publicly to demonstrate a point, or a word or an issue, to read and to speak publicly to discuss common issues. Students are made to demonstrate on the board, construct sentences, spell, infer, deduce with words, while he makes use of technology to create scenarios for speculation and discussions, and uses literary devices, textbooks or flash cards to scaffold learning processes and to appeal to

vivid imagination. He forms part of the activities by personally acting, using facial and physical gestures, drawing on the board, dramatizing or extending dialogues to illustrate points and concepts, to increase knowledge and fresh understanding.

Luke, on the other hand, requires students to work in groups, during which students handle real items to carry out tasks he sets for them from his objectives, while other activities require his students to work independently. He uses drama and story narratives to create contexts for discussions and to vary the activities for his objectives. However, Luke mainly depends on students recalling, reproducing and communicating exact words and expressions from a known text, and drilling several times till he judges facts are committed to memory. Questions are closed and prompt specific answers, or clues are given for questions with expected answers. Theory postulates that such situations reflect information to students in direct didactic instruction, with reiterative interactions and minimised constructive involvement of children in knowledge acquisition (Stigler & Stevenson, 1993). The underscoring difference in their teaching approaches, therefore, is in their epistemological manner of knowledge construction. Matthew is inclined towards constructing knowledge with the students, while Luke displays traits of positivism.

4.10.2 MAKING RELEVANCE OF LEARNING

Both teachers try to make learning relevant in a similar way. They employ background knowledge of the society, the community and the students, to decide what activities are appropriate. Mastery over the subject content is revealed in tacit relevant links and cultural illustrations connected to the lives of the students and the community. This means teachers digress from the curriculum to meet learning needs, while drawing on their own experiences and the experiences of students. This, however, increases the time spent on a task. Both teachers make similar considerations and judgements in the selection of activities for their lesson objectives. They consider the abilities and standards of the students to decide on the activities for their objectives.

4.10.3 CLASSROOM LEARNING CLIMATE

The atmosphere created by both teachers' emotional interactions with the children is light and full of laughter, as noted in earlier examples above. Both engender knowledge acquisition while making learning an enjoyable experience. With these practices, they make the students partners in their learning, break barriers of intimidation and power control, create inclusiveness, and

generate warmth and security as they assume roles and identities to back their practices, as discussed above.

4.10.4 IDENTITIES AND ROLES

Very different roles by Matthew and Luke are evident under this theme. Matthew is more into roles that establish a relationship with the students and their wellbeing, such as a caring and loving father, a pastor, a counsellor, a friend or a colleague, while Luke is more into establishing relationships with colleague staff members to synergise efforts for successful outcomes, like team-playing or mentoring. Both demonstrate a strong culture of reflexivity that belies the confidence with which they assume roles and identities. It is also evident that their identities stem from long-term teaching experiences, such that they have naturalised habits of reflecting on their teaching practices.

Having described the pedagogies of Matthew and Luke, Chapter 5 presents the pedagogies of the two Mathematics teachers, Mark and John.

5 PEDAGOGIES OF MATHEMATICS TEACHERS

5.0 INTRODUCTION

This chapter presents findings on the pedagogy of two Mathematics teachers in Alpha and Betha Schools, as referred to in Chapters 1 and 3, drawn from observation of three lessons each, with follow-up open interviews. It is presented in four parts: the 1st part introduces Mark and his pedagogies from Alpha School with a summary of the findings. The 2nd part introduces John and his pedagogy from Betha School with a summary of the findings. The 3rd part includes concluding reflections on similarities and differences between the two Mathematics teachers. The 4th part draws on pedagogic approaches, strategies and types of learning in Chapter 2 to conclude on the methodologies of both Mathematics and English teachers and the types of learning the findings present.

Parts 1 and 2 are sub-divided into four broad themes, drawn from the conceptual framework in Chapter 2. These themes address my two research questions, which are: 1) What are the pedagogic practices of junior high Mathematics and English teachers in middle to high fee-paying private basic schools in Ghana? 2) How do the identities of teachers teaching English and Mathematics in middle to high fee-paying private basic schools in Ghana influence their teaching practices?

The first research question is addressed by three themes. First is the theme of Teaching Approaches. Under that theme I examine the teacher's use of the whole-class and small group teaching approaches, and then the use of material resources. Second, is the theme of Making Relevance of the Learning. This theme explores how the teacher links the subject content to the students' lives, their contexts and their communities. The third theme is the Teacher's Classroom Learning Climate. This theme examines the interpersonal and emotional life of the classroom. The second research question is also addressed by one theme, the theme of the Teacher's Identity and Roles. It refers to how teachers view their identities and hence the roles they play to infuse meaning into their teaching-learning process. Each theme is examined with two or three illustrations. Reflections by the teacher are examined and connected to the illustrations to provide different perspectives where relevant. This is followed by a discussion based on key aspects of their pedagogies.

5.1 INTRODUCTION OF ALPHA SCHOOL'S MATHEMATICS TEACHER

Mark taught Mathematics in Alpha School and held a Bachelor of Education degree in Basic Education. He had worked in the school for over 10 years and was in his mid to late thirties. His lessons were held in the JHS 1J classroom, with a total of 39 children, made up of 19 girls and 20 boys, between 11 and 14 years of age. The school had terraces over its hilly area. Low trimmed lawns linked the primary department and the JHS department to the administration block, library block, ICT block and the nursery school. The JHS block, however, was clearly detached from the primary and nursery blocks, though they were all in one walled compound. Form 1J, in the JHS block, was a spacious classroom with glass louvre blade windows, tiled floors and four ceiling fans. It had a storeroom and the classroom walls had some posters on Mathematics, Science and Social Studies maps and symbols. A descriptive and chronological overview of Mark's teaching observed in three lessons is presented as Appendix 5.1. Three separate topics were covered in a single period each. The first lesson was on the Net of Solid Shapes; the second was on Units of Capacity, under Measurements; while the third was on Percentages.

5.2 TEACHING APPROACHES OF MARK

There is evident displeasure in literature about whole-class teaching in the African classroom (Akyeampong *et al.*, 2006) as discussed in Chapter 2. Based on the premise that whole-class teaching in the Ghanaian set up can be complemented meaningfully with the uses of smaller group learning approaches, and the giving of individual attention approaches, I have selected evidences on the recurrence of these across his lessons on teaching Mathematics. Mark uses the whole-class teaching as a standard, and smaller-group approaches, together with his use of teaching-learning materials, as his strategies to enrich the learning experiences for the students.

5.2.1 WHOLE CLASS TEACHING

I present Figure 5.1 below, showing the way the classroom was organised for Mark's three different lessons. It represents Form 1J where all his teaching observations took place. For the 1st lesson, there were 37 children, 38 attending the 2nd lesson, and 39 in the 3rd. Children were seated in the shape of a horseshoe, as seen below, for all lessons. All students present had to address themselves to common tasks he gave. He mostly stood in front of the classroom to teach near the marker-board. All observed lessons had a similar setting.

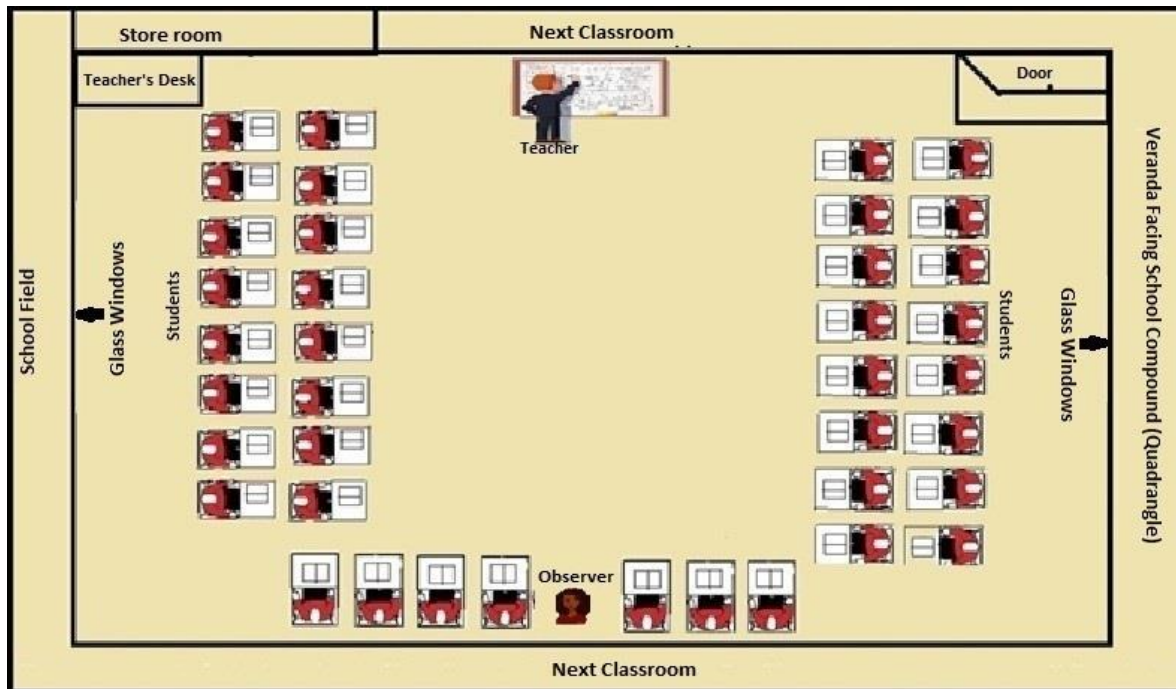


Figure 5. 1: Alpha School: Classroom Seating Plan for Mark's Teaching, Form 1J

Mark's use of the whole-class teaching approach is evident in Figure 5.1. Addressing all 39 students together means he sees them as a single group and assigns them all a similar task. Thus, joint responses given by the class assumes one voice and one decision; responses that students communicate in such instances are suggested to represent every child. The horseshoe seating arrangement, as displayed in Figure 5.1 above, reflects that Mark sees the class as a single group that creates opportunities for the students to talk to each other. Movement about in class is made much easier by this arrangement and suggests that where there are individual differences in understanding, Mark is able to address these. This is evidence that mark understands individual attention, a necessary approach to minimise the possible disadvantages of the whole-class teaching strategy.

5.2.1.1 GROUP WORK AS AN APPROACH

The sub-theme of group work under Teaching Approaches is one of the key teaching strategies used in the teaching of Mathematics by Mark. The box below provides a snapshot of how group-work was used by Mark as he rounded off his lesson on the teaching of the Net of Solid Shapes in his first lesson I observed. I report on classroom observation data to situate the context within

which the strategy was implemented. I also report on interview data which is a reflection of Mark on the efforts teachers make to achieve success in their outcomes; this throws light on the observation report.

Take your time and do it for me. (Mark; Class Observation, 11/01/17)

Towards the end of Mark's 1st lesson, he recapped all that they had done, indicating that they had seen and drawn the "nets" of solid shapes, starting from the cuboid, to the closed cylinder, then to the triangular-based pyramid, the square-based pyramid, and the rectangular-based pyramid. He invited questions from the students, and then he gave them an assignment to go and draw the nets of the shapes they studied in class, and then to form their equivalent solid shapes. He asked them to work on the assignment as a mini project-work, and to use "nice cardboards or nice sheets". He requested the students do the work in their five groups, and that one type of solid shape and its net should be drawn by each group. He asked them to decide by themselves which one each group would be drawing and then he reiterated how the students should do it in the words expressed above.

It is done with a lot of care and preparation. (Mark; Interview, 11/01/17)

I asked Mark how their school managed to get "about 75%" of their students progressing on to the secondary and then tertiary levels of their education, since he had noted that earlier. He responded that teaching in the school was done in the manner of the words above, adding that there was support from the school since material resources like textbooks, a library and ICT laboratory were readily available.

It is evident that Mark uses the group-work approach as a teaching strategy. He shows concrete objects to the class, and yet he seeks further to ensure that the children have their own individual experiences of drawing the nets and forming the shapes. He makes summaries of concepts covered to guide their learning. He engages them also in group activities to enhance the opportunity of getting the children talk more about their activities, to experiment on their own, and to negotiate their thoughts on these. By so doing, they get to iron out their ideas, gain understanding and increase their knowledge. Mark's reflections highlight the quality of teaching he does in relation to the consequent outcomes. We can understand that he puts deliberate effort in preparation and the manner of delivery directly linked to the outcome of the children's performances. Linking to the benefits of the group-work and summarising approaches, Mark maximises learning with multiple efforts.

5.2.1.2 TEACHING-LEARNINGG MATERIALS

Under this sub-theme, I report evidences from class observation data and interview data on the influence of professional training on Mark's teaching approaches, as in the box below. In his lessons he uses TLMs, with his reflection from the interview data underscoring the impact of leadership supervision on Mark's implementation of professional development training.

I have these items in front of you. (Mark; Class Observation, 12/01/17)

Mark set up a table before the class with different kinds of containers of varied shapes, at the beginning of his 2nd lesson, for their topic on measurements. He introduced the concept of measurement, and then told the children they would be treating "capacity" as the sub-topic. He then shared his "objectives" for the lesson with the class, and said they were going to define capacity as well as change from a smaller unit to a bigger unit, and vice versa. He next said the words above, and mentioned that he wanted the students to see them, so that they would do some exercises for him. He then passed the containers around and students were seen turning them up and down, trying to read the measurements and inscriptions on them, as they discussed amongst themselves. He asked which of the containers was bigger, after they had been passed around for all students to see.

They insist on using the things. (Mark; Interview, 11/01/17)

After his 1st lesson, I asked Mark if he always used models and real items for teaching, as I observed that day. He admitted that he did because the head of academics, Mr. Kofi Taylor, always came around to inspect whether teachers were using "concrete materials" during their teaching, to video for discussions during their training sessions. He further shared that the headmaster did so as well, and that the school provided teachers with cardboards and the things they needed.

Use of teaching-learning materials (TLMs) is exhibited above as a teaching strategy by Mark. He appeals to students' imagination to make the learning easier to understand and intriguing by passing these items around for every child to handle. His intention is that students get the chance to explore as they handle the items, and they get experience and opportunity to discuss privately with their colleagues, to raise questions, and to make relevant contributions, all of which help to gain fresh knowledge. Connecting the teacher's reflections to this, it is apparent that school management requires the strategy of using TLMs as key to scaffold vivid imaginations and rich experiences in the school's learning processes for ultimate outcomes. Consequently, Mark embraces the use of TLMs intrinsically, as he has no option to his teaching approaches.

5.3 MAKING LEARNING RELEVANT

This theme explores Mark's attempts to make learning relevant by reviewing how Mark exits the curriculum to link the subject content to community practice and student lives. It examines two selected instances on how Mark enriches the learning experiences by connecting to common, easily identifiable illustrations in his students lives, their contexts and their communities. In Chapter 2, literature and theory applaud the potential difference experiences in the learning processes make even if extended out of the curriculum to connect relevance to the learning; this gives significance to Mark's teaching-learning approach under this theme.

5.3.1 TEACHER'S COMMUNITY KNOWLEDGE BASE

I report under this sub-theme in the box below, one instance from class observation data where Mark connected his teaching of 'the nets of solids' to a matchbox which is used by literally every home in the community. I chose this illustration particularly for the surprise and stir it caused the class as the connection was made.

The perfect example is? A matchbox! (Mark; Class Observation, 11/01/17)

During his 1st lesson, Mark showed the class concrete examples made of cardboards of solid shapes and plane shapes. He also showed them how a 2-dimensional shape could be folded to form a solid shape or a 3-dimensional shape, using the real items placed on two tables set in front of the class. He showed them how the net of the solid object could be drawn and cut out of the plane sheet, and then folded to get the solid shape again. He took a cuboid solid shape in one hand, and took its net or plane shape in the other, demonstrated its folding, and showed students the solid shape drawing on the board. Then he said, "Okay, so this is a cuboid" and continued with the words expressed above. He showed a matchbox to the class, which surged with noise and discussion and some sounds of clapping. Mark then said, "When you open it up, you just see the net easily". He opened it up, ran his hand around the edges, then put the pieces of folds back to demonstrate how the solid shape was made, and said, "Okay, then, let me draw the net beside the cuboid on the board".

This episode is grounds for the teaching strategy of creating relevance of learning by a connection that is common. Mark uses his knowledge of what the community uses to light coal pots, firewood, or gas cookers in almost every home, to connect what students are learning in class. His aim here is to sustain the learning the children did in class by extending it to the home, as he connects the matchbox they see daily at home to the cuboid they learn about in class. Electrical appliances are not depended on much for cooking in our communities because of power shortages, but the matchbox example is familiar to every student. Mark aims to help them retain what they learn

with his example. By this, students are likely to continue practicing the opening up of empty matchboxes to find the nets at home, and might even extend the learning to other objects like drug boxes they come across at home. He thus catalyses their interest to extend learning to other life situations.

5.3.2 TEACHER'S KNOWLEDGE BASE OF HIS STUDENTS

Under this sub-theme, I have selected two extracts from class observation and interview data to present in the box below. The first is the evidence of Mark linking his teaching on 'percentages' to real life situations that are common to the children to create relevance of the learning processes. The second is a reflection of his which when linked to the first throws light on Mark's tacit knowledge of his students' backgrounds and his knowledge of parent collaboration with the teachers to best support the students.

It will help you when you go to the market. (Mark; Class Observation, 13/01/17)

At the beginning of Mark's 3rd lesson, he shared a story about a man who gave an amount of money to his three children to share, according to the marks which were expressed as percentages on their terminal reports. Mark told the class that it was to introduce the topic for the day, which was on percentages, so that it would help them in their daily lives. He indicated knowing percentages would help them when they went "to get contracts out there" or, as expressed in the words above, and when they went to the bank. He said he knew that one day they would "become big men handling this, or that" and they would need to use percentages. He said again that he knew they would be armed to apply what they had learnt after leaving the school.

Anything you ask them to do about their kids, they're ready to pay for or do. (Mark; Interview, 11/01/17)

I asked Mark how he managed to get all of the children to perform well. He first asserted that a great percentage of their children progressed on to the secondary and tertiary levels of education, and so he had hope that the students would get somewhere in life. He also shared that the parents knew the importance of education, and attached much attention to it.

Above is another clue about making relevance of the learning by linking the subject matter to examples of its application in the economic life of the community. What Mark is doing here is to help the students to give importance to the subject matter, because it addresses one of the critical developmental problems in their communities. Mark knows that one of the challenges facing parents is the issue of illiteracy and semi-illiteracy. Some parents are illiterate and are unable to interpret some of the reports and records that schools communicate to them. However, when it

comes to their economic lives, they manage to work out some interpretation of the exchange and use of money for their economic existence. Mark's story, therefore, is a typical example of how they overcome their limitations. By translating the mark-percentages of the children in the story to an amount of money, this parent in the story gets an idea of the performance of his children. Mark links his topic's relevance to his students' need to know how to work out percentages as a necessity, to be able to work out their relative values in money, or in other instances. He thus plays the role of inspiring urgency in their studies. By liaising with the teacher's reflection, we can comprehend that Mark considers his students privileged to have parents and guardians who appreciate the value of literacy and so they support their schooling. Thus, his making such links in their learning processes strategically inspires his students not only to take their learning seriously, but also to win their attention to the subject matter at stake.

5.4 NATURE OF LEARNING ENVIRONMENT

This next theme investigates the learning condition of Mark's classroom, dealing with the interpersonal and the emotional dimension of the classroom. Theory by Alexander (2006) argues that while this is an important "component" of classroom interactions, it is only minimally explored. He shows that without a healthy climate that welcomes and tolerates all, any learning could potentially be fruitless. I therefore selected an example that appears to cause fear and pain to examine. This is to firstly show that attempts are made to manage discipline and compliance, but in this instance, the cane is used only as a deterrent for compliance, and so does not contradict an atmosphere of cordiality, joy and laughter in Mark's classroom.

5.4.1 ATMOSPHERE OF FEAR AND ANXIETY

Under this sub-theme, I present in the box below two extracts from interview data. They are both reflections of Mark's which express his need to maintain discipline that literature confirms is necessary where the classroom atmosphere is full of cordiality. I selected the second extract which is a reflection of outcomes to show a different perspective of why Mark carries a cane around. Again, these extracts show evidence that Mark made attempts to get the students on their feet and to cooperate with him on their studies without actually using the cane.

Just to scare them. (Mark; Interview, 11/01/17)

After his 1st lesson, I asked Mark if he ever used a cane during his teaching. He answered that teachers were not allowed to use canes any longer, and that he did formerly. He said it had recently been made a school policy not

to cane children, but he brought canes to class anyway, to do as he has expressed in the words quoted above. He further said he sometimes used them as pointers.

This is what we want to achieve. (Mark; Interview, 11/01/17)

I asked Mark what the school goals were and how they related to teaching. He responded that right from the creche through the junior high school, the ultimate aim was to “make it at the Basic Education Certificate Examination (BECE)” and that “they pass excellently”. He then said the words quoted above, and further shared that about 75% attained distinction the year before, and that great effort was put in to maintain standards and also, that at the beginning of each term, the whole body of teachers had an in-service training during which departments of each subject set goals to achieve, thereby giving teachers a bigger target than the previous year’s each time.

Proof of the emotional state of possible fear is shared above, channelled to cause compliance and productivity by the teacher to the student. What is happening here is that Mark carries a cane to the classroom, not to inflict physical pain, but to deter potential rebellious or nonconforming and distractive attitudes that tend to waste time in class, or prevent tasks from being done, or targets from being met. In Ghana’s Education Service regulation, the cane should not be used in school except under the supervision of the head teacher, yet it is not banned from use as a pointer or as a mere deterrent. Mark believes the children know so long as they comply with their studies and their behaviour, they face no risk, but neither do the children know also that it has been banned in the school, so he is playing on their ignorance of that fact. Until the children discover the policy about the cane, Mark assumes the role of a catalyst and a policeman with the cane, while its designed use could be argued on ethical terms. Linking his reflections to this act, we can understand that he needs to demand compliance, to avoid time waste for both the student and the teacher. Targets set and standards to meet, as demanded by the school, mean he feels compelled to stir up some fear in the children for cooperation, for him to carry out his roles. His ‘act’ with the cane, therefore, should not be regarded as contradicting his care and concern for his class.

5.4.2 ATMOSPHERE OF CORDIALITY

I select under this sub-theme in the box below an extract from the class observation data, evidence of the fact that Mark’s students talked freely amongst themselves in class. It also shows teacher and student cordiality bonds are strong and that students are not afraid of their teacher.

Be serious! (Mark; Class Observation, 12/01/17)

At the beginning of Mark's 2nd lesson, he had in front of the class two tables with displayed containers of all kinds, shapes and sizes for their lesson on Measurements. After greeting and exchanging pleasantries, Mark introduced concepts around the topic they were going to cover, Units of Capacity. He explained why two bottles could contain the same capacity of 1.5 litres of water, after taking their measurements. He then passed the bottles and containers around for the children to make their own individual observations. The children were seen turning the containers around, or up and down. By this time, the class was noisy, with lots of discussions and laughter going on amongst the students, so Mark kept saying, "Okay, let me have my items back. Just pass them forward!" The children kept on with their laughter and discussions, so in a jovial manner, Mark said the quoted words above, and continued saying, "I'll ask you questions! Can I have my items back now?"

The instance above is proof of cordiality between Mark and his students in their interactions. What is happening is Mark gives the children a chance to handle the real items he brought to show them, to give them the opportunity to examine the writings and measurements. He also gives them the time and chance to talk with their colleagues and to react about their discoveries. They get engrossed in their activity and begin to delay the lesson, which calls for Mark's intervention. Their freedom to joke and laugh in the presence of the teacher suggests they are not afraid of their teacher, and a friendly relationship had been built in their classroom interactions. Mark is seen to play the role of a friend here.

5.4.3 ATMOSPHERE OF CARE, LOVE AND SUPPORT

In the box below, under this sub-theme, I report from interview data two evidences of Mark's pedagogic strategy of building strong healthy relationships with his students at his personal expense for the sake of their cooperation with their studies. The first illustration is expressive of a key role of supervision he plays for his students to support their studies while demonstrating love and concern, while the second is a reflection of his that reveals his satisfaction with his job that encourages him go the extra mile in his pedagogic strategies.

If I'm in touch with the parents, I'm in touch with the students. (Mark; Interview, 11/01/17)

During the post observational interview, after his 1st lesson, I asked how Mark was able to influence learning standards in the school. He responded that any class he went to he got their parents' phone numbers, and he directed individual or personal time tables to support the students' private studies. He said he always called the parents to find out if the children were following their time tables. He then said the above quotation, adding that it was

intended to know what the children were doing at home. He further shared that when they reported to school the following day, he would follow up to check their homework and project works in class, and by that, he knew that they were always doing something he wanted them to be doing.

So that they will just learn and pass. (Mark; Interview, 11/01/17)

In an interview, I asked Mark if the school was giving him money to make calls to the parents of the school children to check on them, and he responded “no” and that he was “ready to impart something” into the children. He asserted that it was simply an extra effort he was making, and then he quoted the above reason. Mark further admitted that sometimes he arranged meetings with parents to discuss their ward’s academic performance or social behaviour.

The above is evidence of Mark assuming a supportive and supervisory role in carrying out his duties in class. Mark shows his students care, love and attention by helping them plan their studies, minimise time waste, and instil some routine and discipline in their studies at home. By this, he is helping them to sustain their learning, which is important to help them maintain and develop their standards. Mark knows also that parents are supposed to do these for their children, but parents are often busy people with work at the mines in the communities, so they are unable to give this thorough support to their wards. It is a welcome support therefore to the parents as he collaborates with them to personally ensure supervision. Mark hereby exhibits a heart of kindness and a caring nature, without which assuming such duties would be a challenge. Connecting his reflections to the illustration, it is apparent that he is committed to doing this for his students, to the extent of making financial sacrifices. Intrinsically, he is committed to their passing excellently as seen by the extent he goes, not merely propelled by the school’s requirement for outcomes.

5.5 TEACHER’S REFLECTIONS ON HIS IDENTITIES AND ROLES

Theory by Alexander (2006) explains the place of values in the teacher’s pedagogy. The teacher’s identity and roles are values which provide a scaffold for the learning processes, and they can be multiple and complex. Mark’s situation reflects this multiplicity and complexity of combined roles and identities, and his commitment to them. Two main illustrations to demonstrate this theme are specially selected for discussion, covering the roles of a parent, counsellor, community figure coinciding with team playing.

5.5.1 TEACHER'S IDENTITY AND MULTIPLE DOMESTIC ROLES AS PARENT, COUNSELLOR, COMMUNITY FIGURE

I report from interview data an illustration of Mark's multiple and complicated domestic roles he plays to support his students in their family lives in the box below. I also report evidence from his reflection on his professional role as a teacher, which demonstrates his love and commitment for his job and propels him to stretch himself to support his students, as a teaching approach.

At times, children respect us more than the parents. (Mark; Interview, 11/01/17)

In response to the parents' concerns, in an interview after his 1st lesson, Mark said they could report, "my child is very stubborn, he doesn't want to learn, he just wants to watch television". At times, he said, parents came to him with challenges they faced, and he would listen to them and encourage them not to despair. He further said he took their numbers and gave his to them, so that they could call him. He then said the above quotation, as a reason for that call, and that as soon as the children heard from him, they would "immediately pick a book to learn". And the next day, he would ask the child what he or she learnt.

It comes with a lot of passion. (Mark; Interview, 12/01/17)

After Mark's 2nd lesson, I asked what propelled him to implement what he learnt at college. As part of his response, he expressed the words above.

The above illustration is a revelation of multiple roles Mark plays related to his identity as a teacher. What is happening is that he has committedly availed himself to seek the interest of the children, and so he collaborates with the parents to get the children to settle down to study at home. In the course of it, he finds himself playing the roles of parent and disciplinarian, where parents report the misbehaviour and disobedience of his students for his intervention, and a community figure and counsellor, where parents come to share the challenges they face, for him to lend a listening ear and encouragement. The dynamics of parental power control is shared with Mark as parents collaborate with him in the control of their wards. Mark is bridging a delicate domestic role in the lives of his students. He is aware that most parents in the community are single parents, with their children needing either a fatherly or a motherly figure. The children, in their early teens, are alert to the implications of single parenthood, so they react in rebellion and agony which is problematic to the parent.

Mark's commitment, therefore, becomes a welcome support as he stabilises the children, gives them a sense of security, love and care, as well as peace of mind to pursue their studies. The

children understand and respect Mark's role in this and are assured in his goodwill. Thus, they love and listen to him. Respecting him more than their parents does not contradict the support and complementary role he plays for the parents. It should be understood in light of respect and love generated for his roles. Connecting to Mark's reflection, we can ascertain that his roles are multiple and complicated and his devotion to his profession propels him. It also underscores the extra mile he goes to make sacrifices for what he loves doing. In other words, Mark's passion for Mathematics and teaching influences his practices as a nurturer of his students.

5.5.2 TEACHER'S ROLE AS A TEAM PLAYER

In the box below, I report two evidences of how Mark and his colleagues unite in efforts to achieve good outcomes, under this sub-theme of team playing. Post-observation interview data makes evident that the leadership in his school regard professional development as essential to affect pedagogy in class and consequently, educational outcomes.

Team-teaching. (Mark; Interview, 11/01/17)

I asked Mark, after observing his 1st lesson, about the sources of his teaching strategies. One of the sources he mentioned was from his school colleagues. He shared that they did what is quoted above. By this, he explained, it did not matter which class the teacher was handling, and right from Primary 5 through the JHS, all Mathematics teachers got together at the end of the term to share ideas on all the topics they handled, especially the difficult ones they identified. Also, he claimed, at the beginning of every term, they gathered and discussed every topic to help each other, to give a better understanding about what they were going to teach, before they started teaching.

The management is very strict on the BECE outcome in the school. (Mark; Interview, 11/01/17)

I asked Mark how they managed to get the children to perform so well after his 1st lesson. Beginning with the quoted words above, he shared that the school always set a target at the end of the third term, determining the number of pupils who had to get ones in which subjects, and those who had to get 2s in which subjects. If the target was not hit, the school would organise in-service training to support that teacher to boost the number of pupils who should perform better the following academic year.

The example above confirms that Mark may be identified as a team player. This way that Mark sees his identity allows him to be sensitive and opens him to the benefits of colleagues pulling ideas, knowledge and resources together to support each other to gain more knowledge and better understanding, to achieve a common purpose. Linked to his reflections, it becomes apparent that to be able to meet the school's expectations on output and performances, synergising as a team

pays off with good outcomes and high productivity. Mark therefore finds he cannot do otherwise than continue as a team player.

5.6 SUMMARY OF MARK'S PEDAGOGY

In the preceding section, I have analysed the pedagogy of Mark's in relation to four themes: Teaching Approaches; Making Learning Relevant; Classroom Learning Climate; and Teacher's Roles and Identities.

In relation to the Teaching Approaches, the outstanding findings are as follows: 1) Mark teaches the whole-class as a big group by default; his horse-shaped classroom organisation facilitates whole-class discussions. 2) He minimises disadvantages of overlooking vulnerable individuals, and addresses varying abilities by facilitating smaller group activities to give closer attention and real experiences with peer support. 3) He employs TLMs in his lesson activities to give his students the experience of feeling, exploring, speculating and discussing to engage the students' active participation in their acquisition of fresh knowledge. 4) He works publicly on the board and gives students examples to work out while he gives individual supervision. He invites students to publicly demonstrate their working processes while the rest of the class watches on, guided by the corrections he makes. 5) Mark creates opportunities for students to discuss the work they do during lessons amongst themselves, while he listens in to guide them and creates context for running varied views by each other. 6) He assumes the role of inspiring interest in Mathematics.

In relation to the teacher Making Learning Relevant the findings were: 1) Mark uses his tacit knowledge base of the of the community to extend classroom learning to the homes of his students by connecting his subject matter. 2) He connects his subject content to economic living to make it practical in students' lives. 3) He strategically judges which activities will best suit his objectives to maximise the learning processes. 4) He assumes a role to inspire urgency in the students' study for fruitful outcomes.

In relation to the Classroom Learning Climate, the findings were: 1) Mark creates an atmosphere of fear and compliance to impact outcomes. 2) He sustains his learning processes with cordiality, but this does not contradict the atmosphere of fear and compliance he uses to entice his class to learn. 3) He sustains an atmosphere of care, love and support in class with a multiple and complex

role by offering relevant support in the students' domestic lives. 4) He wields love, trust and respect due to the sacrificial role to give peace of mind to students to relax and learn. 5) He is willing to make financial costs to get his students comfortable. He names good outcomes as one of his reasons for going to the extent he does.

Concerning the theme on Roles and Identities: 1) Mark assumes the following roles and identities in his teaching: passion and commitment for work, empathetic source of encouragement, approachability as a counsellor, a mentor, a community actor, a friend, a parent and a team player. 2) He exhibits reflexivity of lesson deliveries which throws light on identities and roles he assumes to achieve his objectives. 3) His strategies are impacted by his reflections and his confidence to give key supportive roles to his students in their studies scaffolds learning in the classroom and at home and underscores the carrying out of objectives. 4) His identities and roles in class whereby he scaffolds the teaching-learning processes are multiple and complicated. In the next section, I introduce the second Mathematics teacher and his pedagogy.

5.7 INTRODUCTION OF MATH TEACHER AT BETHA SCHOOL

John delivered Mathematics lessons at Betha School. He was in his early to mid-thirties with over ten years' teaching experiences in the school. His father was the proprietor and headmaster, while he acted as one of the assistant headteachers, particularly for the Junior High School (JHS) department. He trained as a professional in Basic Education and holds a degree in Math Education. Betha School was set on a hill with beautiful storey buildings. Some buildings were under construction, one of which was the JHS block, which was completed but not yet painted. His lessons were held with the Form 1M class. The total number of children for this class was 23, comprised of 12 boys and 11 girls. The classroom had plastered walls with louvre blade glass windows; the room was spacious for the children in the class. Tables and chairs were detached and were plentiful for all children. The class was further furnished with a white marker-board, a teacher's desk and chair and a cupboard. John taught different topics in his three lessons observed. His first lesson was on Indices. His topic for the second lesson was on Measurements (Perimeter). The third lesson was on Measurements (Area). A description of John's teaching is attached as Appendix 5.2.

5.7.1 TEACHING APPROACHES OF JOHN

Teaching practices, as Alexander (Alexander R., 2008) theorises, are the visible aspects of teaching in the classroom, including how activities and resources for learning are organised. Students could be put in various kinds of groupings to carry out tasks. Other visible activities could involve the use of TLMs of different sorts that engage the senses in learning processes to give memorable experiences. Thus, in the selection of examples under the theme of Teaching Approaches, I picked evidences of whole-class teaching, small-group working, and uses of TLMs to examine. This is also because they happen to be common traits across all the participant-teachers, which makes it significant issues to discuss.

5.7.1.1 WHOLE CLASS TEACHING

Under this sub-theme, I report from class observation data in the box below a lesson on the topic of ‘indices’ that demonstrates John addressing the whole class while teaching. I also report from interview data, evidence of John giving individual attention as a teaching approach, which shows how John minimises the challenges of his whole class teaching.

At the end of the day, we started with the powers of numbers, right? We learnt that if you have ‘a’ to the power ‘m’, here the ‘m’ is called what? (John; Class Observation, 12/01/17)

At the beginning of John’s 1st lesson, as he had already had a previous lesson that day, as soon as he entered the classroom he went straight to the marker-board in front, turned and faced the whole class, and began to say the words quoted above. Students responded, “Exponent” and the teacher said, “Exponent or” and the class called out, “Power” so the teacher said, “Power or” and everybody chorused, “Index”. The teacher then said, “Now the ‘a’ is called” and the class shouted, “The base”!

This is because of individual differences. (John; Interview, 12/01/17)

I asked John whether it was a normal practice for him to be walking around each individual’s table for every work he set them. He said ‘yes’, and in the expression of the words quoted above, he said he went table by table to see if they’re doing what he was teaching them. He shared that occasionally he helped them individually by coming down to their personal level of understanding. He also said sometimes a child could have a problem, but because of the class setting, he or she would not feel confident enough to ask it, but when he went to them individually, such children were able to ask their questions.

Above is evidence of a whole-class teaching approach. The teacher addresses all students present and students also respond to questions together, in chorus form. It is evident that they are taught

the same content at the same time; the teacher sees the class as a single group. This whole-class approach suggests the children in the class are of a similar standard of performance and understanding or abilities, and suggests his teaching strategies are suitable for all. Linking to the teacher's reflection, however, the teacher is tacitly aware that not all children have the similar levels of understanding. It is evident then that he adopts a means of bridging the gap of understanding, by creating manoeuvring spaces to supervise every child's work, allowing him to address the varying levels of comprehension. The teacher assumes a monitoring role to ensure no child is left behind in terms of content taught. This is an inclusive strategy to accommodate every child.

5.7.1.2 GROUP WORK APPROACH

For John's 3rd lesson, on 'Perimeter and Area', he paired his students by calling students out to shift their tables and chairs. He made them change seating positions with others, and he made them turn their tables. The whole classroom setting was then turned 90 degrees to their left and made spacious. He had four columns: the two middle columns had four rows of paired seating. The column near the door had a set of three tables, while that near the teacher's desk had two pairs of seating. His rearrangement for the group work did not affect the positioning of the classroom cupboard, the teacher's desk, nor the marker-board, as demonstrated in Figure 5.2 below.

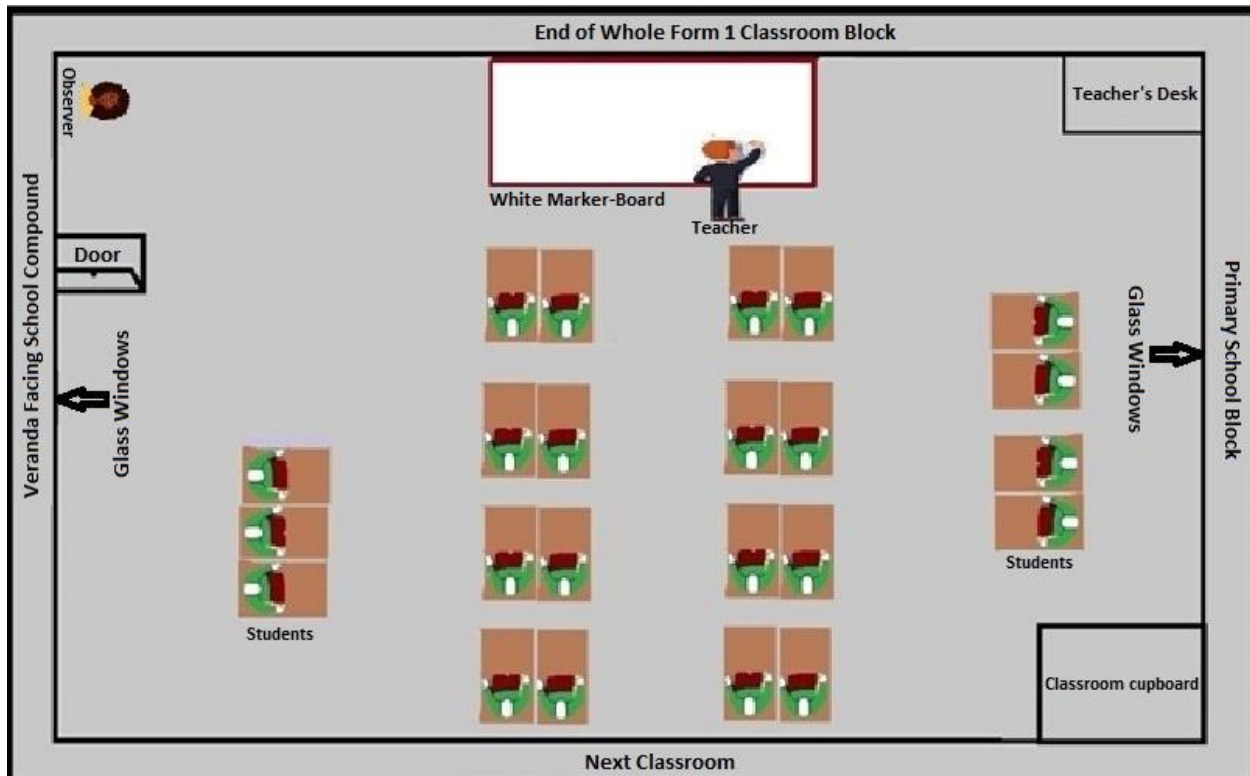


Figure 5. 2: Alpha School: Classroom Seating Plan for John's Teaching

Figure 5.2 demonstrates John's teaching approach of making children work in groups. He causes an intervention by arranging class seating to strategically suit his objectives. Children are seated in pairs and threes to create room for him to effectively supervise the work and give individual attention. This arrangement adjusts children to discuss issues effectively amongst themselves as they try to keep up with the lesson. In effect, the teacher positions the class to adjust the pace of the lesson. It is evident that John uses the group work approach to enhance the children's content knowledge. He is sensitive about the varying differences in abilities to understand the subject matter in the light of the new concept he was introducing in that lesson, and working with others means talking to each other, airing views and ideas, explaining, arguing out different view-points, and speculating, all of which stir new learning. His intrinsic knowledge suggests he ultimately purposes to build a sense of confidence, responsibility and proactivity in the students for their future productivity through this approach.

5.7.1.3 USE OF TEACHING-LEARNING MATERIALS

In the box below, I present a description of an instance which tells how John made use of teaching-learning materials. John's statement below signifies the clue that TLMs were being used.

If you take this, what is it? (John; Class Observation, 12/01/17)

John asked the whole class the statement above during his 2nd lesson. Before the lesson began, he had placed on his table a number of solid figures and plane figures, all made of coloured cardboard papers. He had written the subject on the board and had drawn some diagrams. Thus, when the children came in from outside, he referred to the drawing on the board and told the students that in Primary 6, they were introduced to what he pointed at on the board. He told them they needed to understand the concept well, so he picked up a drawn object from his table and asked what it was. The children responded loudly together that it was a rectangle. They determined what the length and width were, and he next asked the above noted words as he picked another object and showed that to the class. The children responded that it was a cube, and together they determined the length, the width and the height. He asked why it was a solid figure, whereas the rectangle he picked at first was a plane figure. He went on to explain 2- and 3-dimensional figures with those and other objects he had on his table.

The illustration above is evidence that John made use of visual aids in his teaching. John is seen using teaching and learning materials here to support the children's understanding. He appeals to their vision and imagination to help students grasp the concept with understanding. This is also strategic to address the learning needs of varying abilities. Viewing these models, he purposes to give the children a chance to talk to ask questions, to focus their attention on acquiring fresh knowledge and increasing understanding. This yields a personal and lasting experience in engagement with the matter.

5.8 MAKING LEARNING RELEVANT

Scholars argue that learning must be made relevant and its connection to culture and contemporary issues are commended (Tharp & Dalton, 2007). Through his background knowledge of issues in the national and community sectors, John connects his subject matter to the lives and domestic contexts of his students in the teaching-learning processes. Illustrations under this theme are selected to give various perspectives of John's use of this teaching approach. Thus, his link to the political era, to the domestic setting and then to the local language serve to explore this theme in this section.

5.8.1 TEACHER'S CONNECTION TO CURRENT POLITICAL ISSUES

Under this sub-theme, the box below presents a description of John connecting his teaching-learning process to the nation's just ended presidential elections. With the release of parliamentary election results and shouts of joy outside the classroom, students seemed to have lost a bit of concentration. John seized the opportunity to educate the class on some political issues to note, as of contemporary relevance. This incidence happened during a lesson and I report the transition of the lesson to the political discourse in class.

Which party is the majority? (John; Class Observation, 13/01/17)

John asked his class if they understood the rule for working out the area of a rectangle, which he had together with the class worked out on the board during his 3rd lesson. The class responded, "Yes Sir!" John saw the majority of the class responding confidently, so he asked, "Do we have the minority here?" The class responded, "No!" He then asked the class if they knew what "minority" meant. One student said, "minority is the small group and majority is the bigger one". John nodded and asked the class, if they were to go to the Parliament House now... and then he added the words quoted above. The class responded vibrantly, "NPP!" John then informed them that the NPP now had 170 seats out of 275, while all the other smaller parties had a total of about 104 seats, so it meant the NPP had the majority seats while the others were in the minority. The class broke out into private discussions in excitement.

The theme of relevance of learning is evident in this occurrence. John uses his knowledge of what is happening in the nation to explain political key words children must know by associating them with classroom responses. This connection was important because in December 2016, Ghana underwent a major political era of change; the results of presidential elections had been announced a couple of weeks prior, with the entry of a new ruling party, the New Patriotic Party (NPP). As in early January 2017, when school had just reopened three days before, at the time of this lesson, the results of the parliamentary seats won were still being released and confirmed on the local news radio. The information chipped in seemed welcome to the children from their reactions. John was indirectly informing to give an update of the news, as the children had been in class for a while. He knew it would stir up the children's attentiveness and interest, as that was relevant knowledge about terms used with the parliamentary proceedings. This classroom setting was a suitable instance to demonstrate those proceedings. He here assumes the role of a politician.

5.8.2 TEACHER'S COMMUNITY KNOWLEDGE BASE

To demonstrate evidence of this sub-theme in the box below, I report from class observation data an illustration John used to explain a concept in class, drawing from his knowledge of a domestic situation with rearing goats in the community. The lesson was on 'perimeter' and this illustration portrays the very idea of impossibility that John meant to explain in the concept to the class.

I am more beautiful than a goat. (John; Class Observation, 12/01/17)

During his 2nd lesson, John wrote a question on the board after teaching the units to be used for finding the perimeter. He asked that, during exams, if they were given five centimetres and 20 millimetres, how would they go about it. He called one student, Addo, who said they would have to change it to the same unit before solving the question. John confirmed to the class that the two values could not be multiplied, because they did not have the same unit. John then compared the disparity to chatting with a friend and saying, "I'm more beautiful than a goat" and so he asked the entire class, "Can you compare a goat with a human being?" The class, in laughter, responded, "No!" in unison. John then concluded that in the same way, those two values with different units had no basis of comparison.

The above incident is exemplary for making learning relevant. John chooses to link his content to an object of illustration that is well-known in the community, for the student's ease of comprehension. Peculiarly, the Osibu township, where observation lessons occurred, has goats from domestic owners roaming about the streets, market areas and filling stations. They are commonly seen by the road sides, with their marks of distinction by the owners, as painted ears or tails, or bodies with a distinctive design. By choosing to connect the concept to this illustration, learning is facilitated with the familiarity, and yet the disparity of the objects chosen for the comparison is made clear.

5.8.3 CLASSROOM LEARNING CLIMATE

Theory postulates the importance of a warm and stress-free environment as necessary for classroom learning, where students have the confidence to share their views (Schweisfurth, 2013), as discussed in Chapter 2. Evidence from John's classroom climate demonstrates warmth, laughter, cordiality, love, concern and support. However, there is also a subtle restraining force he applies for compliance. These themes are explored to examine how John manages his classroom's emotional climate.

5.8.4 ATMOSPHERE OF WARMTH AND CORDIALITY

In relation to this sub-theme, I report from class observation evidence of one of the special moments of John's humour in class in the box below. From interview data, I report John's reflection which throws more light on his teaching approach.

If you like, I will call God right now! (John; Class Observation, 13/01/17)

In his 3rd lesson, John pronounced blessing on a child after she solved publicly a question he gave to the whole class, using a concept he was yet to teach in their 3rd year. He told her, "You can be a teacher one day", at which she shrugged her shoulders and said "no". The whole class laughed and said, "Sir, she wants blessings!" Then John responded, "But a teacher is a blessing! You can go to heaven freely; me, I can go to Form 3". The students laughed, and John continued to say that a teacher would not die early. The children expressed doubt in their laughter and thus, he said the above stated words. The children laughed hysterically and asked which network God was using, and John responded God was using the MTN (a mobile network).

Once they like a teacher, they will like the subject he teaches. (John; Interview, 12/01/17)

During an interview after his 2nd lesson, John admitted that he told jokes a lot because he realises that Mathematics was not a subject liked by most students. By being friendly with students and telling jokes, he was able to arrest their attention and interest. He then said the quotation above.

This incident is illustrative of a friendly and humorous atmosphere in John's classroom. Here the children feel free to ask questions and participate in the jokes. His identity as a jovial person is apparent. This approach strategically releases tension in the learning process and enhances inclusiveness, since barriers of rigidity and formality are removed, and students can communicate and challenge ideas and opinions easily. The timid and reserved build confidence for their learning processes. John tacitly aims to create a conducive atmosphere to scaffold the children's learning of Mathematics. When the incident is connected to the teacher's reflections, we understand that John aims to strategically bond with the children this way, so they like him and the subject, then in commitment to their appreciation of their teacher, they will study to pass well so as not to disappoint him. In this way, he will achieve his aim of students passing his subject well, while they themselves will benefit by progressing to the senior secondary level of their education and gaining entry into schools of their choices.

5.8.5 LOVE, CONCERN, SUPPORT

Under this sub-theme, in the box beneath, I provide evidence of an incident in the classroom that reveals John's loving and caring support to his students, and also extends his engagement beyond the classroom. The evidence is of his collaboration with parents to provide support for the students.

I shall call their mothers. (John; Class Observation, 13/01/17)

In the course of John's 3rd lesson, he had taught how to find the perimeter, and then the area of both the rectangle and the square. He then posed a question on the board and told the class to work it out individually, and that he was coming around to check how everyone was going about it. A few minutes earlier he noticed the absence of one girl, Violet, and indicated his intention to contact the mother, since her absence appeared to be every Friday. As he went around this time as well, he noticed another girl, Olivia, was absent. He then said, "Aah Olivia absent, Violet absent! They stay at the same area, so what happened?" So, he said he would do as is expressed in the quotation above, and that maybe something must have blocked them from attending school.

This occurrence demonstrates John's parental role depicted in his care and concern for the students he teaches. He notices student attendance trends, suggesting he looks out for his students. This exchange also reveals that he knows the mothers, where they live, and has means to their contact numbers. It is evident he assumes a caring and parental duty that extends beyond the classroom in terms of relationship building. Basically, John shows concern for their wellbeing as an approach that will potentially build love, assurance, confidence, protection and security in a child's mind. He presumes this will remove fear, anxiety and inhibition a student might feel, so that the mind is therefore supported to acquire increased knowledge and understanding. John senses some troubles or challenges with these girls, domestically, and believes his intervention could possibly help them in their situation. He knows domestic business or economic situations for some of his students can send mothers travelling, thereby making demands on these girls at home, sometimes to play a supporting role of babysitting siblings, or helping guardians on market days, as their child duties in the families. He believes some explanations from him, as a teacher, can coerce change for some such events. On the other hand, he could also be alerting the parents about their daughters' trend of behaviour, if the girls are up to some mischief. He thereby takes on the role of a watchdog.

5.8.6 COMPLIANCE AND REFLEXIVITY

The box below provides evidence of how John manages without the use of a cane in class, reported from an interview data, under this sub-theme. I report also from interview data, John's reflections

on corporal punishment to throw light on the illustration. It does not, however, resolve the issue on the element of fear in the learning environment.

Come and solve it. (John; Interview, 12/01/17)

I asked John after his 1st lesson whether he used the cane in teaching. He said “no” and that he used questions to draw the children’s attention. He further explained that when they misbehaved, he asked them to come forward for the purpose of what he expressed in the quotation above. He further explained that getting to stand in front of the class alone was “punishment” enough, and that enticed students to cooperate and learn.

Sometimes it frightens them. (John; Interview, 12/01/17)

I asked John why he did not use the cane per se. He explained that he formerly used to set a pass mark for his examinations, and all children who fell below that pass mark he would cane. One day, he said a new girl to the school got 50% and when he was about to cane her, she exclaimed that she barely got 20% in her former school, and now that she had got 50%, he was about to cane her. She said even her father had acknowledged that she had done very well. He said since then, he stopped caning his classes and that even though he still sets pass marks, he sets them according to individual abilities, and not a general mark for the whole class, because of their “individual differences”. He acknowledged that it is not his right to judge anybody for not performing well, and then he said the words quoted above.

Interactions in John’s lessons had some measures of control to cause fear or restraint, as is evidenced above in the illustration. Public remonstrance, in this instance, is meant to deter one’s inattentiveness in class, and the only escape is understanding what is taught in class and solving correctly, and publicly, a problem put on the board. This presupposes that subjectively, no child called to the front in such a condition will likely to be able to solve the question that will be raised. In this instance, fear, shame or humiliation are substituting corporal punishment, as they bring emotional discomfort or pain, and therefore detract from effective learning. Connecting the teacher’s reflection to the illustration, we believe that John has considered, reflectively, the inconvenience of corporal punishment to learning environments, and how it associates with undue discomfort. Meanwhile, he is sensitive to varying performances in his class, though the evidence suggests he is yet to resolve the issue of fear or discomfort for gaining compliance associated with his learning environments. However, this does not contradict the climate of love, joy, warmth and care established in his learning environment.

5.8.7 TEACHER'S REFLECTIONS OF HIS IDENTITIES AND ROLES

As literature indicates, identities of teachers accumulate over the years with experiences they encounter, underscoring the roles they tend to assume and play in the classroom (Day & Gu, 2010). John is seen to have had experiences sourced from childhood which underlie his roles and identities in his teaching profession. In the light of this, illustrations from the data are selected to highlight this theme, covering his roles as a mentor and his identities of passion and commitment to examine how John manages under these themes.

5.8.8 TEACHER'S IDENTITY AND ROLE AS A MENTOR

In relation to this sub-theme, I report in the box below an episode from John's childhood which he shares with his students in class to expose the folly of neglecting to seize every opportunity to acquire fresh knowledge and understanding in the learning processes.

I did not even ask. (John; Class Observation, 13/01/17)

In the course of his 3rd lesson, John shared with the class that he was good with Mathematics and calculations, but had a problem when it came to the reading subjects. He shared that his teacher had taught his class the singular and plural forms of nouns, and had moved on to verbs at a time when he had absented himself from class one day. Back in the class, the teacher gave an exercise covering the subject-verb agreement, all of which he got wrong. He said he did not want his father to see this, so he tore the pages out of his exercise book. At this, the students laughed, but he concluded in the expression of the words above, and added that he should have asked his friends to help him learn the material, but he did not, which he said was an expensive folly in school. He then told them if even they wanted to ask questions in the local language, Twi, he would not mind.

Assistant Headmaster. (John; Interview, 12/01/17)

I asked John what other subjects and roles he played in the school. He shared that he was the Assistant Headmaster for academics in the JHS department, and that he taught the whole JHS department Mathematics.

This is evidence of John exhibiting the role of a mentor to the class he was teaching. He shares above a childhood experience as he invites students to ask questions about what they do not understand, and the students are shy and appear as if they understand everything. He means to indicate that it is not worth keeping quiet over knowledge they could benefit from in their learning processes. Underscoring his action, John believes some students are present who could be acting in folly the way he did, simply because they do not want to appear as not understanding while all the others do understand. He therefore assumes the identity of a mentor, sharing his life's

experience, and highlighting the error he made so that the students who find themselves with a similar challenge will learn from the reflections he makes on his childhood activities, to curtail acting similarly. In other words, he means false appearances could cost them a lot. Linking this to the teacher's reflection, we can see that John held another key role in the school, and so he was also acting in that capacity to ensure the children understood their studies.

5.8.9 TEACHER'S IDENTITY OF PASSION AND COMMITMENT

Under this sub-theme, I report in the box below an episode John shared in class with his students that reveals his passion and commitment for teaching. I also report on John's reflection from interview data that throws more light on his identity underscored by his self-motivation to learn so as to impact his teaching approaches.

What am I going to do? (John; Class Observation, 12/01/17)

In the course of his 2nd lesson, John shared an episode with the class that when he went to the Form 3s just before he came to class, they were telling him that if he should have the chance to see President Akuffo-Addo (the newly elected president then in the nation), he should tell the President to cancel Mathematics from the school subjects. The class laughed. He said he responded, "You people, you are mad. When they cancel Mathematics from the subjects ..." (he continued in the words above), and he added, "What am I going to eat?" At this, the class burst out into uncontrollable laughter.

Just for the love of my job. (John; Interview, 12/01/17)

I asked John how often teachers had in-service training. He responded that they do not organise in-service training sessions often, but he personally attended training courses on line, and sometimes from You Tube, bearing the cost himself. He then shared the expressed words above.

The incidence above is illustrative of John's passion for the subject Mathematics. He expresses it as the core of his life, as it forms his professional identity and the source of his economic existence. The episode reveals the students in their 3rd or final year have witnessed this passion well enough to pull this joke on him and they knew what to expect for a reaction. Linking the teacher's reflection to the incident, we can understand that John nurtures his passion by investing in and developing it. It can be seen that he loves what he does; it gives him fulfilment to teach as best as he can. His identity as having passion and commitment for his work is revealed.

5.8.10 SUMMARY OF JOHN'S PEDAGOGY

In the preceding discussions, I have examined the pedagogy of John under the four themes of Teaching Approaches; Making Learning Relevant; Classroom Learning Climate; and Teacher's Roles and Identities.

The findings under Teaching Approaches were as follows: 1) He uses a whole-class teaching approach by default, as the class is seen as a single unit. 2) He bridges the defects of whole-class teaching with group or paired working. 3) He also organises his classroom space to suit his lesson activities, underscored by his lesson objectives. 4) He moves around to supervise and give individual attention. 5) He employs teaching-learning materials and gives illustrations that are common in the community to stir graphic imagination of the concepts he introduces. 6) He generates classroom discussions collectively amongst students, as examples of the concepts introduced are worked on the board together with his students.

Under the theme of Making Lessons Relevant, 1) John diverts from the curriculum to connect the subject matter to national issues of contemporary relevance, thereby diversifying the learning process by association. 2) He uses his tacit knowledge base of domestic living in the community to make vivid illustrations of new concepts for easy and clear understanding. 3) Students learn by the direct application of the subject content to issues in the communities and in the nation, serving as applications or as problem solving, to add value to their learning.

In relation to the Classroom Climate, 1) John ensures the classroom atmosphere is vibrant and humorous, and he avoids all semblance of corporal punishment. 2) He fosters cordiality to bridge the gap of power relations and to enhance inclusiveness in his teaching-learning processes. 3) To solicit compliance, he provides an option of understanding what is being taught then, proving this publicly or facing the shame of inattentiveness while trailing in understanding. 4) John uses his talent of creating laughter to propel and sustain participation and interest.

Concerning the theme of Roles and Identities, the findings are as follows: 1) John scaffolds his teaching-learning processes with the roles of mentoring, of being a friend, inspiring and transmitting passion for Mathematics. 2) He demonstrates identities of passion and commitment for teaching and empathy for the security and concern for his students' attendance and performance outcomes. 3) John's roles and identities are underscored by his official role as an assistant headteacher and a biological son of the proprietor of the school.

5.9 CONCLUDING REFLECTIONS: COMPARING THE MATHEMATICS PEDAGOGY OF MARK AND JOHN

Below are several key similarities and differences in Mark's and John's pedagogies, under the preceding broad themes of Teaching Approaches; Relevance of learning; Learning Environment; and Roles and Identities. I compare these because private schools are heterogenous, and I intend to ascertain how with different professional training, backgrounds and environments, and different levels leadership support, teaching pedagogies will differ.

5.9.1 TEACHING APPROACHES

Mark and John have similar teaching approaches yet they have clear disparities. In terms of similarities, they both teach the class as a whole single unit by default. However, the seating arrangements for Mark's lessons is the horseshoe form which allows easy flow of collective discussion and room for optimised viewing of everybody in the class, whereas in John's case, the children sit one behind the other while the teacher stands in front. When the need arises for students to sit in pairs as an activity of the lesson, they adjust to do so or they organise the space to suit their lesson objectives. Both teachers do group work activities, and they both use TLMs as demonstrations to explain concepts. Other similarities include having activities to introduce their lessons, like creating story scenarios, using TLMs, or reviewing relevant concepts previously covered. The main deliveries employ strategies like giving explanations, expanding answers given, using demonstrations and illustrations. They both allow opportunities for students to exchange views and discuss ideas and offer explanations amongst themselves, which involves speculating, arguing, reasoning, listening and seeking explanatory support from peers. Both teachers round up lessons with summaries of objectives covered and invite questions. They show evidence of adequate lesson preparation. Lesson deliveries from both demonstrate activity-based learning.

The main difference between them is based on their delivery strategies. They both work examples collectively and publicly on the board for all students to see and follow, and then give examples to be worked independently, as they go around to supervise and address every student's work. They both call individuals to the board to demonstrate and explain their working processes. Whereas John works Mathematics problems with the class by guiding them to derive the formulas themselves for the working processes, Mark tells and gives the class the formulas to use to solve the problems he gives. He also gets them to repeat and write down definitions from a text. This

restricts independence in learning as there is teacher-control over the learning. Information is recalled rather than learning as speculative and problem-solving.

5.9.2 MAKING LEARNING RELEVANT

John and Mark make learning relevant in similar ways. Both draw upon their background knowledge of the community and also of the students' lives to decide on activities they must back their objectives with. Learning is thus extended from the subject matter to life application or problem-solving drawing on personal experiences. The teachers demonstrate their mastery over the subject content this way to make the learning meaningful. Connecting to the activities, they make key judgements concerning the topic to be taught, and the time of the day the lessons should go on, to determine what activities might engage and sustain the students' attention more appropriately. They also judge from students' economic, social, cultural and academic backgrounds to select their activities for maximum impact of the topic.

5.9.3 CLASSROOM LEARNING CLIMATE

Very close similarities exist between the emotional ethos gleaned from John's and Mark's classrooms. Both teachers have built fatherly and caring relationships with the students who respect and trust them as friends and though they both send the cane to the classroom, they are not creating corporal distress upon reflexivity, or forcing compliance, but using the canes as pointers. Both teachers extend their care and concern to the domestic backgrounds which creates stability and peace for study. Whereas Mark sustains learning during his lessons with cordiality, John employs his gifted ability to create laughter, breaking barriers of timidity and emotional distancing, as well as short breaks in the lesson. Both teachers maintain discipline when students overstep boundaries.

5.9.4 IDENTITIES AND ROLES

John and Mark have roles and identities that are similar and yet different. While John adds value to learning by following up on attendances and connecting to national political affairs, Mark checks on their homework and studies at home by connecting to parents on the phone and offering guidance and solutions and by lending an ear to some of the frustrations and that parents have in getting their wards to comply. Values underscoring these identities and roles provide strength and meaning to the whole learning processes as they assume social roles in class of parenting this way. Both exhibit identities of love, care, amicability and concern and mentors as they gently police

studies and getting students to comply and behave in school. They exhibit a routine culture of reflexivity, passion and commitment which underscores confidence and hope as they step into these multiple and complex roles to back up their official duties as classroom teachers.

5.10 ENGLISH AND MATHEMATICS METHODOLOGIES AND TYPES OF LEARNING

This section compiles a conclusion of the methodologies of both English and Mathematics teachers in the middle to high fee-paying (MHFP) private schools in the study, as noted in preceding discussions in Chapters 4 and 5. It connects with learning theories, pedagogic strategies and approaches, as discussed in Chapter 2, to determine the methodologies and types of learning the study findings provide. This concluding summary is presented in Figure 5.3 below.

BROAD THEME	METHODOLOGY	PEDAGOGIC APPROACH	TYPE OF LEARNING PHILOSOPHICAL INCLINATIONS
TEACHING APPROACH (Cognitive)	<ul style="list-style-type: none"> • TLMs/Demonstration • Group/Paired Work • Learning Activities Generating Cognitive Engagement/ABL • Whole-class Teaching Explanations and Summarising Concepts • Arguing/Reasoning • Listening/Seeking Explanatory Support from Peers/Dialoguing/Problem Solving • IR/IRF/Traditional Rote • Transmission Models 	<ul style="list-style-type: none"> • Mixed Approach • Student-centred/Learner-centred • Teacher-centred 	Constructivism Behaviourism
MAKING LEARNING RELEVANT (Contextual)	<ul style="list-style-type: none"> • Background Knowledge • Community/Subject Matter /Life Application • Problem-solving /Personal Experience • Positive Teacher Attitudes • Teacher Beliefs • Students' Economic, Social, Cultural and Academic Background use 	<ul style="list-style-type: none"> • Student-centred/Learner-centred 	Social Constructivism

CLASSROOM CLIMATE (Affective)	<ul style="list-style-type: none"> • Emotional Interactions • Light • Laughter • Engender Knowledge • Enjoyable Experience • Respect • Inclusiveness/Concern • Democratic Classroom • Conducive/Support 	<ul style="list-style-type: none"> • Student-centred/Learner-centred 	Social Constructivism
TEACHER'S ROLE AND IDENTITY (Cultural)	<ul style="list-style-type: none"> • Fatherly/Colleague/Mentor/Counsellor/Pastor 	<ul style="list-style-type: none"> • Student-centred/Learner-centred 	Social Constructivism

Figure 5. 3: Methodologies and Types of Learning of English and Mathematics Teachers

The next and final chapter synthesises the pedagogic approaches of the four teachers of Mathematics and English that I have focused on in my study.

6 SYNTHESIS AND CONCLUSION

6.0 INTRODUCTION

In this chapter, I present a synthesis of findings and conclusions to the study. I firstly summarise the main findings of the research questions. Next, I present a summary of findings, discussions, and conclusions on research question one. Also, I present a summary of findings, discussions and conclusions on research question two. Afterwards, I discuss some factors that enable the development of good pedagogies and factors that have a negative impact on pedagogy. I make recommendations for policy and practice, followed by a section in which I discuss possible future research areas. I then identify contributions made to knowledge, followed by a section in which I reflect on some issues arising along this research journey. Finally, I give a conclusion to the study.

6.1 THE RESEARCH QUESTIONS

My two research questions invited me to explore teacher pedagogies in middle to high fee-paying (MHFP) private schools in Ghana, as follows:

- 1) What are the pedagogic practices of junior high Mathematics and English teachers in middle to high fee-paying private basic schools in Ghana?
- 2) How do the identities of teachers teaching English and Mathematics in middle to high fee-paying private basic schools in Ghana influence their teaching practices?

As indicated earlier in Chapters 1 and 3, the rationale behind the choice and relationship of the two questions is the recognition of the fact that the pedagogy of a teacher reflects the identity of the teacher, and vice versa, as research shows. Just like the two sides of a coin, knowing the pedagogy without knowing the person who demonstrates that kind of pedagogy makes an incomplete picture. I view them – pedagogy and identity – as intrinsically connected in this sense.

6.2 SUMMARY OF FINDINGS

This summary of findings addresses the two research questions, focusing on the four teachers for both Mathematics and English. Chapters 4 and 5 provided answers to my two questions in Chapter 1. The study revealed that private Junior High school teachers constructed their teaching pedagogies using four different pedagogic strategies. Three of these pedagogic strategies address the first research question, aptly labelled: Teaching Approaches, Making Learning Relevant and Classroom Learning Climate. Another broad theme, labelled Roles and Identities, addresses my

second research question. The following are the main findings that have emerged from my first research question.

6.2.1 TEACHING APPROACHES

The main findings under Teaching Approaches showed a mixture of behaviouristic and constructivist theories of learning. Both teacher-led and student-centred approaches were evident, using whole-class teaching, small and paired group works, and then individual attention paid to students.

Cognitive interactions occasionally involved choral responses, as teachers led discussions through questions that solicited short answers, recitations and repetitions. Thus, questioning and answering sometimes involved IR and IRF forms of communicating, to varying extents. Teachers who used these approaches also demonstrated positivist tendencies.

On the other hand, private school teachers (PSTs) created opportunities for students to exchange views and discuss ideas amongst themselves. These involved speculating, arguing, reasoning, listening or seeking explanatory support from peers. They also used dialoguing in extended forms. They used TLMs, explanations and summaries and built their lessons on previous knowledge. Thus, their pedagogical approaches were student-centred and inclined toward social constructivism.

6.2.2 MAKING LEARNING RELEVANT

The main findings under the strategy of Making Learning Relevant were that PST methodologies were learner or student-centred, and students' learning was underscored by social constructivism. PSTs drew upon their background knowledge of the community and of the students' lives to decide which activities would best meet objectives. Learning was then linked from the subject matter to life application or problem-solving, drawing on personal experiences. PSTs demonstrated their mastery over the subject content as tacit relevant links and cultural illustrations connected the lives of the students and the community, making the learning meaningful. Their emphasis in this strategy was to communicate effectively, such that students understood and could identify with the knowledge being acquired. Teachers' attitudes and beliefs were linked to their teaching strategies and practices. Their positive views about their students, and then about themselves, as found in this study propelled positive outcomes.

Other findings under this strategy were that PSTs made a series of judgements to determine which activities would best suit the time of the day and which connections would engage and sustain student attention more appropriately. They considered the abilities and standards of the students to decide on the activities for their objectives. They also judged from students' economic, social, cultural and academic backgrounds, to select the best activities for the topic's maximum impact.

6.2.3 CLASSROOM LEARNING CLIMATE

The main finding under the pedagogic strategy of Classroom Learning Climate was that PSTs' emotional interactions with the children were learner or student-centred, and learning was inclined towards social constructivism. Lessons were light and full of laughter, as teachers tried to construct knowledge while making learning an enjoyable experience. Teachers had built solid, fatherly and caring relationships with the students, who respected and trusted the teachers as friends. Though some teachers sent canes into the classroom, they were not for corporal distress or compliance, but were used as pointers.

Again, findings showed that some PSTs extended their care and concern to students' domestic backgrounds which engendered stability and peace for the students to study. Some employed their gifted abilities to create laughter, breaking barriers of timid emotional distancing while allowing for brief mental breaks in the lessons. By these practices, they encouraged student management of learning while breaking barriers of intimidation and power control and generating inclusiveness, warmth and security. All four teachers needed to maintain discipline when students overstepped boundaries. The next section covers discussions to address research question one.

6.3 DISCUSSION OF RESEARCH QUESTION ONE

This section discusses the findings of research question one.

6.3.1 ACTIVITY-BASED LEARNING

The approach of teaching demonstrated by MHFP teachers is activity-based learning (ABL). As discussed in Chapter 2, this approach to teaching is student-centred and uses minimum teacher-led practices and is based on small group work and the use of many teaching-learning materials. Teachers are able to engage students to explore in their studies and thereby learn from their experiences. Westbrook *et al.* (2013) insist the practice is underpinned by the constructivist theory of learning. It is considered a low-cost means of learner-centred approach and is being

implemented in Ghana (Coffey International, 2012). ABL may be considered a mixed approach to teaching, minimally teacher-led, while primarily student-centred. This mixed pedagogic approach is also found in other studies like Akyeampong *et al.* (2006) and Hardman *et al.* (2009). Reports on the positive effects on outcomes are noted by many studies. Meanwhile, some studies on African classrooms, as discussed in Chapter 2, indicate dominance of the transmission and rote practices as the norm. It may be argued here, then, that the characteristic picture of the African teacher as relying heavily on the undesired practices of rote transmission and repetition learning, is unduly simplistic in the context of MHFP private schools.

6.3.2 STUDENT-TALK

PSTs in the findings, demonstrate much strength in creating opportunities for discussions amongst the students in their teaching-learning processes for both English and Mathematics. Teachers pause to give students time to run their views by each other, and the students, in doing so, gain confidence to answer publicly in class. Alexander (2001) describes these teaching practices as pedagogy that is based on specific actions and discourse; social interactions with language as the vehicle between learners, or between learners and teachers. This is a result of the teacher setting tasks for learners to develop skills like reading, writing or problem-solving. This suggests students get the chance to be heard by their peers, a practice which may continue in the absence of the teachers and even beyond the school premises. The four teachers encouraged students to exchange views and discuss ideas amongst themselves, speculating, arguing, reasoning, listening or seeking explanatory support from peers. Empowering students to voice their views, as Schweisfurth (2013) maintains, prepares them for good citizenship, intelligent assertiveness and future leadership. This approach, therefore, is a strength in yielding positive outcomes through learner-centred means, possibly accounting for much of the success students have in their examination results. The flaws of behaviouristic tendencies of the PSTs' pedagogic approaches are arguably compensated for by encouraging students to talk and share ideas among themselves in class. These practices of PSTs, according to Westbrook *et al.*'s (2013) assessment of effective pedagogical practices, are social constructivist learning theory inclined, classified as student-centred or learner-centred.

6.3.3 CONDUCTIVE TEACHING-LEARNING STRATEGIES

MHFP schools demonstrate the use of conducive pedagogic strategies for the teaching of English and Mathematics in the Junior High Schools. Connecting learning to the lives and context of the children to make learning relevant, and creating an emotional ethos in the class environment that is warm and inclusive, show that student-centred learning is prevalent in the classrooms (Westbrook *et al.*, 2013). Some studies have similar findings in Ghana, including Arkorful (2012) and Coffey International (2012). When the classroom atmosphere is light and not stressful, children are able to remember much of the learning, according to Goswami (2004). These studies confirm what is postulated by Akyeampong *et al.* (2006:172) in their study on Ghanaian teachers, that if teachers are engaged in reflections of their classroom practices, “ideas such as love, devotion and calling” could be visibly underscoring their classroom practices. These pedagogic strategies dominantly used in the MHFP private school classrooms lead to quality learning and quality outcomes. These findings again support the perception of the Ghana government that private schools produce students with better quality of education; students who progress to senior high and tertiary education (Education Sector Performance Report, 2012), as raised in Chapter 1. Djangmah also highlights an accelerating cognitive gap between students in MHFP and government schools in Ghana, particularly in Mathematics (Djangmah, 2011). The findings in this study show that the PSTs emphasise development of the affective aspect of teaching and learning and relating the learning to the context of the students. These two strategies seem to be part of the fundamental difference in the pedagogic approaches of MFHP private school teachers, leading to good quality outcomes of learning that official records report from the sector. This study provides empirical evidence of the facts, while Schweisfurth (2013) also underscores these two aspects as vital to any learner-centred pedagogic approach.

6.3.4 MHFP SCHOOL TEACHER PEDAGOGIES AND THE DEFICIT MODELS IN AFRICAN CLASSROOMS

There are perceptions from studies about the pedagogical practices of African teachers, indicating flaws, and which are heavily criticised as undesirable. Deficit models in African classrooms and how they relate to the MHFP private schools was a gap in the literature reviewed in Chapter 2. MHFP private schools in this study are found to be employing pedagogic methodologies that are fairly conducive to positive learning outcomes. The PSTs in MHFP schools were found to be

using student-centred, contextual and affective pedagogic strategies. In Chapter 2 it was noted that practices of repetitions and recitations were used in African classrooms and questioning and answering involved IR and IRF forms of communication, to a varying extent. These traditional rote and transmission models of teaching confirm previous reports of pedagogic practices in African classrooms and in SSA (Akyeampong *et al.*, 2006; Hardman *et al.*, 2008). Because of such practices, scholars used words to describe teachers as ‘authoritarian’ and ‘incapable of reflecting on their classroom practices’. Akyeampong *et al.* (2006) point out that although there are perceptions that African teachers are not reflective, and so are unable to make appropriate decisions and judgements in their teaching practices, research into the prevailing practices could show ideas such as “love, devotion, calling”. Findings in this study established that PSTs in MHFP schools reflect thoroughly, from their knowledge base, to make judgements and decisions in their lesson designs, so as to make learning more relevant for the students. They connect their subject matters to the lives of the students and their communities, as well as the to the previous knowledge of the students. This study therefore has determined that previous perceptions about African teachers are erroneous and contrary to the actual context of MHFP schools. The next section presents conclusions drawn from research question one.

6.4 CONCLUSIONS ON RESEARCH QUESTION ONE

The following are the main conclusions drawn from findings and discussions surrounding research question one. The key issues are firstly, that the pedagogy of MHFP is a mixture of teacher-led and student-centred approaches but it is primarily student-centred. Secondly, the cognitive aspect of teaching-learning processes is a mixed approach and reflects activity-based learning (ABL). Thirdly, the MHFP teachers’ strategy of allowing students to talk much among themselves was a major avenue for desired learning opportunities. Thus, the ABL strategy and prevalent student-talk and discussions among the students compensate largely for the negative effects of teacher-led and behavioural tendencies. Fourthly, the teaching of Mathematics as a Science subject, and English as a Humanities subject, revealed the use of similar pedagogic approaches and strategies. Fifthly, MHFP school teachers demonstrated dominant student-centred pedagogic strategies in their a) affective fostering of a warm and caring classroom learning climate; and b) creation of relevance and meaning to learning by linking subject content to the cultural and contextual lives and communities of the students. Finally, teacher-led approaches exist and persist because of the childhood learning experiences of the MHFP school teachers, as well as their learning experiences

under their teacher educations. Again, outcome targets and curriculum load also engender behavioural tendencies in efforts to meet these successfully and timeously. Also, teachers implement their own interpretation and understanding of child-centredness which involves behavioural tendencies. The next section addresses the second research question for this study.

6.5 SUMMARY OF FINDINGS FOR RESEARCH QUESTION TWO

The following section outlines the main findings emerging from the second research question.

6.5.1 TEACHERS' IDENTITIES AND ROLES

The study's findings in Chapters 4 and 5 revealed that PSTs exhibit identities of love, care, amicability and concern. They assume roles such as mentors as they monitor the studies of students by connecting with their parents and guardians and urging them to comply in school. They also exhibit passion and commitment and a routine culture of reflexivity as they play these multiple and complex roles. Values underscoring these identities and roles provide strength and meaning to the entire learning processes. Some roles and identities were peculiar to different teachers. For example, Matthew plays roles that establishes a connection with the students to oversee their wellbeing, such as being caring and loving as a father, a pastor, a counsellor, a friend and a colleague. He showed kindness and generosity. John adds value to learning by following up on attendances and connecting learning to national political affairs. Mark checks on their homework and studies at home by connecting with parents on the phone, offering guidance and solutions, and lending an ear to some of the frustrations and that parents endure to get their wards to comply. He makes personal financial contributions to support the students. Luke establishes relationships like team-playing or mentoring with colleague staff members to synergise efforts for successful outcomes. It is evident their identities stem largely from long-term teaching experiences, such that they have become natural habits and clear reflections of their teaching practices.

6.6 DISCUSSION OF RESEARCH QUESTION 2

6.6.1 MHFP SCHOOL TEACHERS' IDENTITY AS PEDAGOGY

Day and Gu (2015:33) assert that "who the teacher is, is as important as what she teaches", while Alexander (2001) postulates pedagogy as the practice of teaching plus the coinciding values and

beliefs. The findings in this study show that the personalities and lives of the PSTs, their professionalism, experiences, contexts, values, beliefs and ideas, all contributed to their pedagogic approaches and strategies. Morgan (2004) links the teacher's teaching approach and strategy to how he develops his identity, which in turn impacts the performance of the students. The effect of the teacher's identity on the outcomes of the students is also highlighted by Alsup (2019:132) who considers this a reciprocal continuum in which identity affects pedagogy and pedagogy affects identity, recognising this cycle as pedagogy inherently. The evidence from the findings show that the PSTs constructed their teaching and identities in the paradigm of social constructivism, although there were evidences of behavioural tendencies in their cognitive deliveries. They developed their identities implicitly from the roles they played, just as Castells (2004) asserts. The dedication of the teacher to the work is affected by the teacher's perception of the work environment, and this in turn influences the mode of teaching, according to Hargreaves (2007). The work environments in this study were conducive to learning and there was evidence of continuous professional development, access to teaching-learning materials and a good relationship with management that recognises and honours the efforts of the teachers. These teachers teach the way they do because they have constructed positive professional identities and feel good about themselves and have a positive attitude towards their students (James-Wilson, 2001). Their pedagogic strategies and approaches are strongly student-centred as a result.

These teachers attempt to infuse meaning into learning by linking the subject to the lives and communities of the children. They use the facilities and resources available to them at school, or which they bring from home, to enrich the learning experiences of their students. They foster good relations with their colleagues, management and parent-clients of their students, and derive a sense of purpose and relevance in their professional lives. The outcomes of their teaching are high as a result, and this in turn escalates job satisfaction and strengthens the teachers' identities formed in the process. This confirms what Haberman (2004:52) shares, that "students will model behaviour of the teachers they respect". The evidence shows that these teachers have built solid relational foundations with their students by demonstrating mutual satisfaction with hope and trust. The PSTs in the study are relatively stable staff in their respective schools, as is also evidenced from their years of service there. They have positive mindsets about the schools in which they work – a labour of love – and the benefits of working in those contexts along with their professional identities make their commitment and passion visible.

6.6.2 TEACHER IDENTITIES AND DEFICIT MODELS

Chapters 4, 5 and 6 findings, show that the teachers are intrinsically different, underscoring contrasts in their lesson deliveries in spite of the similarities in their strategies. The associated concept of the identities and roles of the teacher demonstrates that they constructed their own professional identities. There was a sense of positiveness and confidence in the teaching-learning processes which underscored their commitment, passion, style of teaching and manner in which they relate to the students. This confirms Akyeampong *et al.*'s (2006:171) assertion that “understandings of pedagogy that lie in the relational frame go to the heart of the Ghanaian teachers’ sense of their own professional agency”. This study’s findings in Chapters 4 and 5 demonstrate the contrasts between the teachers as individuals and underscore their pedagogical strategies. It may thus be argued that African teachers *should not* be stereotyped or reduced to a deficit model that views African teachers as lacking the ability to reflect on their practices. Such a view implies that they do not have underlying reasons for the strategies they adopt for their teaching-learning processes. In accordance with Akyeampong *et al.* (2006:172), their pedagogies might rather depict “a conception of student-centred approaches in African classrooms” as confirmed by the findings of this study on MHFP teachers. The next section presents key conclusions for research question two.

6.7 CONCLUSIONS OF RESEARCH QUESTION TWO

The following main conclusions are drawn from findings and discussions about research question two. Firstly, the Mathematics and English teachers’ identities were constructed as a ‘pedagogy.’ Secondly, MHFP private school teachers’ identities may be ascribed the paradigm of constructivism. Their pedagogic approaches of social constructivism were mainly student-centred. Thirdly, they demonstrated positive social identities in two aspects: 1) their relational and affective pedagogic strategies built a strong foundation based on mutual respect and care between the teachers and their students; and 2) their creativity in connecting subject content to the cultural, social or political contexts of the children’s lives and communities made learning meaningful and relevant. Fourthly, MHFP private schools, though in relatively resource-constrained contexts, have teachers who have developed pedagogies that are “at the heart of the high quality” ascribed to these schools (Sayed & Ahmed, 2011:111). Finally, the findings which demonstrate mixed approaches with student-centred pedagogic strategies for the affective aspects and

contextualisation, provide a clear picture of Akyeampong *et al.*'s (2006:172) student-centred African Classroom Pedagogy.

6.8 ENABLING AND CONSTRAINING FACTORS AFFECTING TEACHER PEDAGOGY AND IDENTITY

In this section I present a discussion of findings on some reasons why both Mathematics and English lessons in MHFP schools, are taught in the manner the findings show. I discuss this in two parts: 1) some enabling factors that make teachers teach the way they do; and 2) some constraining factors affecting the way teachers teach, as gleaned from the study's findings and data on both Mathematics and English teaching.

6.8.1 ENABLING FACTORS AFFECTING TEACHER PEDAGOGY AND IDENTITY

6.8.1.1 *Professional Development in Conducive Learning Environment*

MHFP teachers in this study teach the way they do because they are qualified professionals who are given opportunities for continuous professional development, which in turn brings job satisfaction and confidence. Management encourages teachers to be innovative and to suggest strategies to management that they believe can work for better outcomes. The PSTs in the study felt respected and honoured by the management and felt that their views were valued, as they could see them being implemented in the school. They acknowledged that their efforts are rewarded by positive outcomes; commendations from students, management, and parents; and joy in their own sense of achievement. During their in-service training sessions, teachers are encouraged to discuss and review the curriculum targets and ultimate goals for the particular school. They share together a review of topics to be taught for the particular term. They collaborate in groups according to the subjects they teach and the departmental level.

MHFP private school teachers apply their knowledge and skills to achieve outcome goals. In the light of the established goals, they commit themselves to any relevant, appropriate and required training to sharpen their effectiveness in all aspects of the children's lives. Consequently, Hargreaves (2003:43) aptly indicates that,

It is through professional and personal development that teachers build character, maturity and other virtues in themselves and others, making their schools into moral communities.

MHFP school teachers teach the way they do because they are not restricted by management and are able to expand their creativity. Both teachers and management seek frequent, appreciable feedback from each other (Day & Gu, 2010).

MHFP school teachers share a common vision of excellence which leads to teamwork and synergism to support students' interest in learning, even at their own cost and time. Their satisfaction is also sourced from the opportunities to learn during strategic meetings held to support staff with the needed skills to get students to pass their examinations very well.

6.8.1.2 Infrastructure

The infrastructure provided at MHFP private schools impacts the way teachers teach. MHFP private schools can be heavily endowed with infrastructure and resources. They often have nice buildings, facilities and amenities, and benefit from being well resourced. This is to enable them to secure a market share in their communities, as the sector can be competitive. They are propelled by the market driver of positive public opinion which in turn yields enrolment increase and official acknowledgment with the GES and school rankings. Their typically pleasant-looking compounds are attractive to teachers seeking to work in a school. Resources are also invested into the purchase or production of teaching-learning materials. This promotes the wellbeing of the teachers and enhances best practices, as they have the resources needed to enable them teach well.

6.8.1.3 MHFP Leadership Impact

Private school management are a significant contributing factor to the pedagogies of PSTs. They provide support for the staff in the forms of professional development, in-service training sessions and mentoring. In these ways, they strategically turn the schools into a learning community. They provide resources like textbooks, equipment like laptops and computers, Science laboratories, teaching and learning materials, other facilities and amenities, and agency for the teacher's professionalism in the school and the classroom. They support their teachers to teach well, which in turn results in the roles the teachers assume as colleagues and supporters for students' peace and wellbeing. Simultaneously, management maintains strict monitoring and supervision to ensure teacher use of supplied TLMs and maximum use of the instructional hours. As teachers are supported with teaching resources and supervision of use by their institutions, students in turn benefit from demonstrations and experiences of practical handling of real items. Management seeks frequent feedback from the teachers as well. They arrange rewards for the teachers' hard

work and encourage teachers to dabble with strategies that they believe can work for better outcomes. They share the burden of challenges teachers face and solve them together.

MHFP private schools employ well qualified staff for teaching, as was reviewed in Chapter 2. They have the urgency to ensure that teaching is done the right way, yielding the expected outcomes, to compete well in the market. Studies show that qualifications and training matter in the achievement of good outcomes (Alsup, 2019). Training enhances the use of skills, right knowledge and mastery over subjects taught. Parent-clients in this sector watch for the levels of qualification and training that teachers of the schools have before entrusting their children into the care of one private school or other.

6.8.1.4 Remuneration

The literature reviewed indicates that private schools exploit teachers (Tooley & Dixon, 2006; PROBE Team, 1999). However, MHFP schools tend to pay much higher than what the government pays to teachers in those schools, when all the complementary benefits in cash and kind are considered holistically with the salary. PSTs shared they had access to perks such as free lunch, accommodation, free transportation to and from school, cash awards for accomplishments, and gift packages in addition to their salary. Salaries in the private schools are negotiated between the management and the PST, and different salary levels may be paid to different PSTs for varying reasons, generally on factors such as level of academic qualification, the projected or actual length of service at the school, previous teaching experience, and possession of skills such as in ICT, music or sports.

The study's findings showed that the remuneration from one school was highly satisfactory to the PSTs, while PSTs from the other considered their salaries inadequate compared to the salaries of teachers in the government sector. However, both sets of PSTs talked about the various rewards and award schemes in place and tied to their performance and outcomes, which they considered worth striving for and strong motivation for hard work. Thus, the claim that private schools exploit their teachers may not be completely true in the case of MHFP private schools in Ghana. These are motivated teachers who are not restrained by the contexts in which they find themselves. This confirms what OECD (2005:169) notes, that

Although attractive salaries are clearly important to improving teachers' appeal... policy needs to address more than pay. Teachers place a lot of emphasis on the quality of their relations with

students and colleagues, on feeling supported by school leaders, on good working conditions, and on opportunities to develop their skills.

The next section discusses key issues from the findings that impact pedagogy and outcomes.

6.8.2 CONSTRAINING FACTORS AFFECTING TEACHER PEDAGOGY AND IDENTITY

6.8.2.1 *Commitment to Teaching*

Desire to move on in life and not to settle in teaching could be a factor for commitment. A teacher who is not committed to the profession may develop pedagogic approaches and strategies that may not be desirable. Thus, although some teachers engaged are ‘professionals’, they are typically professionals in other fields and not particularly in education. Many of the teachers who teach at the private school have non-education related degrees and qualifications, as is confirmed by the Aga Khan Foundation Team (2007). They work in private schools as a place-holder in their career journey, and move on as soon as other opportunities open. For instance, a teacher may be awaiting an opportunity to study abroad, or to work in institutions in line with his academic qualifications, or to teach in public schools at government salary levels. Therefore, he might not commit himself to the professional development opportunities provided by the school. These teachers often leave with very short notice, resulting in a generally high turnover rate of staff in private schools. Some proprietors or directors of private schools are hesitant to train the staff that they employ for this reason. Moreover, when a teacher’s thoughts, beliefs, goals and values do not align with the school’s curriculum and outcome goals, the PST may not be motivated to work for long in the school environment. Therefore, pedagogical practices, as well as teaching and learning, could be affected.

6.8.2.2 *Leadership Weaknesses*

Some factors could constrain the PST performances, including, for example, a change in leadership. When a school leader is passionate and committed to managing the school and ensuring excellent outcomes, policies and practices are likely to ensure a conducive work environment for the teachers. However, new leadership who use drastically different leadership styles and who have contrasting ideas about managing the teachers and the school as a whole, could cause teachers to be destabilised, and consequently, their pedagogic strategies and approaches could be affected. Also, a private school is usually a business venture which requires succession in ownership and leadership to thrive. When a successor has views, values and beliefs that are opposed to what the predecessor ran the school by, this could threaten a teacher’s

perception of the work environment, his identities and his pedagogy. This can consequently affect the students. Lewin (2007) rightly argues that if a successor to a proprietor does not share similar dreams and competences as the predecessors, this could threaten stability for both the teacher and the student, and ultimately affect pedagogy and outcomes.

6.8.2.3 Fortunes of the School

Change in the fortunes of the school could affect governance and teachers. For example, with the advent of the COVID-19 pandemic in 2020, many private schools are unable to pay staff salaries without incoming school fees, as schools have closed down by government order. The fortunes of many private schools and teachers are affected, as many schools have laid off staff or downsized, to accommodate the change. This could demoralise a teacher who may be forced to find an alternative source of income, and who may be disappointed by the impact of the profession on the private sector.

6.8.2.4 Demand for Skills

Skills required and a teacher's lack thereof can also be a constraining factor. With COVID-19 for instance, staff and children are suddenly compelled to rely heavily on technology for teaching and learning. This has necessitated the essential requirement of a teacher's digital skills, acquisition of technological gadgets, and securing of internet access to work from home. Staff who do not have these skills or personal resources and who do not adapt quickly to these changes are likely to be affected, as they will not be able to teach effectively. Also, teachers may now have to develop identities and adopt differing pedagogic approaches for teaching via a live video call. The pressure of not knowing exactly who the teacher's audience is at the other end of the call, and frequent interruptions of teaching and learning by unstable electricity and internet connections in the Ghanaian context, are key constraints.

6.8.2.5 Changes in Life Goals/Circumstances

Considering the discussion that who the teacher is, is as important as what he teaches, changes in the personality, goals, visions and aspirations of the teacher, ultimately affect his pedagogic approaches and strategies (Day & Gu, 2010). For example, if a teacher needs to travel abroad for further studies, or has to relocate due to marriage, the teacher may leave the school to pursue life. Severe family issues like ill-health, death or accident, can also cause performance to be interrupted.

6.8.2.6 *Low Support for a Learning Community*

Where management policies and practices do not foster a learning environment that leads to an effective system for continuous professional development, this could affect the pedagogy of the teachers. A teacher who does not receive updated training in the subjects and courses that he teaches, may not feel confident about his capabilities, or may not develop a secure identity, and this in turn will be detrimental to his approaches and strategies. When the school is constrained by time and resources due to non-prioritisation of the professional development of teachers, lack of opportunity for sharpening skills, and lack of sharing of ideas and mentorship among staff, this could tacitly stifle teacher confidence and use of effective pedagogy. Moreover, in situations where professional development schemes may be ongoing, but the curriculum does not meet the specific needs of the teachers, teachers may be demoralised. The next session presents conclusions drawn from the study. Recommendations are made from the study as well.

6.9 RECOMMENDATIONS FOR POLICY AND PRACTICE

This section will be addressed in two parts, under policy and under practice.

6.9.1 RECOMMENDATIONS FOR POLICY

The government of Ghana, as noted in Chapters 1 and 2, faces the daunting challenge of addressing the quality of education within the country. As part of the decisions arrived at for reform, the role of professional development is connected to positive classroom experiences. It is recognised as vital to improving the current alarming outcomes in the subjects of Mathematics and English in the basic schools and at the junior high secondary level, which currently further threatens the quality of education in Ghana. Targets may be viewed in two categories: teacher education and CPD. This means the school should strategically target recruiting pre-service trainees and the trainers as well. Studies conducted in the country confirm concerns about the need for teacher trainers to demonstrate their practices in the course of their classroom lesson deliveries as a way of modelling their pedagogies (MOE, ESA, 2018).

This study suggests that these findings can be included in policies established by the GES to be added to training manuals and content. Teacher trainers could be supplied with such manuals for CPD sessions of headteachers and circuit supervisors to best train classroom teachers. During such times, some of their current practices could be videoed and viewed for interactive and

pragmatic discussions, in the light of the findings, and for implementation in learning communities. This study also suggests teacher trainers should themselves implement such findings in their lessons as models, so that pre-service trainees would learn from their classroom experience. Trainers could have interactive discussions with their pre-service students about their own childhood classroom experiences in the light of these findings.

6.9.2 RECOMMENDATIONS FOR PRACTICE

MHFP schools are typically well-resourced and their teachers have developed strategies and approaches to teaching and learning that have led to positive outcomes. The lessons from their experiences can be developed into manuals for teachers at low fee-paying schools. The low fee-paying schools could use these to develop their own models of teaching and learning in their peculiar contexts, as they adapt their teaching and learning to the lessons drawn from MHFP private school teachers' pedagogic strategies and approaches.

This study's findings suggest directors, managers and teachers in private schools could add to the study's results as content matter for interactive discussions during their in-service training sessions. Also, during organised workshops and conferences, the benefits of positive pedagogic strategies can be covered as major themes for the potential benefits of increased quality outputs. Where the management becomes conscious of enabling factors for positive pedagogical strategies and teacher identities, teachers could be guided to adopt these in the best interest of their students and their schools' market competitiveness. As teachers become enlightened on positive pedagogic strategies and approaches, they would also be motivated to be intentional about adopting them, thereby translating into positive outcomes in MHFP and even low fee-paying schools where applied. The next section discusses possible future research areas emanating from the study.

6.10 POSSIBLE FUTURE RESEARCH

Low fee-paying private schools provide education for a section of the population in Ghana. It is therefore important that empirical research into the pedagogic strategies and approaches of the teachers of these schools are conducted. Research on low fee-paying schools to uncover who the low fee-paying private school teachers are, how they teach and why they teach that way, would garner useful information for the sector and for the government as it regulates to affect schools in

the sector. Such studies could be compared with studies on the MHFP schools, to draw out lessons that would contribute to regulation, policy and practice by the sector players and the government.

The study found that the salaries of the MHFP private school teachers could be much higher than what the government pays, when all components of benefits, awards and bonuses are considered together. Studies had previously showed that private schools were exploiting their staff and were paying about a third of what they should be receiving (Tooley & Dixon, 2006). Further research into the salaries and benefits to staff in the MHFP schools, as well as in the low fee-paying private schools, would be a useful addition to the body of knowledge on the subject. Research will indicate how widespread this idea is in the MHFP schools, and how remuneration that is packaged as a benefit or award, impacts the identity and pedagogy of a teacher in the MHFP private schools. Pursuing knowledge about the remuneration of teachers in low fee-paying private schools, would also provide insight into its contribution to the identities of teachers in such schools, and its effect on their pedagogy, for a comparison and contrast with MHFP schools in the private sector.

Further research on a wider scale into the level of qualifications and training of teachers of MHFP schools, as well as those of teachers of low fee-paying schools, would throw light on the professional development of teachers in private schools. Little is known beyond PSTs' levels of training and what further training they gain on the job. The challenges that impede effective performance and how they are resolved; all need further investigation. Not much is also known about the headteachers and teachers in the private schools, their levels of training, and how they are supported in their jobs with continuous training to stay abreast with new knowledge and current policy changes.

Further investigation to show how extensively MHFP schools use ABL and its impact on outcomes will be relevant contribution to the literature on the subject. As discussed in Chapter 2, none of the experimentations of ABL in Ghana has been done in the private school sector. While this study's findings fill a gap by providing awareness that the ABL is successfully used in MHFP private schools, this should be studied on a wider scale. In a similar vein, research on whether low fee-paying private schools use ABL and the pedagogies they utilise could also fill a gap in the private school literature.

The study has shown that pedagogic strategies that are affective and contextual, lead to conducive learning environments for students in MHFP private schools. Investigations to further validate

this idea in the MHFP private school sector on a wider scale, and on the other hand, to establish or challenge this notion in low fee-paying private schools, would provide knowledge on how extensively conducive learning environments are engendered in private schools.

Lessons from the high-quality outcomes that have been ascribed to MHFP schools in Ghana could be drawn from studies on the sector. Further research must be done into various aspects of the private school sector, apart from the pedagogic strategies, approaches and teacher identities in this study. Where the literature is scant as is currently, it leads to stereotyping and generalisations about the sector and possibly faulty opinions. A rich volume of literature on the sector will be useful for the patrons and clients of private schools, the students, the teachers, the government, and for education training and professional development consultancies. More literature could direct researchers to areas for future empirical studies and more knowledge could lead to positive change for various stakeholders. The government could also draw lessons from MHFP private schools to complement quality efforts of government schools, if the literature covers empirical studies on a wider scope.

6.11 CONTRIBUTIONS OF THE STUDY

This section outlines knowledge and methodological contributions of this study.

6.11.1 CONTRIBUTION TO KNOWLEDGE

The first contribution is that not much empirical literature can be found on the pedagogy of middle to high fee-paying private schools and on pedagogy in Ghana, or the association between the teacher's identity and pedagogy. This study sheds light on the private school teachers' pedagogy, thereby filling a gap in the body of knowledge.

The contribution that the study makes is to the knowledge on teacher pedagogy in Ghana and sub-Saharan Africa. Beyond the deficit African classroom models, not much is known on successful models, empirically. Not much is known of the pedagogy of teachers in Ghana. This study contributes to the literature on teacher pedagogy in general, and on successful pedagogy in Ghana.

This study contributes fresh knowledge about MHFP private schools in Ghana. It reveals, empirically, that the pedagogic approaches of teachers in MHFP schools contain a mixture of student-centred and teacher-centred approaches, and involve ABL practices and student-talk for the cognitive aspects of the teaching-learning processes. The affective aspect and the contextualisation of learning to make it relevant to students, are primarily student-centred. Also,

Mathematics and English pedagogic approaches and strategies have similar positive effects. The study also highlights the identities of the teachers in MHFP and how their identities are connected to their pedagogies.

The study's findings contradict the generalised and stereotypical assertion of some studies, that African teachers are not reflective about their practices and therefore have defective quality outcomes. It rather confirms literature that African teachers can be reflective and think deeply about their practices, to make effective decisions for teaching and learning. Furthermore, although relatively resource constrained, the potential for positive pedagogy has been realised in the context of MHFP private schools in Ghana that have in fact led to high quality outcomes.

6.11.2 METHODOLOGICAL CONTRIBUTION

This study has contributed empirically to literature on the private school sector in SSA and about the pedagogies and identities of the middle to high fee-paying private schools. This study investigated the teaching methodology of MHFP school teachers using an interpretive framework of social constructivism. It also used multiple techniques including both structured and unstructured classroom observations, with follow-up interviews concerning teacher pedagogies. The methods encouraged careful listening to the voices and viewpoints of the teachers, where often they are not heard, especially in SSA. It has therefore served as a useful contribution methodologically, upon which others can build, where previous empirical studies were unavailable. The next section presents reflections on the study.

6.12 REFLECTIONS ON THE JOURNEY OF RESEARCH

A network of collaborations provides good scaffolding for best pedagogic practices in the MHFP schools. There is cooperation between the management, the students and the parents. The competitive market place of private schools underscores these partnerships, as parents and the management establish a rapport that opens diverse possibilities. Some of the benefits of collaboration, for example, could be both monetary and non-monetary.

Monetary benefits include discounts on fees paid by parents, and recommendation of parents to other parents, to enrol their children. Also, relatively good salaries paid to staff (in comparison with teacher salaries in the public sector) can be a factor that propels a teacher to establish good relationships with the management and with parents. Non-monetary benefits could be the care,

concern and support of a teacher for his student, leading him to liaise with the parent. Likewise, any person in the school community could receive the support and concern of students, parents, teachers and management in events such as a family death, a wedding or illness.

Online learning, which is new in most African contexts, also requires a strong connection between parents and teachers, as the parents have had to be actively involved in monitoring and supervising their children's studies at home. The wellbeing of the children is often the core focus for cooperation between the school and the teachers. In the COVID-19 era in Ghana, where schools have been closed, government school students gain some learning from TV teaching series and are not engaged in online learning. However, private MHFP schools which run live online learning sessions, depend heavily on communication between parents, teachers and children. Teachers play a critical role in connecting the school, the parents and the students in these present times. They may call the parents to check on the wellbeing of their students, and may report issues of concern to the management for immediate attention.

Upon reflection on the strong relational and affective pedagogic strategies of the MHFP school teacher, it is evident to me that the students can be assertive and not be intimidated by their teachers, contrary to the perception of the traditional classroom model. Students can develop ways of dealing with their problems with teachers. They may voice out their opinions through their colleagues or directly to the teacher, requesting high standards and effective methods of teaching. They may also exhibit disinterest and a lack of cooperation within class. Staff who do not use TLMs, or who do not prepare well for lessons, or who do not go the extra mile to support their students, may face some of these experiences.

Students collaborate with their social, economic and cultural background connections and support-system, as well as with school management, to voice out their learning needs and expectations and propel their teachers to do more. In the COVID-19 pandemic season, for instance, students can tacitly participate in decisions and express their views by muting the voice of a teacher on the digital device with whom they are not pleased, by neglecting to follow up with their own parents and guardians on resources needed for online learning, by displaying apathy and disinterest in an online lesson, or by simply not showing up online for lessons.

6.13 CONCLUSION

This study sought to explore the pedagogy of MHFP private school teachers in Ghana, in the light of the quality that is officially ascribed to these schools. The findings from the study, which relied on observation and follow-up interviews to gather empirical data, uncovered that private school teachers employ mixed pedagogic approaches in the cognitive aspects of their teaching. They use student-centred and teacher-led approaches, but predominantly student-centred approaches. PSTs are particularly strong in two pedagogic strategies: 1) in the relational and affective aspects; and 2) making meaning out of learning by connecting the subject content to the lives and communities of their students. The study again unveiled that MHFP private school teachers have strong positive, warm and committed identities which scaffold their pedagogy. It has been asserted by Sayed and Ahmed (2011:110) that even under-resourced contexts have the possibility of yielding good pedagogy that leads to quality outcomes. MHFP private school teachers have been determined, by this study, to have developed good pedagogy that leads to high quality within their respective contexts. In view of deficit perspectives of pedagogic models of African classrooms, the study demonstrates Akyeampong *et al.*'s (2006:172) model of "African Classroom Pedagogy" which yields positive results.

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APPENDICES

APPENDIX 3.1: LETTER TO OSIBU MUNICIPAL DIRECTOR



The Director,

GES Osibu Municipality

Osibu

Dear Sir / Madam,

PERMISSION TO OBTAIN A RECOMMENDATION AND HELP TO LOCATE TWO ESTIMATED GRADE A PRIVATE BASIC SCHOOLS IN THE OSIBU MUNICIPALITY

I am a student at the University of Sussex in Britain, seeking to carry out a study titled Teacher Pedagogy in Private Schools in Ghana, in the Osibu Municipality, in partial fulfilment of a doctoral degree I am studying for. The purpose is to capture good pedagogical practices for lessons that can be learnt from them. This will be by describing teaching and learning in Form 1 English and Maths class lessons in 2 Grade-A private basic schools.

Ghana government sees private schools as a supplement to the nation's educational provision and delivery. The perception is that the middle to high-fee schools provide good quality education, since most of the children progressing from the basic schools to the senior high schools are from private schools. Meanwhile, one of the key determinants of good quality education internationally, is the teacher's classroom practices. Yet, despite the fact that middle to high-fee private schools are seen as a way to get good education, what goes on inside their classrooms to make this happen is little known. Whether they do well because there is something fundamentally different in the way pedagogical practices are working; or whether their pedagogies are more conducive to learning, empirical answers to these are quite unknown, since the area of pedagogy has been less researched. This deficit gives a timely significance to this doctoral study, for what lessons can be learnt from the good private basic schools. Thus, this study proposes to employ a qualitative design to construct and interpret meanings drawn from observing teachers' classroom practices, teachers' perceptions and from what they accept as norms. Ethnographic approaches of classroom observation, with follow-up interviews, will serve to explore the cases of 2 good Maths and 2 good English teachers in 2 good schools here in Osibu, to the main question: **What are the characteristics of the pedagogy in 2 mid to high-fee private schools in Ghana?**

The proposed research has been reviewed and approved of by my supervisor and then by the University authorities, represented by a Social Sciences & Arts C-REC (Cluster-based Research Ethics Committee), through the School of Education and Social Works ethical review process. Please find attached a copy of the certificate to this effect. The research is being conducted under the supervision of Professor J. B. Pryor (Contact J.B.Pryor@Sussex.Ac.Uk) and conforms to the requirements of the University of Sussex. University of Sussex again has insurance in place to cover its legal liabilities in respect of this study.

I therefore would be most grateful to you for your kind and helpful support, by recommending and helping to locate two such schools in this Municipality, so that I could negotiate the possibility of carrying out the study there. Counting desperately on your kind cooperation, Sir / Madam.

Yours truly,

.....

Iris Amponsah-Efah

(Research Student).

APPENDIX 3.2a: HEAD TEACHER'S INFORMATION SHEET



.....

Dear Sir / Madam,

Permission to Carry out A Research Study in Your School: Participant Information Sheet

I write to seek your kind permission to carry out a research study in your school. More importantly, I would be very grateful if you could carefully take time to read the information provided below on it. This will tell you why it is being done and what it will involve, so as to guide your decision to participate or otherwise. The information is provided under sub-titles, so as to help iterate what you really need to know and I will be very pleased to give any clarifications that you might further require for your understanding.

Study Title

Teacher Pedagogy in Private Schools in Ghana

Purpose of the Study

Ghana government sees private schools as a needed supplement to the nation's educational provision and delivery. The broad perception is that they provide quality education, since most of the children progressing from the basic schools to the senior high schools are from private schools, as official documents and studies confirm, and particularly from the mid to high-fee schools. Meanwhile, one of the key determinants of good quality education internationally, is the teacher's classroom practices for learning. This covers how the teacher skilfully articulates his content knowledge to inspire good learning in a healthy atmosphere. This is backed by informing aspects like knowledge, values, beliefs and justifications. It is also underscored by selective communicative and interactive strategies, employed to ensure desirable quality outcomes.

However, despite the fact that middle to high-fee private schools are seen as a way to get good education, what goes on inside their classrooms to make this happen is not quite known, for lessons to be learnt and applied in the public or other schools. Do they do well because there is something fundamentally different in the way pedagogical practices are working; or are their pedagogies more conducive to learning? Empirical answers to these are not known, since the area of pedagogy per se has not been researched. This deficit gives a timely significance to this study for what lessons can be learnt from them.

The study is designed to be a classroom observation, plus follow-up informal interviews with the teacher-participants. Both observation and interviews will be audio recorded. The interviews are to seek clarifications, or further details, or purposes for the frequency of activities, or any issues of interest observed during their lesson delivery. I hope to carry out 3 lesson observations per teacher, of the best Maths and English teachers for Junior High School Form 1, in the two private schools being sought to be the participants for the study. The support and recommendation of the Municipal Education Office, in the region has helped me to identify yours as one of the very good schools in the region for the selection purpose.

Granted your kind permission, your recommended teachers will be invited to be participants of the study. This will be by any appropriate approach the school may find fitting. Lesson observations are proposed to be within normal school hours and on any suitable day of the week or period for the lessons, in January, 2017, when schools are in session. The whole study is estimated for a period of about 6 months.

Why Your School Is Invited to Participate

Your school has been recommended by the GES Municipality Director as one of the best private schools in the country, while your English and Maths teachers are acknowledged as very good. I believe some lessons can be learnt from the teachers' manner of pedagogy. Another private school apart from yours is being sought. A Maths and an English teacher to a JH 1 class each from the 2 schools will be the participants, making the total number of teachers for the study 4 in 2 selected schools.

Do You Have to Take Part?

Your school's taking part in the research is entirely voluntary. If you should decide to take part in it, you may still feel free to withdraw from it at any time and without giving any reason. However, 2 weeks after the write up is fully done it will be too late to withdraw from it, since it would unfortunately change the already written text.

What Requirements of the School Are Involved?

If your school should agree to take part, I will consider the school selected for this study. The copy of this form you are currently reading will be given to you for your school records and to refresh your mind on the study's focus. I would consider at least 24 hours for you to further think through your decision. You may then recommend one good Maths and one good English teacher in Form 1 for me to consider as participants of the study.

Arrangements may include, following any procedure your school requires. That is, arranging 3 different lessons for both subjects for a Form 1 class that I can sit in to observe English and Maths teaching. The school may also arrange the details of the topics to be taught in the two subjects for the 3 different lessons for observation. The approach for informing and seeking the consent of the school children, as indirect participants, may be according to the school's directives, including the convenient days and times involved.

I may interview the teachers involved informally as may be convenient, for clarifications, reasons for the frequency of doing certain acts and for any issues in relation to the study that may come up during the lesson delivery. Such interviews may be between 5 minutes and 20 minutes and maybe for just one or two sessions, while class observations may cover the full length of a lesson period. Observations may also be expected to be during regular school hours.

Students involved may be given some snacks and drinks after the last sessions of the lesson observations in appreciation of their cooperation. The school and teacher participants will also be appropriately acknowledged in appreciation for the kindness shown.

You will be required to kindly provide a written confirmation by filling a Confirmation Form from my university, to formally indicate your school's decision to participate indicating:

1. You understand the requirements of the study participants (your teachers)
2. You have received detailed descriptions of the methods and materials to be used
3. You have undertaken a full review of all the topics to be covered, questions, and all materials to be used
4. You find there is no anticipated risk involved in the proposed study.
5. You give approval for the research to take place at your school.
6. Your approval of the use of an "opt-out" permission process as follows:
 - In the absence of your school's own procedure for involving the students, being under 18 years, students' Parents/Carers may be sent an information letter with details of the study.
 - They will be given a form to be signed and returned to you for me, through the school, if only they do not wish their children to be asked to participate in the study.
 - Parents/Carers will be given time to read and to respond, which should be two weeks or more from the time they receive their Information Sheets.
 - Both Parent/Carers and Students will be given Information and Consent Forms on which the school's confirmation will be conveyed.
 - Your preferred or usual manner of dealing with these will be duly acknowledged first.

What Are the Requirements of the Students Involved?

Students in this study are not directly involved, but since teaching practices are to be observed, they will be required to participate in their English and Maths lessons as they normally do, while research attention will be focused on the teacher and what practices he carries out and how he does them. Students will be given a full briefing on the study in a language related to their stage or level of understanding. They will then be given at the least 2 weeks to consider participating or otherwise in their Consent Forms given to them. Before any data collection, students will be asked if they would want to take part in the study, and that they can decide to drop out of the study at any point in time and without any explanation or consequence. However, any standard procedure the school may have in relation to involving the children will be given due consideration first.

What Are the Possible Risks of Taking Part?

There are really no risks involved in taking part and the school is assured not to have any concerns, since the study's focus is rather to pick lessons from practices of good teachers.

Possible Benefits of Taking Part

The school will directly benefit from this study, by virtue of the opportunity to reflect and organise thoughts, skills for the teaching and pedagogical practices that will further enhance performances. It will help create awareness of your strengths and what you would like to do even better. Other beneficial outcomes of the study should be your sensitivity to the way the macro and micro environment is shaping classroom pedagogies. This will hopefully create a stronger desire to help you make some necessary adaptations in the school where relevant, and to succeed in the face of the challenges the environment might be posing. We mutually stand to benefit by getting to understand the topic further.

Will What Is Said in This Study Be Kept Confidential?

All information collected about the school, or about the teachers as individuals will be kept strictly confidential. Personal information will not be taken on children. Interview transcripts will only be identifiable by a pseudonym. Also, the school's name and every participant's name will be assigned a random identity which will link the data and the name. The lists of pseudonyms, and addresses, as well as your institution's name will be kept separately from my research data and only my supervisors might have access to them. All references leading to the individual will be removed. You may be assured that the research data will be used for a thesis write up, and if it is further needed to be used in any way, your formal and kind permission will be sought and all necessary procedures will be followed. Data will be kept securely and if participants should of their own accord release any personal information in the course of the interview, their data will be held in accordance with the Data Protection Act, 1998, and as Ghana's legislation directs.

What to Do If the School Wants to Take Part

In a minimum of 24 hours after you are given this Participant Information Sheet, I would like to make a follow-up call for a possible feedback. If within that period you have decided to participate, you may indicate so when I call, or you may please give me a phone call on my mobile number 0208188243 indicating so any time after 24 hours, once you are decided. I shall arrange to visit your school personally, as may be convenient for you, so that we may begin processes to implement the relevant issues discussed above. Also, to get you a Confirmation Form to sign, which will indicate officially that you have given your consent, with a full understanding of what your rights are, your requirements and what to expect.

What Will Happen to the Results of the Research Study?

The results of this research study will be handed in as a thesis for a doctoral degree to the School of Education and Social Works at the University of Sussex, for assessment and defending. It is not meant to be published otherwise, without your kind approval to that instance.

Who Is Organising and Funding the Research?

I am conducting this research in partial requirement of my post graduate study degree, as a student of University of Sussex, Brighton, UK, with the School of Education and Social Work.

Who Has Approved the Study?

The research has been reviewed and approved of by my supervisor and then by the University authorities, represented by a Social Sciences & Arts C-REC (Cluster-based Research Ethics Committee), through the School of Education and Social Works ethical review process.

Contact for Further Information

You may please contact Professor J. B. Pryor by mail through this address: J.B.Pryor@sussex.ac.uk for any further information, or if you should have any concerns about the way in which the study has been conducted, or if you should need any clarification and directives. University of Sussex has insurance in place to cover its legal liabilities in respect of this study.

Finally, I wish to express my sincere gratitude to you and to be extended to the school for making the time to read this Information Sheet. I hope it has been of help to you in your decision-making process, and no matter what the outcome of your decision is, your attention given remains greatly appreciated.

Yours truly,

.....

Iris Amponsah-Efah
(Researcher)

DATE :.....

Appendix 3.2b
HEAD TEACHER'S CONSENT FORM



Project Name: Teacher Pedagogy in Private Schools in Ghana.

Approved by: University of Sussex Social Sciences & Arts C-REC (Cluster-Based Research Ethics Committee), Through the School of Education and Social Works Ethical Review Process.

Cross-Schools Research Ethics Committee – email: [\[c-recss@sussex.ac.uk\]](mailto:c-recss@sussex.ac.uk)

Researchers are required to abide by ethical guidelines when working in schools. These cover topics such as gaining appropriate consent, permitting children to withdraw from the study, and keeping data confidential. We would be grateful if you could check and sign the following sheet to show that you approve of the research procedures for this study.

Name of Researcher Visiting the School: Iris Amponsah-Efah

Name of Supervisor: Professor J. B. Pryor

Telephone Number: +44 (0)1273 877 144

Email address: J.B.Pryor@sussex.ac.uk

Classes/Year Groups Visited: JHS Form 1 English and Maths Class Lessons

Brief Description of Procedure:

Parents/Carers will be sent an information letter with details of the study and the procedures involved. They will be given a Consent Form, which also conveys the school's confirmation, to be signed and returned if only they do not wish their children to be asked to participate in the study. Parents/Carers will be given time to read and respond, and that should be two weeks or more.

Children will be given an initial briefing on the nature of the study in a way that is relative to their level of understanding, and which conveys the school's confirmation, in an Information and Consent Form. The procedures involved will also be detailed in the form for their written or verbal consent and a period of not less than 2 weeks will be considered for their reflection to participate. Before beginning any data collection session, children will be asked if they would still like to take part in the study. They will be given the option to withdraw from the study at any point if they so wish, without any consequences or any explanation. However, 2 weeks after the final observation write-up it will be explained to them down to their level that it will be too late to withdraw, since that would imply changing the text that has been written. Besides, no data relating directly to student or referring to a student as an individual will be recorded in any write-up of the research.

The research will take place in the classrooms during 3 different lessons of Maths and English, as agreed with staff on the days of data collection. Interactions of teachers with students, with particular focus on the teaching will be recorded. Children will participate in their lessons as they normally do while attention will be on the teacher and how he or she goes about delivering the lesson. Normal lessons imply regular lessons, and also, that no requests will be made of the teachers of the school to do anything in observed lessons, that would not have happened had researcher not been there. Research observations will be sensitive to any child who has opted out, by avoiding any gaze directly at the particular child and avoiding any mention in research reports of interaction involving him/her specifically.

Please kindly sign below to confirm that you

- understand the requirements of study participants
- have received detailed descriptions of the methods and materials to be used
- have undertaken a full review of the study proposed, including all materials to be used
- have given approval for the research to take place at your school.

Name of school: -----

Name of [School Authority]:-----

Signature: -----

Date: -----

APPENDIX 3.3a

PARTICIPANT'S INFORMATION SHEET



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Dear Sir / Madam,

Invitation to Participate in A Research Study: Participant Information Sheet

I am a student at the University of Sussex in Britain, seeking to carry out a study titled Teacher Pedagogy in Private Schools in Ghana, in the region's Municipality, in partial fulfilment of a doctoral degree I am studying for. The purpose is to capture good pedagogical practices for lessons that can be learnt from them. This will be by describing teaching and learning in Form 1 English and Maths class lessons in 2 Grade-A private basic schools.

I wish to invite you to kindly participate in the research study, and most importantly, I would be grateful if you could carefully take time to read the information provided below on it. This will tell you why it is being done and what it will involve, so as to guide your decision to participate or otherwise. The information is provided under sub-titles, so as to help iterate what you really need to know and I will be very pleased to give any clarifications that you might further require for your further understanding.

Study Title

Teacher Pedagogy in Private Schools in Ghana.

Purpose of the Study

Ghana government sees private schools as a needed supplement to the nation's educational provision and delivery. The broad perception is that they provide quality education, since most of the children progressing from the basic schools to the senior high schools are from private schools, as official documents and studies confirm, and particularly from the mid to high-fee schools. Meanwhile, one of the key determinants of good quality education internationally, is the teacher's classroom practices for learning. This covers how the teacher skilfully articulates his content knowledge to inspire good learning in a healthy atmosphere. This is backed by informing aspects like knowledge, values, beliefs and justifications. It is also underscored by selective communicative and interactive strategies, employed to ensure desirable quality outcomes.

However, despite the fact that middle to high-fee private schools are seen as a way to get good education, what goes on inside their classrooms to make this happen is not quite known, for lessons to be learnt and applied in the public or other schools. Do they do well because there is something fundamentally different in the way pedagogical practices are working; or are their

pedagogies more conducive to learning? Empirical answers to these are not known, since the area of pedagogy per se has not been researched. This deficit gives a timely significance to this study for what lessons can be learnt from them.

The study is designed to be a classroom observation, plus follow-up informal interviews with the teacher-participants. Both observation and interviews will be audio recorded. The interviews are to seek clarifications, or further details, or purposes for the frequency of activities, or any issues of interest observed during their lesson delivery. I hope to carry out 3 lesson observations per teacher, of the best Maths and English teachers for Junior High School Form 1, in the two private schools being sought to be the participants for the study. The support and recommendation of the Municipal Education Office, in the region will help me to identify some of the very good schools in the region for the selection purpose.

Granted the kind permission of the Proprietors, Managers, or the Head teachers of selected 2 quality schools, their recommended teachers will be invited to be participants of the study. This will be by any appropriate approach the school may find fitting. Lesson observations are proposed to be within normal school hours and on any suitable day of the week or period for the lessons, in December, 2016, when schools are in session. The whole study is scheduled for a period of about 6 months.

Why You Are Invited to Participate

You have been nominated the best English/Mathematics teacher to Form 1 students in your school by the Proprietor, Head teacher or Manager, while your school also has been recommended and selected by the Municipal Education Office in the region as one of the best private schools in the district. I believe some lessons can be learnt from your manner of pedagogy. 2 participant teachers will be from your school, the other participant being the best English / Mathematics teacher, also in JH 1. Similarly, 2 other teachers, for the two subjects - Maths and English, will be invited from another recommended and selected school, to make the total number of participants 4 teachers in 2 schools.

Do You Have to Take Part?

Taking part in the research is entirely voluntary. If you should decide to take part in it, you may still feel free to withdraw from it at any time, and without giving any reason, or without it affecting you in any way. You could also ask for any data you have provided to be removed, if you so desire. However, two weeks after the write up has been done and you have been given a copy of the transcript, I would consider it to be too late to withdraw from it, since it would unfortunately change the already written text.

What Will Happen to You if You Decide to Take Part?

If you should agree to take part, I will consider you a participant of this study. The copy of this form you are currently reading will be given to you to keep for your records and to refresh your mind on your rights, and on the study's focus. You will also have at least a minimum of 24 hours to further think through your decision. You will then be required to sign a Consent Form to formally indicate your decision, if you are definite about your participation. We could then arrange, following any procedure your school requires, 3 different and suitable sessions for the same Form 1 class you will be teaching, where I can come to sit in to observe as a participant.

The approach for informing and seeking the consent of the school children, who will be the indirect participants, will be according to the school's directives. Again, following the school's directives, we may arrange the convenient days and times involved. I may interview you informally after your lesson, and as may be convenient, for any clarifications, any reasons, or on the frequency of doing certain acts, or on any issues in relation to the study that may come up during the lesson delivery. Such interviews may be between 5 minutes and 20 minutes and maybe for just one or two sessions. Class observations, however, may cover the full length of a lesson period. Observations may also be expected to be during regular school hours. You should expect to have a chance to read through the data gathered to inform and develop your pedagogical practices.

What Are the Possible Disadvantages and Risks of Taking Part?

There are really no risks involved in taking part. However, there could be the possible inconvenience of availing yourself for follow-up interviews. If you should have any concerns about what and how data is represented, I would like to assure you that as a participant, part of your right is to review the data findings as part of the study processes, before a final write up is made. Therefore, you will have a chance to correct whatever needs to be changed or expressed differently. It is only after these measures, that a final report of the findings of the study can be given to you, and to the school authorities.

Possible Benefits of Taking Part

As you avail yourself to be observed in your pedagogical practices, I believe you will directly benefit from this study, by virtue of the opportunity to reflect and organise your thoughts and skills for the teaching you do so well. It will help create your awareness of your strengths and what you would like to do even better. Other beneficial outcomes of the study should be your sensitivity to the way the macro and micro environment is shaping classroom pedagogies, which will hopefully create a stronger desire to help you make some necessary adaptations where relevant and to succeed in the face of the challenges the environment might be posing. We mutually stand to benefit by getting to understand the topic further.

Will What You Say in This Study Be Kept Confidential?

All information collected about you as an individual will be kept confidential. Interview transcripts will only be identifiable by a code. Also, every participant's name will be assigned a random identity which will link the data and the name. The lists of identity names and addresses, as well as your institution's name will be kept separately from my research data and only my supervisor might have access to them. All personal references leading to the individual will be removed. You may be assured that the research data will be used for a thesis write up and if it is further needed to be used in any way, your formal permission will be sought and all necessary procedures will be followed. Data will be kept securely, and if you should of your own accord release any personal information in the course of the interview, your data will be held in accordance with the Data Protection Act, 1998.

What to Do if You Want to Take Part

In not less than 24 hours after you are given the Participant Information Sheet, I hope to make a follow-up call for a possible feedback. If within that period you have decided to participate, you may indicate so, when I call or you may please give me a phone call on my mobile number 0208188243 indicating so, any time after 24 hours once you are decided. I shall then arrange to get you the Consent Form to sign for me to send to my university, which will indicate officially that you have given your consent with a full understanding of what your rights are and what to expect. You may sign the form in duplicate, so that you may keep one for your reference. We both will then arrange a convenient day for me to visit your school authorities for the necessary arrangements for the study.

What Will Happen to the Results of the Research Study?

The results of this research study will be handed in as a thesis for a doctoral degree to the School of Education and Social Works at the University of Sussex, for assessment and defending. It is not meant to be published otherwise, without your kind approval to that instance. I shall give a report of the findings to you for your personal interest and a copy to the school authorities.

Who Is Organising and Funding the Research?

I am conducting this research in partial requirement of my post graduate study degree, as a student of University of Sussex, Brighton, UK, with the School of Education and Social Work.

Who Has Approved The Study?

The research has been reviewed and approved of by my supervisor and then by the University authorities, represented by a Social Sciences & Arts C-REC (Cluster-based Research Ethics Committee), through the School of Education and Social Works ethical review process.

Contact for Further Information

You may please contact Professor J.B. Pryor by mail through this address: J.B.Pryor@sussex.ac.uk for any further information, or if you should have any concerns about the way in which the study has been conducted, or if you should need any clarification and directives. University of Sussex has insurance in place to cover its legal liabilities in respect of this study.

Finally, I wish to express my sincere gratitude to you for making the time to read this Information Sheet. I hope it has been of help to you in your decision-making process, and whatever the outcome of your decision, your attention given remains greatly appreciated.

Yours truly,

.....

Date

.....

APPENDIX 3.3b: PARTICIPANT'S CONSENT FORM

PROJECT TITLE: **Teacher Pedagogy in Private Schools in Ghana**

PROJECT APPROVAL REFERENCE

ER/IA99/1

I agree to take part in the above University of Sussex research project. I have had the project explained to me and I have read and understood the Information Sheet, which I may keep for records. I understand that agreeing to take part means that I am willing to:

- Have 3 of my lessons observed by the researcher
- Make myself available for a follow--up interview, based on the lesson should that be required
- Allow the interview to be audio taped to enhance the careful transcription of the data

I understand that any information I provide is confidential, and that no information that I disclose will lead to my identification, or of any individual in the reports on the project, either by the researcher, or by any other party. I understand that I will be given a transcript of data concerning my lessons for my approval, before it will be included in the write up of the research. A final report will be given to me and to my school authorities. I understand that my participation is voluntary, and that I can choose not to participate in part or in all of the project. I understand that I can withdraw at any stage of the project, and even ask for any data I have provided to be removed, without being disadvantaged in any way.

However, if the write up has been done already, and I have already received the transcript for a minimum period of two weeks and over, then it will be considered too late for me to withdraw, since it will change the already written text. I consent to the processing (anonymising) of any personal information I might of my own accord disclose in the course of being interviewed, for the purposes of this research study. I understand also that such information will be treated as strictly confidential, and handled in accordance with the Ghanaian law and with the UK Data Protection Act of 1998.

Name: -----

Signature: -----

Date: -----

APPENDIX 3.4: SEMI-STRUCTURED INTERVIEW

Name of School	
Subject for Observation	
Topic for Observation	
Interview Observation Sequence (No)	
Name of Teacher Participant	
Date of Observation	
Start Time - End Time	
Class Size	
No. of Boys/ Girls Present	

Some Issues to Consider for Follow up Interviews	
1. How knowledge of the school's goals and curriculum reflect in teaching?	
2. The source of teacher's ideas for teaching	
3. How the teacher reflects on personal practices	
4. Whether the teacher shares experiences with colleagues and learns from them	
5. How the school supports teaching practices?	
6. How often are certain practices observed used by the teacher?	
7. Whether teacher uses the cane and how	
8. How learning standards are sustained in the classroom	
9. How often are teaching/learning materials are used	

APPENDIX 3.5: LESSON OBSERVATION GUIDE

LESSON OBSERVATION GUIDE	
Name of School	
Grade of School	
Subject for Observation	
Topic for Observation	
Lesson Observation Sequence (No)	
Name of Teacher Participant	
Date of Observation	
Language of Instruction for the Lesson	
Lesson Duration on Official Time Table	
Start Time – End Time	
Regular Class Size in Register	
No. of Boys Present / Absent	
No. of Girls Present / Absent	
THEME OF PEDAGOGY	LESSON OBSERVATION
Teaching Approach	
Creating Meaning out of the Lesson	
Classroom Learning Atmosphere	
Traits of roles and Identities	

APPENDIX 3.6a: TRANSCRIPT OF MATTHEW'S LESSON 1 ON READING AND COMPREHENSION**OBSERVATION AND FOLLOW-UP INTERVIEW**

Researcher	Iris Amponsah-Efah
Country	Ghana
Region of Study	Ashanti
Name of School	Alpha School
Grade of School	J.S.1B
Subject for Observation	English Language
Topic for Observation	World AIDS Day
Observation Sequence (No)	English Lesson 1
Name of Teacher Participant	Alpha Mathew
Date of Observation	11/01/2017
Language of Instruction for the Lesson	English Language and local dialect (Twi)
Lesson Duration on Official Time Table	1 Period
Start Time – End Time	12:32 – 13:13
Regular Class Size in Register	39
No. of Boys Present / Absent	Total no. of Boys = 20, Boys Present = 18, Boys Absent = 2
No. of Girls Present / Absent	Total no. of Girls = 19, Girls Present = 18, Girls Absent = 1
Record of Lesson Plan and Forecast	Available
Assessment Record	Available
Record of Follow-up Interview	Available
Record of Classroom Environment	Noted
Classroom Lesson Audio Recorded	Yes
Notes	

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
TA	Teacher: (Teacher already has the laptop set up) The video is related to what I'm going to discuss and what we're going to read about. So quickly and come a bit closer. Students pull their chairs forward to the laptop.	<ul style="list-style-type: none"> Class already set. Teacher ready for children. Good preparation. Lead-in with a video clip.
TA	You will watch it yourselves, listen to it carefully, then after that I will ask you one or two questions. So let's prepare to listen.	Children gather around the laptop.
TA	VIDEO (Interview of an HIV victim)	The topic has contemporary relevance.

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
<p>TA</p> <p>MLR</p> <p>R&I</p> <p>TA</p> <p>MLR</p> <p>R&I</p>	<p>“In the media, wobEka AIDS a wose babaso kraman” (euphemism is used when referring to AIDS in the local dialect). So, let us try as much as possible to use the correct nouns. “MepakyEw yoo” (Yes please). Mennyaa AIDS, mEnya HIV (I don’t have AIDS, I am only infected by HIV). Yes, it is because EyE misinformation (It is because, it is a misinformation). <u>Even in the kingdom of God, pastors no sE omo kan Bible no akvi oo, sika pE nti omo nnka Bible no mu nokorE nnkviE yEn(even some pastors don’t tell us the entire truth in God’s word).</u> <u>Some years back, so many pastors even though koraa Sɛ (that) HIV was a curse from God and they had some biblical scriptures to support it. Today, I challenge them to come forward. Today and I’m doing this announcement sE Pastor bi feel sE HIV is a curse from God aa omra mmEkyerE which part of the scriptures a EkyerE sE HIV EyE curse from God (If any pastor still strongly believes that HIV is a curse, he should come up and show us Bible references to that effect).</u> <u>Omo nim omo ho (The culprits know themselves). Osofo nso bEtumi anya HIV (A pastor can also contract the disease). In Ghana, so many pastors are HIV positive. In Ghana, yEwa ahenfo bebre a womo wa HIV, journalist Edwoso, kyoooo. Teachers anya, nkwadaa nketenke a yawo omo nnE omo wa HIV (there are a lot of chiefs, journalists and even teachers who are HIV positive).</u></p>	<ul style="list-style-type: none"> • The topic discourages the local euphemism used to describe AIDS. • Teacher uses local dialect to reiterate the common discussions and sayings the children are used to. (people tend to say they have HIV but not AIDS). It shows lack of education in the society. • Teacher, also a church minister, challenges illiteracy and ignorance in the society, pointing some pastors’ responses to HIV that it’s a curse from God. (it used to be common news on air that some pastors condemn those infected and seem to deplore them their presence in their congregation. They use the name of God to solicit belief also is, are unacceptable today. Also, that he as a minister would prove them wrong. • Teacher allays the stigma around the disease by reiterating that it can and is contracted by all categories of people. and compliance) • With more intense education communities are learning to deal more appropriately with the victims. • Teacher says and throws a challenge for such pastors to show up to face him in a jovial manner and yet in a restrictive way in the sense

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
		that such manners of pastors, which he himself
TA R&I	<u>HIV nnyɛ nna mu vareɛ nkoa, nnyɛ sexual intercourse nkoa na ɛde ba (HIV is not only transmitted through sexual intercourse). Enti sɛ ɛnam other means aa woyɛ nipa yi deɛ(Since there are other means of transmission,) you can get it through other modes of transmission:</u> <u>Everybody, including we too, are all at risk.</u>	Teacher touches on sources of the disease. He uses the local language to bring the lesson close to the children. He touches on the misconceptions of the society that it is through sex and all is at risk.
TA	Teacher (After Video): Right, this is a brief footage. Quick before we resume to our various seats, what do you think is the main thing the man being interviewed is talking about? Aha. Lesly (Teacher points to one student)	<ul style="list-style-type: none"> Teacher uses technology to aid his lesson. A man is interviewed on his reaction to the disease he has contracted.

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
TA	Student: HIV	
TA	Teacher: He's talking about HIV. Ok, anybody else? Do you all agree that he's talking about HIV?	
TA	Class: Yes, Sir.	
TA	Teacher: <u>Good. This morning our lesson is basically on, or we are going to read something on HIV and AIDS. We're going to read something on HIV/AIDS.</u> We don't have much time today. I will bring it back, so that we listen to it carefully, but this is just to introduce the topic to you. Are you here?	Teacher introduces the topic in their comprehension passage as HIV/AIDS. Teacher sets a tone of seriousness and appropriate behaviour by his initial speech of introduction to the topic.
TA	Class: Yes, Sir.	
TA	Teacher: Let's watch another video. Listen to this one too. 2 nd video – woman to spread to 2000. Objectives spelt out. Id words/phrases/sentences. Read and answer. Construct simple sentences. Give 4 moral lessons	Teacher shows another video excerpt about moral issues which is in line with objectives he has listed on the board.
TA	VIDEO 2	
TA	Another woman infected with HIV. Let's listen to the story. Beat plays.	
CC	Murmurings	
TA TA	News Reader: The glorious identity has remained anonymous. It's from Nepunion, Kenya. She has confessed to infecting 324 with HIV so far. Oh yeah, she's not done. Yes, as a matter of fact, she has a goal of infecting up to 2000 men. All this was posted on the confession of the Guinean's scandal site.	
TA	Teacher (pauses video): <u>What is the goal of this HIV infected lady? What does she intend to do?</u>	Teacher pauses video and questions to ensure that children are following the discussions in the video.
TA	Student: <u>She intends to infect 2000 men with HIV.</u>	
TA	Teacher: <u>2000 men!!! And so far, how many? (Children echo 300) She's around 300, and she's still counting. Are you ready?</u>	Teacher arrests the interest and attention of all the children by asking questions on the intention of the woman who aims at infecting vindictively.
TA	Class: Yes, Sir.	
TA	Teacher: Hmmm this is a very serious issue. Let's continue.	
TA	(Video continues) On her Facebook page, in a post, she reveals how she contracted the HIV from a man she met at a party. She explained how she went to the party with some of her student friends and after the club she woke up the next day...(video paused)	
TA	Teacher: Hmmm. Like I told you earlier on, what we're going to do today, we will not go into details. However, whatever we tackle, I believe before the lesson ends, will be of much/benefit to you.	Teacher stresses the use of the lesson to the lives of the children. This puts them on the alert.
CC	<u>Yello</u>	There are cordial relations between teacher and children by use of words "yello"
CC	Class: <u>Hi</u>	

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
CC	Teacher: <u>Yelloooo</u>	
CC	Class: <u>Hiiii</u>	
CC	Teacher: You are not here.	
TA	Teacher: <u>You will sit in groups then I distribute the books to you.</u>	<ul style="list-style-type: none"> • Group seating. • Use of text books
TA	Students rearrange their chairs into the original position. Dragging of chair sound.	
TA	Teacher: Hurry up please, hurry up. Now while he shares the books, what have you heard? What do you know? Let's first try and see if we can explain the acronym HIV (on the board). These are acronyms. All of you, "acronyms."	Teacher deals with definitions. "Acronyms" introduced. He explains the acronyms of HIV/AIDS
TA	Class repeats: Acronyms.	
TA	Teacher: <u>Good. You just pick the first letters of the words then you put them together. They are not abbreviations. Sometimes we mistake acronyms for abbreviations. Here, if I want to write an abbreviation for doctor (Teacher writes on board), the abbreviation will go as we all know, Dr. Can you hear?</u>	<ul style="list-style-type: none"> • Teacher distinguishes between abbreviations and acronyms to remove confusion. • Teacher uses illustrations to explain. • Teacher ensures that all children can hear. Voice control.
TA	Class: Yes, Sir.	
TA	Teacher: <u>An acronym is quite different from abbreviation. An acronym, is the first letter of words put together. Do you understand?</u>	
TA	Class: Yes, Sir.	
TA	Teacher: Abbreviation usually is the short form of words. Let's move on. Now quickly, I'm sure some of us, if not most of us, or all of us, have heard something about HIV/AIDS before. So let's quickly go through that. What is the full meaning of HIV?	The subject matter is of contemporary relevance worldwide.
TA	Student raises hands.	
TA	Teacher: Yes	
TA	Student: Human Immuno-deficiency virus.	
TA	Teacher: Please a bit louder and a bit slower. Aha	
TA	Student repeats, this time louder and slowly.	
TA	Student: Human Immuno-deficiency virus.	
TA	Teacher: (Writes on board whiles repeating what student said) Human	
TA	Student: Immuno-deficiency	
TA	Teacher: Immuno-deficiency. Thank you.	
TA	Student: virus.	
TA	Teacher: Virus. Human Immuno-deficiency virus. The next acronym AIDS? (Teacher calls student) Addo?	
TA	Student: Acquired immune-deficiency syndrome.	

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
Explains acronyms of HIV/AIDS. Explains with aid the acronym AIDS Expands answer given. Gives illustration with other questions TA	Teacher: (Writes on board whiles repeating what student said). Acquired immune-deficiency syndrome. Human Immuno-deficiency virus and Acquired immune-deficiency syndrome. <u>It is human because it is related to mankind. Are you here?</u>	Teacher expands the answer given.
TA	Class: Yes, Sir.	
TA	Teacher: Immuno-deficiency? Someone should help us with Immune-deficiency. How do you understand Immune-deficiency?	Teacher gets the definition through questioning.
TA	You want to say something?	
TA	Student: Yes, Sir.	
TA	Teacher: Louder.	
TA	Student: it means that the disease affects the immune system.	
TA	Teacher: <u>(repeats what the student said and adds a word) It means that the disease or the virus affects the immune system of man. Deficiency comes from the adjective deficient, or it is out of the word deficient that we get the word deficiency, which means to be in short of, or to be in small or smaller amount. Once it attacks the immune system, what do you think will happen? Anyway, what does the immune system do? What is the primary function of the immune system?</u>	<ul style="list-style-type: none"> Teacher expands the answer given by further explaining. Teacher asks leading questions to bring out the definition.
Children raise hands TA	Student raises hand up.	
TA	Teacher: Mamudu. Yes.	
TA	Student: The immune system fights against diseases in our bodies.	
TA	Teacher: Ok, I'm going to stand at the back and see if I can hear you. Don't talk as if you're talking to your interviewer. (Teacher moves) I want to hear you. Aha	
TA	Student (Speaks louder this time): The immune system fights against diseases in our bodies.	Teacher stands away to compel student to talk out to the hearing of the whole class.
TA	Teacher: The immune system does what? Adam, what did she say?	
TA	Student: The immune system fights against diseases in our bodies.	
TA	Teacher: <u>Fights against diseases in our bodies. So there's an element of fighting here. In other words, defense. Are you here?</u>	Teacher expands answer given.
TA	Class: Yes, Sir.	
TA CC	Teacher: <u>They don't only fight but they also defend the body from getting infected. Eii adEn mo nni ha? Mo nni ha anaa? (Are you students paying attention?)</u>	<ul style="list-style-type: none"> Indication that students are not being their usual selves. They are possibly affected by the presence of the visitor observer. Teacher uses the local language to bring down/home the concern raised of quietness.

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CC	Class: Yɛwo ha (We are paying attention)	
MLR	Teacher (continues lesson): Alright. So, we said they don't just fight against, but also defend. I hope you're following. <u>Now the virus... What is a virus? Not a computer virus. Yes?(Teacher points at student with hand up)</u>	
TA	Student answers but the voice is very faint.	
TA CC	Teacher: Do you mind screaming? Somebody screaaaam! So, scream!	
TA	Student: <u>It is an organism that brings harm to the human body.</u>	
TA	Teacher: <u>Good. An organism that brings harm to the human body. I like the word harm, to the human body or system. Any other idea about virus?</u>	Teacher commends answer given by a student. He points out the significance of a word used by the student "harm."
CC	Students murmur.	
TA	Teacher: Yes, I can hear micro micro micro. (teacher calls student) Blankson?	
TA	Student: <u>It is a micro-organism that brings diseases to infect the body.</u>	
MLR	Teacher: <u>It's a micro-organism that brings diseases to affect or to infect the body. When we say something is micro. We've heard of microchip right? (demonstrating tiny with his finger)</u>	Teacher expands answer given by student.
CC	Class: Nods in agreement	
MLR TA	Teacher: <u>We have a microchip. We have microphone, Microsoft. Micro means small, minute, sometimes it is not visible to the physical eye unless it is viewed under a powerful microscope.</u> Now let's quickly look at this one too; AIDS. AIDS. (teacher writes on board) You know there is a word; aid. That one is there, but we are not looking at this word. We are looking at the acronym AIDS- Acquired immuno-deficiency syndrome. When we say acquired, what does it mean? (Teacher calls student) Anan?	Teacher requests the meaning of the acronym AIDS by first eliminating the meaning of the word aid. The potential confusion is dealt with first.
TA	Student: (Speaks in low tone) It means you have gotten it.	
MLR	Teacher: It means you have gotten it or you have taken it, or something has come to you. You've taken possession of something right?	Teacher expands the answer given.
TA	Class: Yes, Sir.	
CC	Teacher: Acquired, acquisition, to acquire. The next word; immune. We are to explain immune-deficiency. It's got to do with the immune system of man. The immune system we all know, <u>(Interruption: one student's younger sibling comes to take money from her.) Sweetly hurry up. Dear friend, one minute. He says his money. You don't have change? How much is he taking?</u>	When class is interrupted by a student's sibling the teacher makes an intervention by providing the need of the student's sibling. The teacher shows generosity.
TA	Student: <u>One cedi.</u>	
R&I CC	Teacher: <u>Okay take your one cedi. Enjoy your one cedi ok. Good. You're welcome, dear. Bye bye. He's happy. Fa ma noa wonnfa mma no, na menni one cedi menni one cedi, na wote ha. (Instead of giving him his money, you are giving the excuse that you do not have one cedi). So, can we move on? (class laughing)</u>	Teacher uses the local language Twi to crack a joke to release tension. The class relaxes with laughter.

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TA	Teacher: (Lesson continues) <u>The immune system, we said, has got to do with the urmmm protective system</u> in man that protects us against diseases, and the word deficiency, we said early on; none, or smaller quantity, low quantity. What is a syndrome? Yes, Takiwaa any idea? What is a syndrome? <u>Quick quick quick. We're going to do reading and comprehension on HIV/AIDS but you can't do that if you don't understand what we're actually going to read about. That is why I am taking my time to go through all this so that when I set the ball rolling, you will not find yourself wanting.</u> I hope all is clear?	<ul style="list-style-type: none"> Teacher raises questions to bring out the meaning of every word in the Acronym. By so doing, he ensures understanding by all. Teacher leaves no stone unturned about the meaning of the topic and teacher then explains why at this point in time he is stressing every word in the subject matter.
TA	Class: Yes, Sir.	
MLR <u>Class control</u> When a student doesn't pay attention, teacher calls out the name to arrest his/her attention. <u>Inclusiveness</u> Teacher ensures all children are participating and voicing out their ideas and understanding.	Teacher: Good. <u>A syndrome is a collection of diseases or illnesses or sicknesses.</u> Adam wawie (Adam are you done)? <u>A syndrome is a package, a collection, that is, different sicknesses coming together. So, we say acquired immune deficiency what? Syndrome. HIV/AIDS and sorry HIV and AIDS are not the same but one leads to the other. Which one leads to the other? Yes? Which one? I want somebody who has not spoken today.</u>	Teacher tackles the difference between the HIV and AIDS. He deals with the definitions.
TA	Student: HIV leads to AIDS.	
TA	Teacher: HIV leads to the AIDS. Ok. How many of you agree with him?	
TA	All students' hands go up.	
CC	Teacher: Oh wow! I don't agree with him. I don't agree. Kuukuwa? Alright I agree. Very good. Now let's clap for her. (Class applauds). Very good. <u>Ok let me ask a follow up question. Why do you think HIV leads to AIDS? Now you're getting the concept, you're getting the picture, you're getting the whole idea. Why do you say it's related? Leticia.</u>	<ul style="list-style-type: none"> Teacher introduces another concept by asking a thought-provoking question. Teacher urges student's confidence on by calling for a clap for her.
TA	Student: Sir, because HIV, the virus is now affecting the immune system.	
CC MLR TA	Teacher: <u>With the HIV, because the immune system is broken down, the viruses have access, 100% access to every part of the body and these viruses, they are terrible. More than terrible. Instead of the virus being fought against by the antibodies in our system, these viruses are so powerful and dangerous, that they rather engulf or they eat up the antibodies in our blood system. Enti sE HIV virus baako bie nanum aa, antibodies beve deE Ewo ho na ewuramu (Just one virus can engulf a lot of antibodies, leading to their destruction). Assuming (teacher</u>	<ul style="list-style-type: none"> Teacher expands the answer given with illustrations and diagrams on the board. Teacher uses the Twi language to explain the effect he wants to create

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	<u>draws on board) this is the HIV virus, we have your antibodies there (draws on board). When the virus, opens its mouth, hwiii (at a very fast rate) it can pick up about thousands of the antibodies, so it means that the rate of deterioration in your system is faster than you can ever think. Are you here?</u>	<p>with the explanation on how the HIV virus works.</p> <ul style="list-style-type: none"> Teacher draws to illustrate how the virus works while using an imagery of swallowing.
	Class: Yes, Sir.	
	Teacher: So, a moment.	
<p>Class control</p> <ul style="list-style-type: none"> Teacher causes intervention in situations where siblings come in for their monies. Teacher shows generosity. <p>R&I CC</p>	<p>Interruption: <u>You want who? What do you want? To collect money. How much does he also need? One cedi. Ei as for today all the one cedis will go oo.</u> (Class laughs)</p>	
<p>CC</p> <p>MLR</p>	<p>(Lesson resumes) Teacher: so that is the picture I wanted to paint to you. <u>Ok so at the end of the day, you realise that all these will set in and you get different kinds of sicknesses and diseases. (Teacher cracks jokes) Yareɛ bīaa ebetwam a, ɛbɛkra wo. Herr, yafono yadeɛ ɛbɛtwam a, wose koo mekɔɔ. Eti pae ɛbɛtwam aa, wose koo mekɔɔ (You can go down with any disease, be it headache, stomach upset). That is, any simple thing your body becomes exposed to, once your immune system is broken down, your defense system is gone, your body becomes susceptible to it. If you are sleeping without a mosquito net, every mosquito, be it culex or anopheles will give you a bite before passing on. You know that?</u></p>	<ul style="list-style-type: none"> Teacher seizes the opportunity to share humour to release tension in the class. Teacher uses various illustrations and literary devises. (personification for sicknesses) as he shows how they intrude in the victim's life. Use of the local language is significant here. Children identify well and associate with illustrations used in the Twi language imagery created. Teacher uses varied illustrations.
CC	Class laughs. Lots of mutterings and funny examples amongst the children.	
TA	Class: Yes, Sir.	
TA	Teacher: Okay so enough of that. Let me see, urhmmm, open to page 83 and let me show you something. Are you all there?	Teacher uses text books for reading comprehension.
TA	Class: Yes, Sir.	
TA	Teacher: Are you all there?	
TA	Class: Yes, Sir	
TA	Teacher: We've gone through what HIV is, we've gone through what AIDS is and then let me quickly spell this one out. It will also help you a lot. I am anticipating that by the end of the lesson, <u>every child here</u>	Teacher spells out his objectives for the topic being treated. (literature commends dealing with all such

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R&I	<u>should be able to identify words, or phrases or idioms that are not known to you.</u> You should also be able to read and answer all the questions on the passage and then, use <u>the new words, phrases or idioms in sentences. Identify your own simple sentences. Then also, at least you should mention four moral lessons from the passage. Somebody has started yawning today. Why?</u> are you hungry or angry? Which is which?	concepts when teaching reading comprehension)
TA	Student: No, Sir.	
<u>Preparation</u> <ul style="list-style-type: none"> Teacher has objectives listed on the board. Knows topic to be dealt with so comes in prepared with a video clip which helps with his definition and situation of the subject matter. The definition of the subject matter is not listed in the objectives for the week, yet it is intensively treated. Teacher reiterates that the subject matter is morally related and has a contemporary relevance. 	Teacher: None of the above? Ok I hear you. So back to what I said, <u>you should be able to identify words, or phrases, or sentences or idioms that are new to you from the passage. Two, you should also be able to read and answer the questions very well, and three, you should be able to construct your own simple sentences with the words you've identified, and four, give me four moral lessons. In fact, you should be able to at least give me four moral lessons. This is a morally-related issue. I hope you are doing good? It's something that has got to do with man. It is within the society. Who even knows if somebody here is HIV positive? It is not written on my forehead. Is it written on my fore-head? Who knows, I may be, or you may be a victim. At the end of the day, we pray that nobody suffers this kind of deadly disease. Halleluyah oo! (local way of saying halleluvah)</u>	
TA CC R&I		
	Class: <u>Amen!</u>	
<u>Culture</u> <ul style="list-style-type: none"> Teacher's expression echoes a concern and wish in the Ghanaian's mind and heart. He uses a local way of expressing a heartfelt wish or desire. Teacher does exercise orally in class, though the text book requests it be done in exercise books. This is probably because the questions are based on health and requires more clarification for deeper understanding. Also, the 	Teacher: Ok let's see. Come to exercise B, the activity B. It says list the expressions in your exercise book, but here I will not ask you to list them. <u>We're going to do them orally. Now you're going to tell me which activity promotes good health. So, as I call out, you raise up your hand and then tell me. Taking a bath regularly. Does it promote good health or does it not? Yeah, we're going to see those people who don't like bathing. (laughter) Somebody didn't bath this morning? Or you all did?</u>	

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teacher seems to have interesting ways of hammering lifelong lessons from them. He creates a lot of humour that arrests and excites varied responses from the children. TA CC		
CC	Class: <u>Yes, Sir. (noise and laughter)</u>	
TA	Teacher: Okay, we shall soon see. Yes Ishak?	
	Student: Bathing promotes good health.	
<u>Classroom Atmosphere</u> Teacher jokes with children which makes lesson interesting. All children are alert and participating in the lesson. CC	Teacher: <u>It promotes healthy or good healthy life style. Good. Eating too many sweets. Mmmm, the candies, the toffees, the chewing gums. Yes. Too many sweets. (Noise) (Children mentioning names)</u>	
TA	Student: It does not promote good health.	
TA	Teacher: Is that so? She says it does not promote good health. Do you agree with her?	
TA	Class: Yes, Sir.	
TA	Teacher: Why are you saying so? <u>Yes Usman, why are you saying you agree?</u>	Teacher probes into the answers given to examine the children's understanding. Requires justifying the answer given
TA	Student: <u>Too much sugar is not good.</u>	
TA CC	Teacher: <u>Too much sugar is not good. I can see you like eating sugar. (laughter) Too much sugar is not good, why?</u>	<ul style="list-style-type: none"> Teacher jokes with children which releases a lot of tension. Teacher expands answers given and probes further into children's stance.
CC	Student: <u>You can also get diabetes.</u>	
TA	Teacher: <u>That is very dangerous. It's possible. That one, it depends on your system. But can we eat sugar throughout the day? Never!</u>	Teacher expands and gives further explanations to desired answers given.
TA CC	Student: <u>It can destroy your teeth.</u>	
TA	Teacher: <u>It can destroy your teeth. It's true,</u> and then drinking lots of water. Is it good?	
TA	Class: Yes, Sir.	
TA	Student: It promotes good health.	
TA	Teacher: <u>Drinking minerals. I mean soft drinks, because "minerals" around also refer to gold, diamond etc. We don't drink gold, do we?</u>	Teacher slots in his own question with explanations to clear ambiguity.

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TA	Class: No, Sir.	
TA	Teacher: Yeah. The soft drinks?	
TA	Student: It doesn't promote good health.	
Classroom Atmosphere Teacher carries out explanations in a humorous manner. TA CC	Teacher: <u>Good. Aha, too much of it doesn't promote good health. There are some of us, while eating fried rice and (teacher cracks joke) is it kitchen or chicken?</u>	
TA CC	Class: <u>Chicken.</u>	
CC	Teacher: <u>Fried rice and what?</u>	
CC	Class: <u>Chicken.</u>	
Culture <ul style="list-style-type: none"> Teacher uses Twi interactively. This helps children to understand better as an L2 language. This manner stirs children up to break into discussions spontaneously, which is a sign of learning taking place. CC	Teacher: <u>Na fanta si ha na malt nso si ha. ɔwe na woanom, ɔwe na woanom, ɔwiaa wobɛte ɛɛɛɛ. (There's a bottle of fanta here and malt there. As you eat some rice, you take in some drink as well) (students laugh) (discussions and noise)</u> So at the end of the day, you may think you've filled your belly with good stuff, but you're disturbing your immune system. You're disturbing your body. Drinking high alcoholic beverages. Is it a good habit? Does it promote good health?	
TA	Class: No, Sir.	
MLR	Teacher: Ok having sex with lots of people. Does it promote good health?	
TA	Class: No, Sir.	
TA	Teacher: Ok. Then all said and done, let's come down to the activity of reading. <u>Quickly scan through the passage and identify words that are uncommon to you. Scan through. I did not say read, just scan.</u>	Teacher directs children to do scan reading to identify words unknown to them.
TA	Students scan through their books.	
TA	Teacher: Yes, Kuukuwa.	Teacher writes words on the board which children list as uncommon. Teacher makes the children themselves come out with the uncommon words.
TA	Student: <u>Exhausted.</u>	
TA	Students mutter.	
TA	Teacher: Any other word identified? Yes?	
TA	Student: <u>Frown</u>	
TA	Teacher writes on the board.	
TA	Teacher: Good. Are these the only new words you've identified?	
TA	Student: Advise.	
TA	Teacher: Advise.	
TA	After some time.	

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TA <u>Preparation</u> <ul style="list-style-type: none"> Teacher has flash cards of words he presumes children may not understand or find common. Teacher reads out the words exhausted etc and requests children to repeat the pronunciation. 	Teacher: Okay, I also went through the passage. I have some of them on these flash cards with me. We have the first word; <u>Exhausted. All of you. (students repeat after teacher)</u>	Teacher predicts what the children will find difficult. This is a sign that the teacher has studied very well the abilities and weaknesses of the students, which will lead to his effectiveness in helping each child.
TA	Class: <u>Exhausted.</u>	
TA	Teacher: The next word <u>volunteer.</u>	
TA	Class: Volunteer.	
TA	Teacher: <u>Ordinary.</u>	
TA	Class: Ordinary.	
TA	Teacher: <u>Surprise</u>	
TA	Class: Surprise	
TA	Teacher: <u>Escape</u>	
TA	Class: Escape	
TA	Teacher: <u>Ignore</u>	
TA	Class: Ignore	
TA	Teacher: <u>Frown</u>	
TA	Class: Frown	
TA	Teacher: <u>Advise</u>	
TA	Class: Advise	
TA	Teacher: <u>Now when you look through these words, they've been written here as used in the passage, and I keep on telling you that words do not have meaning in isolation, unless they are used in a sentence. Are you here?</u>	Teacher draws children's attention to the context words are used in. He emphasises they are not used in isolation.
TA	Class: Yes, Sir.	
TA	Teacher: <u>I'll come again. Words do not make meaning in isolation, unless they are used in a sentence, or put in context. For instance, look at the word advice (that is American). Advice all of you.</u>	
TA	Class: <u>Advise.</u>	
TA MLR	Teacher: <u>Some will say "advise" (British accent). Now If I say "advise" and I don't write it, or don't put it in context, you know we have different spellings. The spelling right? (Teacher writes on board) If I say advise, how would you know I am talking about this or that (points from board). Especially when we're doing dictation and I say write advise? Some will write the first one, -ice and others will write – ise. Which of course when I'm marking, I should mark all of you correct, because I did not put it in context, so you get confused, or I should mark you wrong?</u>	<ul style="list-style-type: none"> Teacher explains some ambiguities that can arise from some words like "advise" and "advice" when they are mentioned out of context. Teacher introduces the vocabulary "ambiguity." He pronounces it and asks

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		the class to repeat after him.
TA	Class: No, Sir.	
MLR	Teacher: There's something we call "ambiguity." Say ambiguity.	
CC	Class: Ambiguity	
CC	Teacher: "Agyei" (exclamation of surprise) (laughter). I said am (interruption) Ambiguity.	Children make a wrong pronunciation and teacher exclaims in a humorous manner. Teacher corrects pronunciation.
CC	Class: Ambiguity	
TA	Teacher: <u>When we say a word is ambiguous, a statement is ambiguous, it means it has two or more meanings. Eɣɛ saa ɛma yɛnte aseɛ (that is, the meaning is not exactly clear). Ok so in order not to confuse you, when we're doing dictation, I must still put the words in context for you to understand which word you should write, and for me to also get the right response from you. Someone will not mistake this one for that and that one for this. Ok?</u> And there are so many of them in the system, but let's move on. When we say somebody is exhausted what does it mean? When do you become exhausted?	Teacher explains the meaning with the interaction of the Twi language.
TA	Student: I'm tired.	
TA	Teacher: When do you become exhausted? When do you become tired?	
TA	Student: When you work for a long period of time.	
MLR TA <u>Expansion of answers given</u> <ul style="list-style-type: none"> Teacher expands the answer given by the student with illustration. Teacher stands while teaching. 	Teacher: <u>When you work for a long period of time, because you're losing energy. Like I'm doing now; I'm shouting, screaming, writing at the same time. You are sitting. I'm doing much of the walking and talking, sometimes you also talk, but you're sitting so after teaching, I become exhausted. What do you think I need after teaching?</u>	
TA	Class: <u>Rest.</u>	
CC TA MLR	Teacher: <u>Hwɛ, I also need food! (students laugh). If you rest, you relax, but you also eat! (Laughter, Teacher holds tommy with funny face).</u> So, to be exhausted means to be tired. Volunteer. Aha if I should ask you what a verb is, you will say a verb is an action word right? That's all you know but a verb goes beyond that. Anyway, we're not treating verbs so maybe some other time. <u>Who is a volunteer?</u>	Teacher makes humorous interaction and gestures with children. Teacher inspires friendliness.
TA	Student: To take part in something.	
TA	Teacher: To take part in something. Ok good. I've not landed oo, because sometimes you take part in something and you get something back and sometimes you take part in something, but you get nothing back so which is which? Open your mouth everybody wants to hear you.	<ul style="list-style-type: none"> Teacher expands on answer given highlights the ambiguity in the given answer to demand further clarification or explanation from the child.

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		<ul style="list-style-type: none"> Teacher instructs child to speak out the hearing of the whole class.
TA	Student: <u>Someone who acts willingly.</u>	
TA	Teacher: <u>Someone who acts willingly. Aah Ok spell the willingly.</u>	<ul style="list-style-type: none"> Teacher probes further into the child's understanding of the answer given, by requesting the spelling of a word used by the child
TA	Student (<u>student spells</u>): <u>W-I-L-L-I-N-G-L-Y</u>	
TA	Teacher: Someone who acts willingly. Very good. Anyway, that's good. Any other? A volunteer?	
TA	Student: Someone who takes responsibility on herself willingly.	
TA	Teacher: Yes, who was on the floor?	
TA	Student repeats answer: <u>Someone who takes responsibility on herself willingly.</u>	
TA	Teacher: <u>Someone who takes responsibility on herself willingly, freely, without taking anything back. Ok. To do something out of your own will without being forced or requested to. It means you have volunteered.</u> The next word we want to look at. Ordinary. When we say something is ordinary. Quick.	Teacher explains the answer given by the student.
TA	Student: Very common.	
TA	Teacher: Very common. Very very common. Urhmmm it is not all that special. Everybody has it. <u>Surprised? Which verb form is surprised?</u>	<ul style="list-style-type: none"> Teacher asks which tense the next word, "surprised" is in. Children answer "past tense," which the teacher accepts.
TA	Class: <u>Past tense.</u>	However, the ambiguity as to whether it is the simple past tense is not clarified.
CC	Teacher: <u>It's past tense.</u> Surprised? Yep	
TA	Student: Something you are not expecting.	
TA	Teacher: Yes?	
TA	Student: <u>Astonished.</u>	
CC MLR	Teacher: <u>Ei another big word oo. To be astonished. To be amazed. Something unexpected. Were you surprised this morning to see mummy around?</u>	<ul style="list-style-type: none"> The answer given by the student is yet another big word. Teacher expands the answer and then relates the strange presence of the observer to how the children felt when they

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		saw a visitor sitting in their lesson.
TA	Class: Yes, Sir.	
TA	Teacher: Were you?	
TA	Class: Yes, Sir.	
MLR	Teacher: Because you were not expecting her right?	
TA	Class: Yes, Sir.	
TA	Teacher: So, this is what? A surprise for you. Right. The next word?	
TA	Class: Escape.	
TA	Teacher: Escape. My soul has escaped from the snare of the fowler. Escape.	
TA	Student: To vanish.	
MLR	Teacher: Hey. To vanish. So, if let's say, I got caught in a trap and then I get released does it mean I've vanished?	
CC		
TA	Class: No, Sir.	
TA	Teacher: Anyway, you are not wrong but to say vanish makes 'escape' something. Kakra.	
TA	Student: To free yourself.	
TA R&I	Teacher: To free. Ok. Anyway, sometimes somebody will get escape and then vamoose. David, that's ok. To escape, to free or to set loose. The next word 'ignore'. <u>Once again, I'm taking my time to go through all these, so that at least if we're not able to do the reading this time, the next time we will go straight unto the reading. So, let's continue. To ignore means?</u>	, Teacher explains to children why he's spending quality time to go through the meaning of the words with them.
TA	Student: To avoid something.	
TA	Teacher: To what?	
TA	Student: To avoid something.	
TA	Teacher: To avoid something, ok. To ignore, to avoid.	
TA	Student: <u>To refuse to pay attention.</u>	
MLR TA	Teacher: <u>To refuse to pay attention to. Sometimes you ignore certain things. Like I came here, somebody will decide to ignore me. You know sometimes we come to class and then some of you ignore us. Not paying attention to the teacher and that is not a good practice.</u> Anyway. Frown? Awo, say frown five times.	Teacher expands answer given by student and seizes opportunity to correct an undesired practice of ignoring teachers.
TA CC	Student: Frown Frown Frown Frown Frown	
CC	Teacher: Ok. (teacher selects some students to say frown five times)	
CC TA	Selected students: Frown Frown, Frown, Frown, Frown	
TA	Teacher: Bernard	
TA	Student: Frown Frown	
TA	Teacher: Kakra	

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TA	Student: Frown Frown	
TA CC	Teacher: Kakra take your time.	
TA CC	Student: <u>Frown Flown Flown Flown Flown</u>	
TA CC	Teacher: <u>Ei listen carefully oo.</u>	
TA CC	Student: <u>Frown Frown Flown Flown Flown</u>	
MLR	Teacher: All of you frown.	
TA	Class: Frown	
TA	Teacher: Frown	
TA	Class: Frown	
MLR <u>Cultural</u> <ul style="list-style-type: none">Teacher draws attention to pronunciation. In the Twi language people tend to nix the pronunciation of the letter “r” with “l”Teacher predicts rightly the level of understanding for the word “frown” as he requests demonstrations.Teacher also demonstrates but in humorous ways to get the class to laugh, to participate and be excited.	Teacher: The expression on some of your faces, suggests to me that some of you are saying flown. (students laugh) Ok so what does it mean? Sometimes some of you do this. (teacher makes a face)	
CC	Students laugh	
TA	Teacher: “Mrs. Adamu is calling me.”	
TA	Student: Feeling curious.	
TA	Teacher: <u>Feeling curious. Mmmm. Does the person frown his face? Curiosity? When somebody is curious, does the person frown the face? The person rather widens the face or brightens the face. Somebody should help her. Yes...</u>	Teacher raises questions that bring out the ambiguities in the children over exact meaning of these words.
TA	Student: To squeeze your face.	
CC	Teacher: <u>Squeezing? How do you squeeze your face? Squeeze your face and let’s see.</u>	Teacher requires demonstration to test student’s understanding of the word.
CC	Class laughs	Children give synonyms but teacher probes their understanding to ensure they understand every word they bring up.
CC	<u>Student squeezes face.</u>	This activity excites the class and everyone participates.

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
CC	Teacher: Those at the back cannot see you.	
CC	Class laughs.	
CC	Teacher: Okay yes... (to another student)	
CC	Student: Feeling furious.	
CC	Teacher: Feeling furious. Big big words. What's the meaning of furious? What's the meaning of frown? Furious means frown and frown means furious.	
CC	Class laughs	
CC	Student: Making your face annoyed.	
TA CC	Teacher: Herr making your face annoyed! (class laughs) Addo, how can you make your face annoyed?	Teacher requires a demonstration of these uncommon verbs to children through a lot of humour.
CC	Class laughs	
CC	Teacher: ok.	
TA CC	Student: Furious means anger.	
MLR	Teacher: <u>Alright furious means anger. All you're saying is right to some extent, however we usually frown our faces to show our disapproval to something. Usually we see that the brow will become wrinkled. You know the brow? Show me your eye brow. Where is your eye brow? (Children start showing all parts of face as the eye brow)</u>	<ul style="list-style-type: none"> Teacher expands answer given. He ensures children understand the words used by requiring a demonstration. Children reveal not all of them know what the brow is.
TA	Teacher calls student.	
CC	Teacher: Heyyy heyy	
CC	Class laughs	
CC	Teacher: <u>Somebody was holding the nose.</u> Class laughs hysterically. Yes, show me the eye brow. (Teacher calls two students forward to show him their eye brows).	Teacher teases their ignorance by saying someone impersonal was holding the nose for the eye brow. This causes the class to laugh.
TA CC	Teacher: Elikem come, Awotwe. The two of them are going to show us their eye brows. Yes, show me your eye brow. <u>ƐnƐ moahunu asem ato mo. (see the trouble you've gotten into today)</u>	Teacher calls forward two boys not paying attention and they both are unable to answer. He uses that to warn and solicit attention from all.
CC	Class laughs hysterically.	
TA CC	Teacher: <u>So, wrinkle. Wrinkle all of you.</u>	Teacher asks class to demonstrate wrinkling which causes much excitement.
TA	Class: Wrinkles	
CC	Excitement in class	
<u>Inclusion</u> teacher specifically calls on a child who has not spoken in the lesson.	Teacher: <u>Usually you see the eye brow coming a bit closer to show your disapproval. It means you disagree to something.</u> The last word, then	Teacher demonstrates wrinkling and explains the meaning.

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
TA	we're through- 'advice'. <u>Somebody who has not spoken. You. (teacher points to a student)</u>	
TA	Teacher (resumes teaching): Yep. Advice. OD. HwE Aba.	
TA	Student: To counsel someone.	
TA	Teacher: <u>To counsel someone. Thank you very much. This brings to light what I was talking about. That's why I keep on saying that words do not have meaning in isolation. If a word is standing alone, it has a different meaning.</u> So, like she said, to counsel is right? Yes. Any idea? Any other idea? We're bringing the lesson to a close. Yes, advice.	Teacher reiterates the purpose of using words in context.
TA	Student: A piece of knowledge.	
TA	Teacher: A piece of knowledge. The two are correct. The difference will come when I'm using the word advice in a sentence. Are you here?	
TA	Class: Yes, Sir.	
MLR TA	Teacher: <u>A piece of advice or a piece of knowledge. So, it could be an opinion, an opinion on what maybe you should do, or what you should not do on that particular thing, or what you want to do at that particular time. At the same time, it is a counsel. Do you understand? But look at the spelling. Let's come to the spelling then we finalise it and finish our lesson.</u> (teacher spells words on the board) This one is advice and the other one is 'advise' (both pronounced the same) <u>What is the grammatical difference? Yep? If I use the first one what does that mean and if I use the second one, what does that mean or when should I use the first and when should I use the second one? When should I use the -ice and then the -ise?</u>	<ul style="list-style-type: none"> Teacher expands the answer given to define the word. Teacher probes further knowledge of the word by examining the spelling. One ends with – ice, the other with – ise. This is quite challenging for the children so the teacher inspires children to think through with an attractive cash award. Teacher asks a question that prompts discussions among the children.
TA	Interruptions (Noise and discussions)	
TA	Teacher waits for a while; one student speaks out as the teacher focuses on him.	Teacher gives them time, waits a while for children to discuss and share their thoughts.
TA	Student: The first one is to give your idea or opinion	
TA	Teacher: And the second one, any idea?	
TA	Student: The second one, no idea.	
MLR	Teacher: The second one, no idea. Thanks for your honesty. Have you heard something we call homonyms?	Teacher further introduces another related concept, homonyms.
TA	Class: Yes, Sir.	
TA	Teacher: What are homonyms?	
TA	Student: Homonyms are words of the same sound but different spelling.	
TA	Teacher: <u>Homonyms are words of the same sound but what?</u>	Teacher applies the choral response strategy to sustain the lesson and to get everyone's attention to the digressing concept.

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
TA	Class: Different spellings	
MLR CC	Teacher: Homonyms are words of the same sound but with different spellings and this is a typical example of a homonym. So, I'm coming again. <u>"This one paa de£ nea obetwa no mema no ten cedis ei did I say ten cedis. Hw£ one cedi." (Whoever is able to answer correctly, will receive an award of ten cedis. Sorry, I mean one cedi)</u>	Teacher inspires children to think with an award of 1 cedi. This is an attractive amount for a school child, since it can conveniently top up a child's pocket money for the day to get some choice goodies.
CC	Class laughs / excited/ discussions/ all hands up (attempts to answer from floor)	This a strategy that helps to sustain a lesson's interest when it is applied in the middle on towards the end of a lesson.
TA	Teacher: Yep. When should I use the first one and the second one? The first one you did well. You said when you're giving your opinion about something. Yes.	
TA	Student asks teacher what the answer is.	
CC	Teacher: You're asking me. Hw£.	
<u>Intervention</u> Teacher uses good encouragement and awards as incentives for children to think critically about a thought-provoking question on the grammatical difference between advice and advise. TA	Teacher: <u>Yes, the second one. Try. Let's brainstorm. If you don't get it correct, I will rather take one cedi from each of you.</u>	
TA	Class: Yes, Sir. (hands up and attempts to answer)	
TA CC	Teacher: (being impersonal) If Mohammed will not go to the mountain, the mountain will go to Mohammed. Ow interesting. I was asking of the grammatical difference. Right?	
TA	Student: The first one –ice is a noun and –ise is a verb. Sir, my one cedi. (funny face. Shaking head)	
CC	Teacher: I will rather take one cedi from you. You discussed it. So that's one major difference between them. <u>Any two or three words that are homonyms.</u> Quick then we close. (Teacher points to a student)	
TA	Student speaks but it's not audible.	
TA	Teacher: What? I can't hear you oo.	
TA	Student: <u>Sun and son</u>	
TA	Teacher: <u>Sun and son (teacher spells) Ok. Thank you. Ok then I'll give it to you as an assignment. Give me 10 homonyms. God willing tomorrow, first thing in the morning, I'll collect them for marking.</u>	Teacher digresses to ensure children know and understand homonyms. To prevent distraction from objective of the lesson, teacher gives homework on homonyms.
TA	Class: Yes, Sir.	
TA	Teacher: Any questions? Do that in your note books. Any questions about what you've learnt so far?	

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
TA	Class: No, Sir.	
TA	Teacher: Okay, if there are no questions, I have questions. <u>What have you learnt so far?</u> Speed up speed up.	
TA	Student: We learnt about bathing regularly.	
CC	Teacher: <u>You and who?</u> (class laughs). <u>Wobɛwu a kasɛ mebewu nnyɛ yɛbɛwu. (If you're about dying, say you are dying and not we are dying)</u>	
CC	(class laughs). Funny face	
CC <u>Jokes</u> <ul style="list-style-type: none"> Teacher pulls funny faces to release tension as the class relaxes to laugh. It helps bridge the traditional gap between teacher and student and fosters good relations, good interaction friendliness. Teacher guides children to express what they've learnt in personal terms. This will help children develop habit of personally applying things they learn to their lives, thereby making the appropriate decisions. Teacher uses varied examples that are locally expressed in the Twi language. 	Teacher: <u>Say I learnt. Aha. I want you to personalise it. What you have learnt not what we have learnt as in collective pronoun, but you as a singular person. What have you learnt? You should rather say I will take my bath regularly not we will, "ebia na wonkoaa na wobɛ dware." (Maybe you will be the only person to bath regularly)</u>	
CC	Class laughs again	
TA	Teacher: Aha what have you learnt?	Teacher finds out what children have learnt.
TA	Student: Sir, I've learnt the meanings of some new words.	
TA	Teacher: You've learnt the meanings of what?	
TA	Student: New words.	Teacher applies the strategy of choral response to involve the whole class in talking and then to keep those dosing off alert.
TA	Teacher: Okay, so which words do you remember?	
TA	Student: Exhausted	
MLR	Teacher: Do you know we have a word called exhaust pipe?	
TA	Class: Yes, Sir.	
TA	Teacher: Where do we find the exhaust pipe?	

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
TA	Class: In cars.	
<u>Culture</u> A typical way of dealing with and coping with our ignorance (follies, weaknesses, insufficiencies, situations.) is to make joke of them. To laugh at oneself, making it easier to bear and to learn where new knowledge is involved. CC	Teacher: <u>Herrrrr let me tell you something funny. Sometime ago, we used to call that one “ajose” pipe.</u>	Teacher relates the word exhaust to a common pronunciation; which revelation throws the class into laughter.
CC	Class thrown in a frenzy of laughter.	
MLR	Teacher: <u>Little did we know that it was called exhaust pipe and what does it do? We’re entering into mechanics. Yes, what does it do?</u>	<ul style="list-style-type: none"> The class laughs because that has been and still is the common name used by drivers, fitters and the lay people. It is an accepted vocab which is hardly corrected when one goes to the fitting shop or wherever it is mentioned. Teacher gives the correct name and tackles another misconception on what it does.
TA	Student: That is where the fumes in the car passes.	Teacher asks leading questions to bring out the ambiguities and errors that are set in children’s minds.
TA MLR	Teacher: The fumes in the car? What type of fumes?	Teacher gets to know the errors that children have and he manages to set their minds curious to correct their faulty knowledge on it.
TA	Student: The fuel.	This can lead them to search for the right knowledge and so get to learn by their act.
TA	Teacher: The fuel?	
CC	Class laughs hysterically	
CC TA	Teacher: The fuel, then the car will never go. Yes Addo?	
TA	Student: Sir, where the heat passes.	
TA	Teacher: The heat passes? Interesting. You said that is where the fumes or smoke passes, fine but what type of fumes?	Teacher sets the digression as homework in order to pursue the objectives for this lesson. The children also will get the chance to dilate more on this error in the system or

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
		community. They can conduct searches on the net for new knowledge.
TA	Class is silent	
TA	Teacher: This one too homework oo!	
TA	Student: Sir, the car battery.	
TA	Teacher: The car battery?	
TA Cc	Class laughs	
TA	Teacher: It's ok. So, at the end of the lesson, I set out my objectives.	Teacher reviews the objectives covered together with the class. This could help children assess what they themselves have learnt.
TA	I said you should be able to identify and explain some new words. Were we able to do that?	They get to learn the skill of reviewing work done which can be applied later in studies and in life.
TA	Class: Yes, Sir.	
TA	Teacher: Good and then we also said, to read and answer all the questions in the passage. Were we able to do that?	This also helps them know what else to cover after having learnt so much for the day. They get to overview other important activities that the lesson fully covered can offer.
TA	Class: Yes/ No ... (noises)	
TA	Teacher: Were we able to do that?	
TA	Class: No, Sir.	
TA	Teacher: And, to construct your own simple sentences. Were we able to do that?	After this review, students are led to expect more from the topic.
TA	Class: No, Sir.	
TA	Teacher: Also, to mention at least four moral lessons. Were we able to do that?	
TA	Class: No and yes Sir. (Noises)	
TA	Teacher: Were we able to do that?	
TA	Class: No, Sir.	
TA	Teacher: So, we took our time to explain the concept of HIV/AIDS. We watched some video clips and we came to these ones. Are you here?	Teacher spends a lot of time on the concepts of both HIV/AIDS. Possibly so because they're real social issues worldwide. Deepest ideas that had to change habits to be learnt, new knowledge on it to be learnt (How the virus engulfs.)
TA	Class: Yes, Sir.	
	Teacher: So, if God grants us tomorrow, we'll come and continue the rest. The rest of the objectives are just straight forward, but the most important thing is your ability to identify these words, explain them, and they'll help	<ul style="list-style-type: none"> Teacher gives the children the idea of what they'll be doing tomorrow – to

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
TA	you to understand the passage very well. So, this brings us to the end of today's lesson. Thank you.	<p>continue with his outlined objectives.</p> <ul style="list-style-type: none"> Teacher does not rush through objectives as possibly to cover the lesson at the pace of the children. Probably estimated they could understand fastest from their background knowledge which turned out to be so.
TA	Class: Thank you, Sir.	

FOLLOW-UP INTERVIEW

Interviewer	Iris Amponsah-Efah (Researcher)
Interviewee	Alpha Mathew
Location	Alpha School JS1B English Lesson 1
Interview Date	(2017.01.11-12.32-01)
Interview Time	13:13 – 13:33
Total Duration	20 minutes
Language	English and local dialect (Twi)
Notes	<ol style="list-style-type: none"> 1. Interview is transcribed according to the flow of the conversation 2. As much as possible, direct transcription is applied 3. Grammatical mistakes and sentence flaws are corrected, without affecting the intended meaning of the sentences. 4. All facts are written as presented 5. Sentences that are repeated several times may not be repeated throughout the transcription.

For how long do you normally have the period?	
Ummm, thirty-five minutes for one and for a double period, it's one hour, ten minutes	Participant understands though and gives expected answer.
So, I see you have the lesson planned on the laptop. Do you always do this?	
Yes, and I present a hard copy to the head teacher for vetting. With the lap top I get to show videos and clips that might help the children.	<u>Use of Technology</u> Participant uses technology to enhance teaching/learning processes.
Do all the teachers do the same? Do they all work on the laptops and present hard copies to the head teacher?	
Actually, not all the teachers are comfortable with the use of the computer, though training is underway to get them all manage with it. As you can see (pointing to the pile of neatly arranged big notebooks for preparing lesson notes in front of the head teacher's office,) all books are presented for vetting.	<u>Lesson Preparation</u> <ul style="list-style-type: none"> • The school is in the transition of getting all staff to use the computer. • Lesson notes are all presented in hard copies. • Evidence of lesson preparation.
How do you come by your ideas of teaching? It was a very interesting lesson.	
We thank God Thank you very much. Yeah, naturally it is a professional love for it and I do it with all my heart.	<u>Sources of teaching ideas</u> <ul style="list-style-type: none"> • Professional love • UCC (Masters graduate) • Love for kids, natural abilities. <u>Sources of teaching ideas</u> <ul style="list-style-type: none"> • From dad and all siblings • Natural to them • By nature, humorous <ul style="list-style-type: none"> • Prevent sleeping <p>Occurrences before lesson can determine class atmosphere and practices. Teacher uses humour as a strategy to arrest attention</p> <u>Sources of teaching ideas</u> <u>Reflexivity</u> <ul style="list-style-type: none"> • Think about how to make it light and interesting for all children to participate and ask questions. • Cracks jokes managing a good balance.
Ok so you're a professional teacher?	
Yes I'm a professional teacher from the University of Cape Coast I completed my first degree in 2003 and had my Masters in 2012 I love kids Yes. It's something I do with ease	
So, did you have any teacher teach this way during your school days? I mean did you have.	
Yes, my dad was a teacher. My dad was a teacher. Myself, and three other siblings are teachers. I have other three siblings. It's in the bloodline.	
Do you always have your lessons this way? Is it humorous and ...?	
Yeah. The humorous aspect is also something related to me. I always love to create a serene atmosphere. My students hardly doze off when I'm teaching. I'm not blowing my trumpet... Yeah but sometimes too depending on the day. As natural human beings, sometimes what we carry from home or what you carry from the office, before you enter the class room can also have an effect on the way the lesson goes. However, we try our best to suppress that one.	
So, when you have an experience like that what do you do when you come to class?	
Well, I try to do my best to suppress it, but inwardly I don't feel too well It is emotion. You feel that no, this is not your best, even though the delivery will go alright. However, like we experienced today, if something had happened, I could have used a different tone all together. And because of that, I always try to avoid such pensive moods as much as possible so that it will not affect my teaching. I crack jokes a lot, but I don't overdo it. To sort of mare my lessons, but I make sure I balance it so that at the end of the day everybody will feel free to answer questions. Hmmm	

So, do you ever use the cane in the school?	
I won't lie to you. I've used the cane before, and I use the cane sparingly as and when the need arises.	
So as and when do you use the cane? In what instance did you use the cane? While you were teaching or delivering a lesson?	(loaded questioning)
<p>No. it is when students misbehave, especially in a general note. <u>Maybe lateness or excessive noise making. When I get names of talkatives sometimes I use the cane, but in my learning class, I don't remember the last time I used a cane.</u></p> <p>How do I put it? I feel that the fact that someone does something wrong doesn't merit a punishment. <u>If someone gets an answer wrong and you punish the person, next time he/she will coil back completely. And for me I always want everybody to be part of my lesson. I don't want students to see me as an entity of wickedness, nor shiver in my class. The cane may be there alright, but I hardly use it.</u></p> <p>We use it as a pointer, but we've been advised that, to be on the safer side, you don't use it at all. You may use it on a child out of anger. As an emotional being, somebody may do something rude and out of anger you may use it.</p>	<p>Caning</p> <ul style="list-style-type: none"> • As and when needed • Not when lessons are going on • Used as a pointer • Avoid intimidating children with use to ensure full class participating. • Warned and advised to avoid use.
So how does the school support your teaching practices?	
Well, provision of materials, in fact we don't in any way lack here when it comes to teaching and learning materials	School Support of Teaching practices
Like laptops? Do all teachers use that?	
<p>Yes, the school provides them and almost all teachers use them.</p> <p>They've been running workshop training sessions for us, to teach us and to upgrade our skills on its usage.</p> <p>We do the hard copy outside, in front of the office. The soft copy has just been introduced so some teachers prepare soft copies of lesson notes. Yes, we've been advised to integrate technology into our system. We're trying and those who are finding difficulties as I said early on, training sessions are given to us to help us.</p>	Adjust
So how are you able to sustain learning in the classroom?	
<p>Yeah, it's quite stressful to stand on your feet for one hour and ten minutes at a stretch. So, in order to "destress," <u>you have to make sure the lesson is well balanced so that it won't be like you talking, talking and talking, but it'll be student-based, child centred, to get them more into it.</u> When you do it that way, before you realise, time has elapsed and you're still teaching without getting tired.</p>	<p>Lesson Sustaining Skills</p> <p>Child-centred activities.</p>
When you were teaching, I saw you spread a number of flash cards on the table? And you've treated these already, so will you be using them?	
Yes	Preparation
I'll still use them. It'll engage a different activity	Flash cards provided.
So, are your words on the flash cards different from theirs?	
<p>No. They're the same words</p> <p>Yeah, sometimes I either use the flash cards or the words on the board like this.</p> <p>Yeah, sometimes I can use the two and alternate them. Hmmm, it's the same words that I have on the board. They are boldened words in the book.</p>	
I can see you've drawn some marks the board. So, what's the purpose? You've divided the board into three	
<p>Yes, thank you very much. The marks usually help me</p> <p>Yeah, I've divided it into three. It helps me to flow in a certain direction so that I do not write here, cross and come and write there and cross, in order to help the children to follow the same direction I'm moving. If they have a sense of direction, it helps teaching to be very effective and very fast. So, I purposely did that, one, to guide me as a teacher and two, to also help the children to follow my way of presentation.</p>	<p>Use of Marker board</p> <ul style="list-style-type: none"> • Physical/imaginary division ➤ To help children following in line of direction. ➤ To help teacher's self-organisation ➤ Effective and fast teaching
So, the way you teach, and the practices you use in class, how are they related to the school's objectives?	
<p>We believe one objective is that there should be diversity. Diversity is one of the goals of the school. We know that nobody is a positron of knowledge. As part of the goals to guiding us in delivering our lessons, I personally solicit different views before I come into my classroom, however, I will not let others feel so bad when what they suggest or say is not quite close to what I learnt. So, at the end of the day, they say, yeah even though what I said is not the same as what the teacher said, my view was sought. That I believe is helping us a lot as a school, as far as diversity is concerned.</p> <p>Integrity. As a teacher, it really guides me.</p> <p>Yes, <u>it guides me as a person. The kind of children we're dealing with here, we're building future leaders, who in turn come and treat us. My director, (teacher smiles) made a very powerful statement and in fact I always give him thumbs up for that. He once said about the children we're teaching,</u></p>	<p>How school's objectives and goals reflect in teaching practices</p> <ul style="list-style-type: none"> • Diversity as school goal ➤ Seek views of other teachers ➤ Respect differences ➤ Build unity and respect • Integrity as school goal ➤ Mentoring ➤ Children will be in future our own reflection ➤ Calibre of teaching reflects the calibre of productivity in development

<p><u>they're the doctors who will be treating us when we're old one day. If you don't teach them well, you'll walk into an office one day and you'll realise that the child you did not teach well is the one sitting (Laughter) there, going to attend to you. What will you do? In fact, from the first time he came here and he said that, this fact has ever since been guiding me.</u></p> <p>I'm not saying before that, I was doing things anyhow, but it has really helped me a lot to do things better.</p>	<ul style="list-style-type: none"> • Director's illustration
<p>So, you per say, what mentality or ideas do you have about the children you teach?</p> <p>Honestly the perception I've gathered is that, there is no empty-headed person. I've been here for more than ten years</p> <p>Yes, and I've met with a lot of children who have passed through my hands. Mama you'll be surprised. Sometime ago a child called me and he told me something that touched me. I'm affectionately called Uncle Ekow.</p> <p>Yes. He said Uncle Ato, hmm I still remember what you taught me oo. When you see them outside, you'll be surprised. You see them working and they say Sir, look at what I've become now. Never underestimate anyone. Everybody is picking ground. Everybody will gain ground.</p>	<p><u>Teacher's ideas about the children taught</u></p> <ul style="list-style-type: none"> • Potential in every child • Diversity in children • Testify to productivity in children trained • Use of promising, inspiring and encouraging words in class, undivided basis to children to motivate them. <p><u>Teacher's background</u></p> <ul style="list-style-type: none"> • Masters graduate • 10 years in the school • Affectionately named Uncle Ekow
<p>Yes, so these expressions you're using now in relation to them, do you use them sometimes in class; you're going to do great etc</p>	
<p><u>Yeah, you may not have witnessed it much during this lesson, but sometimes too on individual basis we do. Occasionally, during lesson delivery, when someone does something extraordinary, I pass such comments to at least motivate them to do more.</u></p>	
<p>Thank you very much</p>	
<p>It is my pleasure mummy.</p>	

APPENDIX 3.6b: TRANSCRIPT OF JOHN'S LESSON 3 ON MEASUREMENT (AREA)

Researcher	Iris Amponsah-Efah
Country	Ghana
Region of Study	Ashanti
Name of School	Betha School
Grade of School	J.S.1B*
Subject for Observation	Math
Topic for Observation	Measurement (Area)
Observation Sequence (No)	Maths Lesson 3
Name of Teacher Participant	Betha John
Date of Observation	13/01/2017
Language of Instruction for the Lesson	English Language and local dialect (Twi)
Lesson Duration on Official Time Table	1 Period
Start Time – End Time	13:54 – 14:29
Regular Class Size in Register	23
No. of Boys Present / Absent	Total no. of boys = 12 Boys Present = 12 Boys Absent = 0
No. of Girls Present / Absent	Total no. of Girls = 11 Girls Present = 8 Girls Absent = 3
Record of Lesson Plan and Forecast	Available
Assessment Record	Available
Record of Follow-up Interview	Available
Record of Classroom Environment	Noted
Classroom Lesson Audio Recorded	Yes
Notes	

OBSERVATION AND FOLLOW-UP INTERVIEW

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
Theme Classroom setting Students are rearranged and children sit in such a way that they see each other, the teacher and the board. Space is also created well enough for the teacher to be able to go around every individual easily. TA	Teacher: <u>Yesterday, we treated Perimeter and what?</u>	Teacher introduces the lesson by linking to where he left off the day before to what he hinted them would be treated for this lesson.
TA	Students: <u>Area.</u>	By so doing students shout out the topic for the day's lesson.
TA	Teacher: Good, yesterday I was waiting for somebody to ask me; Sir what about a circle? So, for a rectangle, we know how to do the calculations well.	Teacher refers to the perimeter of the circle. By so doing he links the lesson from the known to the unknown.
TA	Teacher: What about a circle?	

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
TA	Teacher: <u>The perimeter of a circle is called the circumference.</u> <u>When you were in Class Six, did you hear of circumference?</u>	Teacher goes over the concept “perimeter” through questioning. He also goes over plane figures.
TA	Students: Yes, Sir.	
CC	Teacher: <u>And you were joking with the word circumference.</u> <u>Do you remember?</u>	
TA	Students: Yes, Sir.	
TA	Teacher: Good, so we’re going to do that, but don’t misbehave. <u>Yesterday, we started from where? Rectangle, right,</u> <u>perimeter and then area. Good, yesterday, we stated the</u> <u>perimeter as the distance around the object. If you’re asked</u> <u>to go around the school field, that’s the what? Perimeter.</u> <u>When you’re asked to go around even this building, it’s</u> <u>what?</u>	
TA	Teacher and students answer in unison: <u>Perimeter.</u>	
TA	Teacher: Good, <u>with the plane figures, yesterday we learnt</u> <u>that they have only two dimensions.</u>	
TA	Teacher rearranges students: You come and sit here. The whole classroom setting is turned 90 degrees. Teacher then has more space to reach children at the back. Some children are also changed from where they were seated to catch their attention better. Teacher sits them in groups.	Teacher causes intervention and arranges the class to strategically suit his objectives. Children are seated in pairs and in threes. This arrangement adjusts children to discuss issues effectively amongst themselves as they try to catch pace with the lesson. In effect teacher positions to adjust the pace of the lesson.
	Teacher: Yesterday, we learnt that we can have the perimeter of a rectangle. We said that two opposite sides are what?	
TA	Students: Equal.	
TA	Teacher: We have this side to be ‘L’, the length and this side to be the breadth. So, we have what?	
TA	Students and teacher answer in unison: ‘L’ and Breadth	Teacher introduces new topic concept that builds on the day before.
TA	Teacher: <u>I want us to look at the area of the rectangle to find</u> <u>the difference. Now we’re saying that..., where is Violet?</u>	Teacher looks out for individual children in the class. (inclusiveness)
R&I		
R&I	Students: Absent.	
R&I	Teacher: <u>Fine, this girl, every Friday, she doesn’t come to</u> <u>school. Ok, I’ll call her mother. Now let’s</u> look at the area, if let’s say this is a bathroom, or a small garden and we have this side to be let’s say five centimetres, and this side to be three centimetres, and you’re asked to find the area, what will that be? Yes...?	Teacher notices the attendance pattern of a child and plans to contact parents. He knows the mother. He looks beyond the classroom in terms of relationship building.
TA	Student: The area is the total amount of a plane figure.	
	Teacher: Total amount of a plane figure. “Ei” (A Twi sound to express surprise) he’s saying that the area is the total amount of a plane figure. Let’s help him. When we look at the area, it covers here. <u>When we were looking at the perimeter, our concern</u>	Teacher’s response to a wrong answer was to remove the complexity of the perimeter which was previously treated, by carefully demonstrating the difference between the concepts “area” and “perimeter.”

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
TA	<u>was on what? The distance around. We didn't talk about the inside "mmm?" (Sound to sustain the attention of the children in the form of a rhetoric question) If we're to take the perimeter of this building, it means that we will just measure the distance around this building. Is that not so? But in this case, with the area, you go into more detail. Here for example, if you have a square bathroom with square tiles... Do you know tiles?</u>	Teacher draws attention to the difference between perimeter and the area, which can be a potentially conflicting concept. By so doing he minimises doubts and enhances clarity of the new concept he is introducing.
TA	Student: Yes, Sir.	
STRATEGIC ILLUSTRATIONS Reference to most children having tiles in their homes gives an idea of affluence most of the children stem from. The use of tiles will enhance their sense of imagination and bring the topic close TA MLR	Teacher: Yes, with some of you, when you go to most houses you will see tiles over there. When you go to our village you will not see any such things (Drawing on the board). <u>This is a bathroom and you want to fill this bathroom with tiles, so that when you're bathing you will be comfortable "mmm?" But if you're not careful, you will fall down. How many tiles do you think you can use to fill this area, from this side to this side? This side is one centimetre by one centimetre. How many tiles do you think you will use to fill this side? Then also from here to this side? Three. Let's see something, it means that from here to here, you're going to use three tiles. Good, one, two, three, right? And at this side, what will we have? Five. Ok, you have this side to be one, two, three, four, five. Five, is that</u> not so? So, let's say, we have one, two, three, four, five, one, two, three. How many tiles do we have altogether? Rada, yes...	Teacher uses an illustration that is familiar to the children - they can identify with the tiles laid in the bathroom. Teacher uses the marker board and illustrates his point by drawing on it.
TA	Student: Fifteen.	
TA	Teacher: <u>Fifteen. Yes, now you write fifteen centimetres squared. The reason is that one times one is what?</u>	Teacher expands answers given by children.
TA	Students: One.	
TA	Teacher: So, cm times cm will be cm squared. Now we have the total area, (pointing to the board), this side to be L, and this side is our...	Unfortunately, the concept or definitions of area changed "the number of unit squares bounded by or contained in the perimeter is not fully expanded.
TA	Students and teacher answer in unison: B.	
MLR	Teacher: Now, if you have a room where you filled this side with five, and this side with three square tiles and you end up with fifteen squared, then what are the manipulation skills here? The area you have is fifteen centimetres squared.	
TA	Student: Sir, you will multiply them.	
TA	Teacher: So, we multiply the five and the three to get what?	
TA	Students and teacher answer in unison: Fifteen.	
TA	Teacher: Good, then let's do something. Let's do some deducting here. If you people are saying we multiply this side and this side, according to the figure there, what is this side?	

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
TA	Students: L	
TA	Teacher: L, good. This side is L, what is this side (pointing to the board)?	
TA	Students: B	
TA	Teacher: B, so can we conclude that the area is length times what?	
TA	Students and teacher respond in unison: Breadth.	
TA	Teacher: From your own definition.	
TA	Class: Yes, Sir.	
TA	Teacher: <u>So, it means that I didn't give you the definition, the practical procedure that we run through gave the definition. Are you ok?</u>	Teacher leads children step by step to derive the definition of finding the area of a place (Making reference to local talk about how parliament operates, reminiscent of recent elections that had gone on in the country.)
TA	Students: Yes, Sir.	
TA	Teacher: So, we all say that the area is equal to the length times the breadth. Are you ok?	
TA	Students: Yes, Sir.	
TA	Teacher: Majority decision, are you ok?	
TA	Students: Yes, Sir.	Teacher links learning to current national event (competence)
MLR	Teacher: Do we have the minority here?	
TA	Students: No, Sir.	
TA	Teacher: Do you know "minority?"	
TA	Class: Yes, Sir.	
TA	Teacher: Majority and minority.	Teacher seizes the opportunity to explain the terms "majority" and "minority." The timing of this education is Ideal because it is the order of the day and is a term used on the news currently because the country is in the process of receiving the results of votes casted for the election of new Members of parliament.
MLR	Student: Minority is the small group and majority is the bigger one.	
TA		
MLR	Teacher: <u>So, if you go to our parliament now, which party is the majority?</u>	
TA	Students: <u>NPP.</u>	
MLR	Teacher: <u>NPP, they have about one hundred and seventy seats out of two hundred and seventy-five. Let's move on, and the other parties have a hundred and four or so. So, it means that NPP has the majority and the others are in the minority.</u> It means that the area of a rectangle is equal to what?	<u>COMPETENCE</u> Teacher is able to refer to a recent major event in the country – elections General knowledge. Gives the children the chance to learn concepts and discuss issues about the just ended election.
TA	Students and teacher answer in unison: Length times breadth.	
MLR	Teacher: If that be the case, a question can be given, that will need the application of knowledge. You have to apply the knowledge, it's like you know how to ride a bicycle, so definitely it will be easy to ride a motor, is that not it?	<u>COMPETENCE</u> Questioning Skill. <ul style="list-style-type: none"> Teacher gives a question that requires applying knowledge they have just learnt.
TA	Students: Yes, Sir.	
	Teacher: So, with application of knowledge, you can have a question like this: <u>eight centimetres here, four centimetres there, find the area of this one, (writing on the board). This</u>	Teacher stresses he will be marking the stages the solving of the question should go through.

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TA MLR	<u>one</u> , even someone in class one can do it. <u>You just quote the formula; length times what? Breadth. When we're marking, please we need this one, (on the board) we don't need only the answers. "Wobfhu se" (You would realise that) when you look at the marking scheme you see 'm' one mark here mmm?</u> We move on, eight centimetres by four centimetres. Then you can bring this one here, (writing on the board) that is multiplication. Then eight times four will give you what?	Teacher demonstrates the steps to go through to solve the question.
TA	Student: Thirty- two.	
TA	Teacher: Thirty-two...	
TA	Students and teacher answer in unison: centimetres squared.	
TA CC	Teacher: It means we need the square before you give the final answer. Somebody will copy. Somebody will just copy.	Teacher creates humour
CC	Students giggle.	
TEACHER'S PERSONAL EXPERIENCES Teacher shares his personal experiences to help children relate theirs to them and to indicate they are not in isolation. Indication that teacher is being reflective and extracting from experiences to help children. MLR MLR	Teacher: <u>Maybe you copied somebody, you didn't know what you were doing, so you just wrote five centimetres times four centimetres. Although this one is supposed to be eight, maybe you wrote four "enti" (and so) we will give you zero here. We will give you zero, but when you come to this stage and you're able to write twenty centimetres squared, we will give you the mark. Why? You know that five times four will give you twenty. But if you go and write thirty-two centimetres squared, when the figures should not give you that, please as for this one... I used to do well at secondary school. When it came to the reading subjects, I had a problem, but when it came to the calculations, I would do it for you. I got to understand subject verb agreement in SS two. "Na mente asef" (I didn't understand it). In SS two the madam was teaching us verbs and she brought in nouns. When do we add 's' to the noun or the verb? For example, boy, then she would add 's' to it, showing this is singular, that is plural. So, the second day, the madam was teaching verbs. I didn't go to school so I didn't know, so, when she wrote Kofi eats, I thought this one was singular and that was plural. So, I wrote "Kofi eat," and I underlined this one, (pointing to the board), and I got it all wrong. You know what kids do, because I didn't want my father to see - I did not even ask friends to help me understand what was taught - I took the book and "tweee" (a sound for tearing paper) and threw what I got wrong away. Forgive me. It was at SS two that I learnt that when it is singular, you do this, and when it is plural you do that, and I said "aaaa," (an expression of discovering something).</u> You know, at the government school, we don't	Teacher warns about the danger in mere copying of others' work without any understanding. Teacher points out in the marking and scoring what is acceptable and what is not. Teacher alludes to his childhood experiences and how he felt and reacted to predict and caution children who could be facing similar challenges. Sharing experiences could have a relieving effect on the lesson and could arrest the attention of children who could be distracted. (competence)

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
CC CC	<p>speak English, we keep speaking Twi. Then when a person who knows how to speak English gets a problem with someone, let's say somebody slaps him, then he will go to the teacher, who will ask what happened. "Sir, you see I was standing there and Ebenezer came to me." "What happened then?" "Sir, you see, ... (teacher makes a funny demonstration and the class laughs excitedly) ... "Me, is ok, is ok." The teacher will just cane you. Whose fault? You can't speak English!</p>	<p>Teacher shows how the absence of speaking of English in public schools landed them into trouble when they had to explain matters to their teachers. This underscores the challenges that children could be facing in having to write all exams in English as their L2</p>
CC CC	<p>Students laugh.</p>	
CC CC	<p>Teacher: When it comes to Twi, come and see! So, we have this one (points to the board). Now, this is about knowledge and understanding. At your level, we will not give you this one. It's too cheap. Is that not so?</p>	<p>Teacher testifies that as students even though they couldn't express themselves in English, they could express themselves excelling in Twi, the local dialect, (Advantages of teachers expressing concepts in local dialect for better understanding.)</p>
TA	<p>Students: Yes, Sir.</p>	
TA MLR	<p>Teacher: <u>Now in Mathematics, we call these (points to the board) questions knowledge and understanding; cool. It will take only thirty percent, but application of knowledge will take seventy percent, and for this type of question, (points to the board), you will not get much. They just want to test your understanding. A question like this: Mr. Opoku's farm measures eight centimetres by four centimetres, so, what is the total area of his farm? This is the question. This is about application of knowledge. This is not about "chew and pour".</u></p> <p>If you're able to answer the question, then we know that "akwadaa no, w'aben oo" (the student is intelligent). So, before you start the question, what is the first thing to do in geometry?</p>	<p>Teacher stresses the assessment criteria.</p> <p>Teacher demonstrates his point on the board, explaining what attracts marks for higher scoring.</p> <p>A story problem and how to go about it.</p> <p>Children are inspired to do things that the examiner will be pleased with (ie go through necessary steps in answering to impress the examiner.)</p> <p>Explain teacher keys down to starting point in answering the question.</p>
TA	<p>Student: I find the length.</p>	
TA	<p>Teacher: You find the length? You have to do something before. Yes, Kwao.</p>	<p>Teacher expands answer given, to show it requires more.</p>
TA	<p>Student: You sketch the farm.</p>	
TA	<p>Teacher: You sketch the farm! Sketch the farm doesn't mean you go and sketch a big farm. Then you write eight centimetres by what?</p>	<p>Teacher explains the answer given.</p>
TA	<p>Teacher and students answer in unison: Four centimetres.</p>	
TA	<p>Teacher: Assuming I have two students, student A and student B. Student A will start like this, (draws on the board) and student B will start with length times breadth. This one (on the board) will</p>	<p>Teacher gives illustration to stress his point that the student must not merely show stepwise stages of</p>

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
	be eight centimetres by four centimetres and that equals to twenty-four centimetres squared, and the other one will be eight centimetres by four centimetres then I get twenty-four.	solving the problem. They must find means of showing clarity.
TA	Students make a correction: Sir, thirty-two.	Children feel free to correct teacher's mistake. (lack of intimidation)
TA	Teacher: <u>Thirty-two sorry! So, you have thirty-two centimetres squared here, (points to the board), then you have thirty-two centimetres squared there. Good, although you all have the same answer, maybe you have four here, four there. Maybe, after marking the papers, you both had seventy-nine, seventy-nine. I'll do something called manipulation, because when you look at the BECE paper, at the back you see that they've written clarity of expression attracts some marks. So, you got seventy-nine, seventy-nine, but because of this, (points to the board), I can even go and write one here, so that he gets eighty and you get seventy-nine. So, if Yaa Asantewaa, (a girls S.H.S), is taking Maths, one "aa," (Akan manner of speech to indicate emphasis), this one will go, and then as for you, you cannot go to Yaa Asantewaa S.H.S. So, make sure you state every stage step by step. In Maths, we don't want the final answer "oo," (Akan expression of emphasis), the step by step stages you go through and write down rather means that you understand the concept. Step by step, are you ok?</u>	Teacher reveals some of the considerations of the examiner. He draws attention to instructions given on the BECE question paper. This strategy is likely to arrest the attention of children since their course programme from that level is geared towards preparation of the actual BECE in just a couple of years' time. It is also likely to ginger children to straight away get serious with what they learn in class.
MLR		
CC		Yaa Asantewaa is one of the Girls' schools at SHS level and is difficult to enter without excellent grades in the Ashanti Region. Lots of girls would love to be there. The school example stands for schools that are well resourced and considered tops on the list.
TA	Students: Yes, Sir.	
TA	Teacher: <u>Good, right now, we're given the length and we're given the breadth. The same question, let's change it and see if we can apply the knowledge. The area of (teacher draws on board) is thirty-two centimetres squared, if the length is eight centimetres, find it's width. I want someone to come and help us. Ahh where is Freda? "Ei" somebody is coming to help us. Who's coming? Is it because of the width?</u>	The Akan expressions and illustrations are to bring the importance of the lesson down to the children. Teacher puts the same problem for solving in another way that is likely to appear or be stated. He also uses a different term – width for breadth which leaves children thinking. Teacher looks in children's faces and discerns how they are coping with the lesson, Teacher looks out for all his students (inclusion).
TA	Teacher: Is it because of the width? But yesterday, I said they can change the terms used, either the width or the ...	Teacher invites any child who would like to try it out.
TA	Students: Breadth.	
TA	Teacher: They're all the same. Anybody coming?	
TA	Students: Sir, wait.	
CC	Teacher: Wait! (teacher laughs). <u>Who is coming for something? At least I will get something for the person; about twenty Ghana cedis!.</u>	Teacher challenges children to try the example for a cash reward that a school child would cherish to buy goodies with, possibly.
CC	Students laugh and agitate with noises.	

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CC	Teacher: Delali do you want money?	
CC	Students laugh.	
CC R&I	Teacher: Cercy are you coming? Foriwaa are you coming? Come and help them. Ok, Oduraa is coming. The area of a rectangle is thirty-two centimetres squared, if the length is eight centimetres, find the width. <u>Alright, so you sketch. Yes, future teacher. Ok, let me say, future lecturer.</u>	Teacher calls upon children who usually do well. All children are excited by making a try on their own. The child starts with the first step to solving as directed by teacher.
TA	<u>Student solves the question on the board.</u>	Teacher expresses confidence and future prospects of a good student as the child works through the stages on the board. Susan might be a weak student making the effort and being acknowledged this way.
TA CC	Teacher: <u>Good! It means that she understands what she's doing.</u> Ok, you can also try it in your books. Yes, you can try. <u>Susan is also doing it. Susan is trying.</u>	
CC	Students laugh.	
CC	Teacher: <u>Ow nice, nice, nice, good, good, good.</u>	Teacher shows inclusiveness by this for the weak student.
TA	Students talk in the background.	Likely teacher changed the seating positioning into groups for a time like this.
TA	Teacher: <u>Clap for her.</u>	The problem given for solving requires thinking and reasoning.
TA	Students applaud.	
TA CC	Teacher: <u>Beautiful! Do you know exceptional students? An exceptional student is somebody who deviates from the norm. Someone who is very good is an exceptional student and so is someone who is unable to perform at all. If you look at what she has done here, this one is a full topic in Form Three, change of subject. I'm surprised how she can do it! It is a full topic in Form Three - change of subject. Wow! You can be a teacher one day! "Ow" (an expression of disappointment) she is saying not good. (that is being a teacher)</u>	Teacher shows appreciation and admiration for a child who demonstrates intelligence. This is a belief. Teachers receive low salaries so children are growing to consider the profession as not economically attractive. Hence the children's reaction.
CC	Teacher laughs.	
CC	Students: Sir, <u>she wants blessings.</u>	
CC	Teacher: <u>But a teacher is a blessing! You can go to heaven free. Me, I can go to Form Three.</u>	Another mind set for teaching. Only heaven can adequately reward a committed teacher in our setting, because not much is expected by way of economic reward.
CC	Students laugh.	
CULTURE Most Ghanaians deal with challenges by laughing at themselves	<u>Teacher: When you get down from a car, you will hear, Sir Ebenezer. Then the father will ask, "where is he?" "Aah!" (Akan expression of surprise) this small boy! When I was in</u>	Teacher releases tension with jokes about himself and his stature.

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CC	<u>class one, I was like this “oo,” (Akan expression to create emphasis), and eleven years later I was still like this. So, you will not die early. Number one, you will not die early.</u>	
CC	Students: Ei, Sir.	
CC	Teacher: It’s true oo, <u>since you were in class one, how many teachers, “obi awu da?”</u> (Have any staff deaths been recorded?) You will not die.	Teacher cracks jokes to release tension referring to a belief about the role of God in a teacher’s commitment.
CC	Students laugh	
CC	Teacher: If you like, I can call God right now.	
CC	Students laugh: Ei Sir, He’s using what number?	
CC	Teacher: He’s using “Eyi mtn.” (He’s using MTN – a mobile network)	
CC	Students laugh.	
<u>CULTURE THEME</u> Local expression in the classroom. (this removes the teacher from the pedestal of authority and power relations to a colleague or peer and in a common beat. CC TA	Teacher: <u>So now, me “koraa” that I was a teacher “no” (Locally accepted expression meaning even I the teacher),</u> I was coming to use the method of area is equal to length times what? The breadth. Then I would write thirty-six is equal to eight centimetres times what? ‘B’. Then I would divide here by (writes on the board) eight centimetres and I would divide here (on the board) by eight centimetres. That eight would cancel this (on the board) and eight would cancel this (on the board) how many times? (children discuss amongst themselves)	Teacher sets another problem question, combining previous learning with the current.
TA	Students: Four.	
TA	Student: We learnt this one in class six.	
TA	Teacher: You learnt this one in class six “eh?” (an integrative expression)	
TA	Student: Yes, Sir.	
TA CC	Teacher: Ask someone right now about this and he would say, “Wannkyerε yen.” (He did not teach us) Who taught you Maths in Class Six?	Teacher alludes to how children tend to forget what is taught and claim that their previous understanding did not lead them the topic. In this case, the children remember, which reflects learning did take place and so children are able to build on from the known to the unknown.
TA	Students: Sir John.	
TA	Teacher: God bless him.	
TA	Students: And Sir Bonigas.	
TA	Teacher: And who?	
TA	Students: Sir Bonigas.	
	Teacher: God bless him. Are you okay now? If you’re given something like this, you can even ask yourself, you can just use “forgery.” Do you know forgery? You ask yourself: is area equal to length times breadth? Just sit down and imagine that this thirty-two is a product of two numbers and we’re saying that one	Teacher acknowledges the good effort done by the teachers in the primary school. Teacher alludes the concept to normal life.

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
CC MLR	of the numbers is eight. So, you can just ask yourself, “ah what number can I multiply by eight to get thirty-two? Four.” So, before you do the calculation, you know the answer. We have the answer. Are you ok? <u>So, this concerns the rectangle. It’s either they give you the two sides to find the area, or they give you the area to find what? The length, or one side. How do we relate this to our normal life? When we were in school, when the teacher was teaching, we would say, “aha wei koraa mewie school a mede kɔvɛ deŋn?” (of what use will this be to me when I leave school?) How do you apply this?</u> Let’s look at some of the areas where we can apply this? Yes?	Teacher uses his experience as a school child to predict the sort of reactions children could be facing as they go through all these activities. Competence Teacher is able to relate the subject concept to life setting. Benefits of subject concept <ul style="list-style-type: none"> • In construction • Masonry • Carpentry • Banking
TA	Student: <u>In construction.</u>	
MLR	Teacher: <u>Construction veah. When they were working on this building. Yes?</u>	
TA	Student: Bank manager.	
MLR	Teacher: Bank manager? “Ei” (expression of surprise in Akan)	
CC	Students laugh.	
CC	Teacher: The bank manager will use this? Help us “ei.”	
MLR	Student: <u>Carpenters.</u>	
MLR	Teacher: <u>Carpenters will use this,</u> but the bank manager? Haa	
MLR	Student: <u>Masons</u>	
MLR	Teacher: <u>Masons, they will use it.</u> “Bank manager mua.” How will they use this?	
MLR	Student: <u>If someone takes your money...</u>	
CC	Teacher: <u>If someone takes your money?</u>	
CC	Students laugh.	
TEACHER’S EXPERIENCE Teacher uses his classroom childhood experience to curtail the mind sets of children who resort to anything less than their best. Teacher uses his own experience to address some likely issues and challenges that could likely be dealing with – such as his young age, body stature. MKR CC	Teacher: <u>Ok he is referring to the multiplication. Bank managers use that a lot.</u> It’s like when I was in class one and we were asked to draw a maize farm where animals were eating the maize, animals like goats and others, with the farmer throwing a stone. I didn’t know how to draw, so I just put this one here, and did something like this (teacher demonstrates on the board) nicely. The teacher saw it and shouted, “Edward Adom” “Yes, Sir,” “is this your drawing?” I said, Sir, let me explain; this is the farm and the goats have chewed all the maize, and when the farmer threw the stone, they all run away to this side.	Teacher shows ability to predict what sort of reactions his students are likely to face.
CC	Students laugh.	
CC	Teacher: And the teacher said, “you Adom paa, what is wrong with you?” <u>When I was in school, every class I went to, I was</u>	Teacher relates his experience to address issue he predicts to be upsetting, fearful, health challenges.

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
	<u>one of the youngest boys. I completed JHS when I was fourteen years.</u>	Teacher creates humour as he relates to childhood experiences.
CC	Student: Oww	
CC	Teacher: Yes, the reason was that, in the village <u>where I started school, there was no KG (Kindergarten), so schooling began in class one. So, I completed JHS when I was fourteen, and I started teaching here when I was seventeen years. At that time when I met the Form Three's, I would run away. I thought they would come and beat me.</u>	Teacher observes the facial expressions of children a lot to also determine whether they have understood the lesson. He discerns expressing themselves in the English language can also prevent them from following or asking questions.
CC	Students laugh.	
CC	Teacher: Let's consider a square and then end it. If you have any question, it's an open forum, ask it. <u>Sometimes somebody will have a question, but because of the language to use ..., masa, (Twi word for master), you can use your mother tongue!</u>	Inclusiveness. He wants everyone to have the benefit of understanding the lesson. It could be possible that the presence of a researcher is influencing children to want to express themselves in English whereas under normal circumstances they could be using Twi to carry on their lessons.
CC	Students and teacher laugh.	
CC	Teacher: I don't mind. Yes, at the secondary school, when you get a problem, then you ask, "Sir," Yes Ebenezer. Then you say, "Sir, please I have lost my voice. Please can I speak Twi? Ow Sir, "wei deg meka bibiara." (I'll voice out everything)	Teacher alludes to another mind set about expressing one's self or language barrier.
CC	Students laugh hysterically.	
MLR CC	Teacher: <u>My father said something to me about language. He said that when someone speaks a language that can be understood, it goes into the head, but when it is not your language it goes into the air. How many of you have dreamt in English before? "Hwan na waso daeɛ wɔ brofo mu da?"</u> (Which of you has had a dream in English before?)	Emphasis on importance of making oneself clear when speaking
CC	The class laughs.	
TA	Teacher: Who?	
TA	Student: Sir, me.	
TA	Teacher: <u>Wahu sɛ wode Twi bɔ mpaeɛ wo feeli paa, (Have you realised you are able to express yourself very well, when praying in the local dialect?) (teacher laughs) English no. (The English language is a problem)</u>	Emphasis on clarity in expressions and change to vernacular to make oneself clearer.
CC	A student demonstrates prayer in English.	
CC	Teacher: When you go to the family house and you're going to use English, herr ...	Emphasis on being comfortable or relaxed with the language being used.
CC	Teacher and class laugh.	
TA	Teacher: Let's look at the square. All the sides are?	
TA	Students and teacher respond in unison: Equal.	
TA	Teacher: So, it means that if you're to multiply them, looking at what we did for the rectangle, the area will be length times what? Length, because all the sides are what?	

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
TA	Student: Equal.	Teacher leads class to define the area of a square. He introduces another concept (square roots) which he links to the rule of finding the area of a square. Learnt by rote (undesirable in Literature)
TA	Teacher: So, the area of a square is 'L' what? Squared. Here, this one will take us to square numbers. Do you remember square numbers?	
TA	Students: Yes, Sir.	
TA	Teacher: One squared is what?	
TA	Students: One.	
TA	Teacher: Two squared?	
TA	Class: Four.	
TA	Teacher: Three squared?	
TA	Class: Nine.	
TA	Teacher: Four squared?	
TA	Class: Sixteen.	
TA	Teacher: Five squared?	
TA	Class: Twenty-five.	
TA	Teacher: Six squared?	
TA	Class: Thirty-six.	
TA	Teacher: Seven squared?	
TA	Class: Forty-nine	
TA	Teacher: Good, eight squared?	
TA	Class: Sixty-four	
TA	Teacher: Nine squared?	
TA	Class: Eighty-one	
TA	Teacher: Ten squared?	
TA	Class: Hundred	
TA	Teacher: Eleven squared?	
TA	Class: One hundred and twenty-one.	
TA	Teacher: Twelve squared?	
TA	Class: One hundred and forty-four.	
TA	Teacher: Thirteen squared?	
TA	Class: One hundred and sixty-nine.	
TA	Teacher: Fourteen squared?	
TA	Class: One hundred and ninety-six.	
TA	Teacher: Fifteen squared?	
TA	Class: Two hundred and twenty-five.	
TA	Teacher: Two two five. Good	
CC	Class laughs	
TA	Teacher: So that is why I taught you the square numbers. If you're not careful in Maths, during exams, if you have three squared, you will write six. Sometimes a paper will come with six questions, answer four. You will look through from question one to question six, <u>but you might feel you can't answer any. That is why you should take your time. The little that you</u>	Teacher draws attention to some of the dilemmas that students go through during exams. Children are advised not to rush and to give good attention to any little they can attempt. Questions appear complicated but when carefully read they tend to be easy.

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
	<u>can do, take your time to do it.</u> Three squared here means three times what?	
TA	Teacher and students answer in unison: Three.	
TA	Teacher: The answer will be what?	
TA	Students: Nine.	
TA	Teacher: What is the root of forty-nine?	
TA	Class: Seven.	
MLR	Teacher: <u>Good, so when I'm setting a question like this, for example, simplify three to the power nine and maybe three to the power three. I will do it in such a way that, we call something distractors, it will confuse the children, so I'll give possible answers like 'a' three to the power twenty-seven, 'b' three to the power six, 'c' three to the power twelve and 'd' three to the power three. We do it in such a way that everybody will at least, ... "obiaa bɛnya be answer."</u> (everyone will be able to get an answer from the options). So, <u>somebody will just say that, "aah three times three," then you see twenty-seven and he'll say, "yes the answer is here."</u> <u>Three plus three is what?</u>	Children are cautioned about the brain behind the answer options provided in multiple choice questions.
TA	Class: <u>Six.</u>	
TA	Teacher: <u>Someone else will say, "The answer is here."</u>	
TA	Teacher: <u>Another might say, "three times four is what?"</u>	
TA	Class: <u>Twelve.</u>	
TA	Teacher: <u>"The answer is here!" Or one might ask, "should I divide?"</u>	
CC	Class laughs	
TEACHER'S EXPERIENCES WITH OTHER CHILDREN	Teacher: <u>When the paper is over, everyone goes like, "the question is cheap, cheap, cheap, cheap. Sir the question was cheap." Once, in an instance like this, I went to the house and I was marking,</u> and I said, "ei!" (Twi expression of surprise)	Teacher uses experiences he has had with other children to warn children about the need to answer multiple choice questions. "Distractors" are used to test children's knowledge and understanding of the questions and answers they arrive at. This helps them to avoid careless and random selection of answers.
CC		
CC	Class laughs	
TA	Teacher: The correct answer is what?	
TA	Class: 'c'	
MLR	Teacher: Good, so let me go to what we have here. (Teacher works on the board). So, these are distractors. They are just there to distract you. Is that clear?	Preparing children to score highly and with understanding.
TA	Class: Yes, Sir.	
TA	Teacher: Now, you want to find the area of this figure five here. (teacher draws on board). Find the area of this figure. What is it?	
TA	Class: Twenty-five.	
TA	Teacher: Twenty-five what?	
TA	Class: Meters squared.	

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
TA	Teacher: Meters squared. So, area is 'L' one, five meters times five meters, therefore the area will be twenty-five meters squared. If you write it like this, somebody will not understand this one (points to the board). <u>If you don't understand it, take it and do it step by step. Push it little by little, like when you're brushing your grandmother's teeth, you will be doing it little by little.</u> Somebody will do it this way - area is equal to five meters by five meters, which is equal to twenty-five meters squared. <u>Don't forget the meters squared. In the case of the perimeter, you don't add squared, but when it concerns the area, don't forget the...</u>	Teacher draws a difference between the units used to workout perimeter.
TA	<u>Students and teacher respond in unison: Squared.</u>	
TA	Teacher: Try this one for me. (Teacher writes another problem on the marker board, asks the children to work and goes around inspecting individuals in the classroom.)	
TA	Teacher: <u>How many figures do you have here?</u>	Teacher leads children to solve the problem on the board step by step, through short questioning and answering method.
TA	Class: <u>Two.</u>	
TA	Teacher: <u>Two. A rectangle and what?</u>	
TA	Class: <u>A square.</u>	
TA	Teacher: <u>So, you have to divide them into what? (pointing to the board)</u>	
TA	Class: <u>Two.</u>	
TA	Teacher: <u>We have the 'A' side and the</u>	
TA	Class: <u>"B" side.</u>	
TA	Teacher: <u>When you finish, what will you do? Add the total, or subtract the total, or you're going to divide?</u>	
TA	Class: <u>We're going to add.</u>	
TA	Teacher: <u>You're going to add the total. So firstly, we find the area of the square. Princess, brainstorm and tell me the area of the square. Brainstorm the area, without working it out.</u>	
TA	Student: <u>Four</u>	
TA	Teacher: <u>Four. She's telling me it's four. Why?</u>	
TA	Student: <u>Sixteen.</u>	
TA	Teacher: <u>Sixteen, why? Because when you find the square of four you get sixteen. What about the area of the rectangle? Brainstorming without working will give you what?</u>	
TA	Student: <u>Twenty.</u>	
TA	Teacher: <u>Twenty, ten times two, so this one will be twenty. Celestine?</u> That's not the best way to call somebody, but tell me the area of the figure there (points to the board). When you're calling somebody, you don't have to mention the name first, so that the whole class will follow. <u>Okav, Celestine tell me the area.</u>	
TA	Student: <u>Thirty-six meters squared.</u>	

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
TA R&I	Teacher: Good, it is thirty-six meters squared. My daughter is telling me that it is thirty-six meters what, squared. Good, she's now my daughter.	
TA 	Teacher: <u>Any questions so far? (Silence) Today, we looked at perimeters, then we looked at the areas of a square and a rectangle. I'm going to combine a question, should I combine it? Let me see if my human brain is working. I'm not saying it's not working; I beg you! I want to see if your minds are here. The area of a square is thirty-six centimetres squared, find the perimeter of the square. "Herrr wei wohua na w'adwene mu abie." (If you are able to answer this question, then you're indeed very intelligent). From area to perimeter, I've combined them. Finish, I'm coming around.</u> Where is Wilhelmina? (Teacher goes around. Calls child to board. Finds a child who got the answer. Some children discuss themselves. Others try to solve the problem)	Teacher invites questions and gives a problem that requires critical thinking. Children discussing amongst themselves could be seen as group or paired scenarios relatively. Teacher notices some children are absent Teacher discovers a pattern of absence with another girl. He again knows where they live and their mothers' contact numbers. Indication that teacher's concern and relation to the children goes beyond the classroom setting.
R&I	Class: Absent.	
R&I	Teacher: <u>Aah Olivia absent, Wilhemina absent. They stay at the same area, so what happened? I'll call their mothers, because maybe when they were coming, something happened. I don't know, but maybe something happened.</u>	
R&I	Teacher: From here, call Sowah for me.	
TA	Students: Yes, Sir.	
TA	Teacher: Finished? Hey Percie, with Maths you're good with your time oo! Jude have you finished?	Teacher goes around each table to discuss and guide children. Children seize this opportunity to discuss their individual challenges of understanding.
TA	Student: No, Sir.	
TA	Teacher: You've not finished? Why, is it too difficult?	
TA	Class: No, Sir.	
CC	Teacher: Fast, fast, fast, fast! Lois, have you finished?	
TA	Student: Yes, Sir.	
TA CC	Teacher: Ok, let me come and see. Then Lois will come and do the explanation for us. Good, she's coming to do the explanation. <u>You can speak Twi okay?</u> So that I will translate the answer. You had the answer. She used burglar proof way "na wanya ne answer". (She's been able to solve the question).	Teacher locates a girl who has got the answer correct. She used a means of reasoning to arrive at the solution, which the teacher greatly applauded.
TA	Some students give comments	
TA	Teacher: Don't worry, do it, do it. Yes, continue. <u>She's saying that the area is six times six, so one side will be six. Ok, she's saying that thirty-six is six times six. Good so one side will be six. Beautiful! Basically, it means that she understands it. She's applying the knowledge. "Some of you de£, mmm."</u> (For some of you, I can't tell...) Good, good, good!	Here the teacher's questioning skills demands critical thinking. (competence) Teacher is enthused about the girl's ability to arrive at the answer.

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
CC	Teacher: <u>When I get to travel, I will come and take you. “Sɛ metu kwan a ...,” (If I travel), I will come and get you. Prepare your passport now, so that when I travel, I will come and get you.</u>	Teacher alludes to the mind-set that getting sponsorship to travel abroad is consequent to exceptional behaviour or performance.
CC	Class laughs.	
TA CC	Teacher: Clap for her.	
TA CC	Students applaud.	
TA	Teacher: There are so many ways. It’s correct. The area is equal to L squared, right? The idea of <u>square roots is related here. She can’t do it, so she said the area of thirty-six centimetres squared is equal to L squared. What do we do? Work out the square root, so the L is equal to six. She is saying that, we know that the area is equal to L times L. We’ll have thirty-six. Then it means that six times six will give you thirty-six, so the length is six. Then with the perimeter, maybe she can’t work with the four L, and yesterday we said, L, plus L, plus L, plus L, will get you there. So, “Enoaa na wayɛ no ha sei, mmm?” (That’s exactly what she’s done here). So, when you get home, you can even ask your grandmother to teach you.</u>	Teacher goes over the problem demonstrating how Lois arrived at the correct answer. The student uses the stepwise guidelines learnt and critical reasoning to solve the problem. Cordial relationship between the teacher and children from the level of jokes made to release tension. Children are able to pass comments freely to laugh.
TA	Class: Eiiii	
TA	Teacher: Why?	
TA	Student: <u>Sir, come and see mine.</u>	
TA	Teacher: <u>Ok I’ll come and see yours.</u>	
CC	<u>Student gives a funny comment</u>	
CC	<u>Class laughs</u>	
TA	Teacher: <u>“Wo nso wo idea nono?” (That’s your idea) okay. You know what he is saying here? He says that it’s thirty-six, so here is nine, nine, nine, nine.</u>	Teacher’s response to wrong answer is not intimidating.
CC	Class laughs	
TA	Teacher: <u>When working out the area, it’s multiplication we deal with, so nine times nine will be what? Eighty-one.</u>	
CC	Student: <u>Oush.</u>	
CC	Class laughs	
TA	Teacher: <u>So, what you did is speculation. Please,</u> any question? Any question?	Teacher invites questions from the children.
TA	Student: No.	
TA CC	Teacher: <u>You can’t tell me that no. So, you mean you have no questions about what we did? Are you all okay? It’s like when you go to Sunday School and you want the pastor to close early and end what he’s saying, you will not mind him. Any question? So, do you mean all of you understand?</u>	Teacher probes the children’s understanding. Teacher alludes to a mind set about when children go to church.
TA	Student: <u>Sir!</u>	

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
TA	Teacher: <u>Aha Kweku.</u>	
TA	Student: <u>Sir, you said the area of the square is thirty-six centimetres squared, find the perimeter. Why do you have twenty-four here?</u>	Student feels free to ask a question.
TA	Teacher: <u>Now, we're saying that the area of a square is L squared. If it is thirty-six, it means that they multiplied two numbers to get the thirty-six. Since with a square, all the sides are equal, you just ask yourself what two numbers can give me thirty-six?</u>	Teacher takes time to respond by going over the rules for working out the area.
TA	Student: <u>Six times six</u>	
TA	Teacher: <u>If six times six "de: aa", (if it's six times six,), then it means that this side is six (pointing to the board). So, six times six is what? Thirty-six and the perimeter is what? The distance around. So, six, plus six, plus six, plus six is what? Twenty-four. Are you okay?</u>	
TA	Student: Yes, Sir.	
CC	Teacher: Good. Ok, do it so that when one day you become the electoral commissioner, (alluding to the just ended elections), you will not cause trouble.	Teacher encourages them to study hard so that they will become prominent people in the future.
CC	Teacher: Because if you cause trouble, "masa," (Twi word for master) they will not leave you here. Maybe at that time, I will be the vice president. I don't want the post of a president, I want the vice, because if you're president, they will insult you "aa" (Twi intensifier, to mean "so much"). Have you seen how they insulted Mahama when he was president? Yesterday, our lights went out, "krogn," (sound to express lights going off), they yelled out, Mahama "eii!"	Teacher alludes to a mindset of Ghanaians to blame the president or leaders for things that go wrong in the country.
CC	Students laugh.	
MINDSET MLR CC	Teacher: These people, yesterday "oo". (Twi intensifier to express only yesterday). Why? It means that Ghanaians don't like the man. Yesterday, when the lights went off, someone said it was Akuffo- Addo, but they said, "it's not him "biaa. It's Mahama." I want to be vice president, so that I will "chop" (local expression to imply spending money illegally) the money, and yet people won't insult me.	Teacher again alludes to the mindset that political leaders tend to mismanage national funds and yet the president is always to be blamed. Ghanaians tend to laugh over such concerns.
CC	Students laugh.	
CC	Teacher: <u>They will only insult Nana Addo Dankwah- Akuffo Addo, not Bawumia. Any question? No question. Then from here, you can come and collect something to go and fetch water.</u>	Teacher teases children with illusionary reward for going through the lesson.
CC	A student shouts: <u>Serve yourself.</u>	The children's comments reveal cordiality with the teacher.
CC	Teacher: <u>Yes, serve yourself!</u>	
CC	<u>Students laugh.</u>	

THEMATIC CODING	AUDIO RECORDING AND WRITTEN NOTES ON LESSON OBSERVATION	ANALYSIS/ REMARKS/ COMPETENCES
CC	Teacher: <u>Since there is no question, and me too I don't have any question for you, then it means that "y'apɔn," (We've closed). Okay, then you have closed, and you have English.</u>	
CC	Student: <u>Sir, we have canteen.</u>	
CC	Teacher: <u>Yes, but after that, you have English, so I will buy one egg for each of you. How much is an egg?</u>	An egg would serve as a cherished good incentive or reward. Teacher cracks jokes with the class.
TA	Students: <u>Sixty pesewas.</u>	
R&I	Teacher: <u>Sixty pesewas. Don't worry, go and take one egg each, then after that you go and pay.</u>	
CC	<u>Class laughs</u>	
CULTURE CC	Teacher: <u>"Now die," (local expression to mean "as for now"), I have six children, and they're waiting for me in the house, with three wives!</u>	Teacher alludes to cultural domestic challenges such as large families and polygamous settings for economic productivity.
CC	Class: <u>Ouch Sir, "you will look and see." (local expression to mean "you'll have to take care")</u>	Student's response in local language reflects cordiality.
CC	<u>Teacher laughs</u>	
	Teacher:	The lesson ends with a lot of humour.
TA	Teacher for the next class comes in.	

APPENDIX 4.1: OVERVIEW OF MATTHEW'S LESSONS 1, 2, 3

BACKGROUND SETTING

Matthew was a professional with a Master's degree, and his first degree was in Basic Education. He had been in the school for over 10 years, and was between his late thirties and mid-forties. He handled English lessons at the junior secondary in Alpha School. The school was set on a hilly area with beautiful terraces, huge play grounds for its nursery school, and 2 standard-sized football fields for its primary school and its junior secondary school, (JHS), all together forming the basic school. The JHS block was well detached from the primary and nursery blocks, though they were all in the same walled compound. The compound was paved right to the entrance of the school gates. Verandas and very low-cut green grass linked the different schools. The class observed for all 3 lessons was JHS 1J. The children in the class were the same during observations in the 3 lessons. The total number of children was 39, made up of 20 boys and 19 girls and they were between the ages of 11 and 14 years. The class was held in the Junior High School block, as their usual meeting place. The classroom was spacious, and the windows were glass louvre blades. The floors were tiled and there were 4 ceiling fans. The walls had some posters on, showing aspects of Science, Social Studies and Mathematics. A storeroom was annexed to the classroom.

DESCRIPTION OF MATTHEW'S TEACHING OF READING AND COMPREHENSION

Descriptions presented here cover only one comprehension and reading text, which was taught in 3 lessons. This aspect of the presentation is descriptive and chronological and is meant to report an overview of the English teacher, Matthew's teaching of Reading and Comprehension in all his 3 lessons observed. It presents what the teacher did and how he did it.

Description of the Teaching of Reading and Comprehension by Matthew in Lesson 1

Matthew chose only a single passage for Reading and Comprehension for all his 3 lessons. His first lesson was a single period, which began at 12:32 pm and ended at 13:13 pm. When the majority of the children came inside the classroom, Matthew was already in a storeroom annexed to the classroom, and he came out to stand in front of a table he had set in the middle of the classroom with a laptop set on it. The children's seating places were arranged in the form of a horseshoe. His back faced a white marker-board which was fixed on the wall. He placed a set of English Course Books for JHS1 on his desk in a corner, which was on the right-hand side, when facing the class while standing in the open space of the horseshoe-seating arrangement.

Matthew exchanged some pleasantries with the children and asked them to come close to watch and listen carefully to a video concerning the lesson they had begun. Some children drew their chairs forward around the table, while others stood up behind them to watch. He turned on a short video clip, which lasted for about a minute. It showed a man being interviewed, and who was pleading with people to be careful with their lives, so they could avoid catching HIV/AIDS. Matthew paused the video, and stood watching the children, while they made noise in talking to their colleagues. He next engaged in a speech about how the Ghanaian society was handling information about the disease, and how everyone had to be responsible enough to curtail its spread. This got the children talking the more, and they showed signs of agreement to what Matthew said.

Matthew afterwards asked what the interview on the video was about, and the children chorused HIV/AIDS. He then said that the lesson that morning was basically on HIV and AIDS and that they would be reading on that for a reading and comprehension lesson, and that the title was World AIDS Day. When he said this, some children had their own books so they started flipping through. Matthew stood quietly, casting glances at them so they stopped. He continued by telling the class to watch another excerpt, but before they would do so, he wanted the class to know what they would be doing for the whole period they would be doing reading and comprehension exercises. He said they would be identifying some words, and would try to understand some

phrases and sentences from the English Course books. They would also be reading and answering some questions, constructing simple sentences, and then extracting at least 4 moral lessons from their reading text.

He then turned on the second video. It was also about a minute's duration. It showed part of a news broadcast in Africa, telling about an HIV/AIDS lady victim, purposing to infect others. Matthew paused it, and asked the goal of this infected lady. The class chorused that it was to infect people. Meanwhile, the class had grown noisy again. Matthew expressed that they would not cover much for the first lesson, yet he believed that by the end of that lesson, children would benefit from what they would be doing.

Matthew next asked children to "sit in groups," while he shared their English Course books, which he had earlier placed on his desk. The books looked fairly new and appeared to be in good condition, yet the pages seemed to be quite used. He announced the books he had there were not enough as they already knew, so some would have to share. The children went back to their seats and sat in pairs. Afterwards, Matthew wrote HIV on the board with a black marker, and said they were acronyms. He asked the children to repeat the word, "acronyms." He then emphasised the differences between acronyms and abbreviations, while he wrote "Dr" as an abbreviation for the word "doctor", and explained abbreviation was the short form of a word, while acronyms were the short forms of some words. He said he knew almost everybody, if not all, had heard about HIV/AIDS and asked what the full meaning was. He wrote it on the board, and did likewise with AIDS. He pointed out that the topic was related to humans. He invited a child to explain "immune-deficiency." He shared deficiency was from the adjective deficient, which meant to be in short of something, or something in small quantities. He asked what the immune system does. After a child's response, he said there was an element of fighting and defending. He asked again what a virus was, and commended a child's response, that it was an organism that brought harm to the body. Matthew said the description, "harm," was apt for what the disease actually does. He required more responses, and waited for about a minute, while the children talked amongst themselves, and while he also walked from table to table, listening in to the children's talking. Matthew said he could hear "micro" being said severally, as he nodded to that, and he called one child with a raised hand to respond. Matthew thereafter shared that when something was micro, it meant little, while pinching his fingertips to show something tiny. He then went and wrote AIDS on the marker-board. He required what "acquired" meant after asking the children what they understood by those letters. He expressed the idea, after a child gave a response, in several ways to mean, having "taken possession of something."

At this point some little siblings of some of the students entered the classroom for their lunch monies. He paused and granted them permission to do so and afterwards continued with the lesson. He required the meaning of syndrome, while indicating that the class would need the meaning of all those words to clearly understand the comprehension text they were about to read. Matthew then described "syndrome" in different ways, and as a "collection of diseases or illnesses." He next required which led to the other, HIV or AIDS and why it was so. At this stage also, another child entered the class to collect money from the older sibling there. Matthew paused and granted the permission.

Matthew afterwards used the English Course books for an oral exercise. He asked the children to turn to page 83 of their books, to Exercise B. He paused, and went over the objectives for the whole exercise of reading and comprehension. Exercise B had phrases and expressions, which required children to copy out into their exercise books, but Matthew told them they were rather going to tell him which of those phrases promoted good and healthy habits orally. These phrases included: Taking a regular bath, eating too many sweets, drinking lots of water, drinking high alcoholic beverages and having sex with lots of people. He made children justify what answers they held on to, and he explained over most of the responses the children gave to the class.

Next, Matthew directed the children to scan through the text, which was from Unit 13 on page 83, in the English Course Books. He instructed them to pick out words they were not familiar with. Here, Matthew wrote the words the children came out with on the board, such as, "exhausted," "frown" and "advice." He told them he also went through the text and he formed flash cards with

some words he thought could be new to them, and that he had formed flash cards with words, such as, “volunteer,” “ordinary,” “ignore,” and “escape.” He took each flash card, and he pronounced the word on them, and made the children pronounce them after him. He made them spell some words, and to demonstrate the actions meant by some words. He led them through questioning to tell the meanings and the pronunciations of these words, while looking intently in their faces to discern how well they understood them. Matthew caused a lot of laughter in the class through physical and facial gestures, by sometimes squeezing his face, as if to raise a doubt or a suspicion. He sometimes tiptoed from table to table, as if to eavesdrop on the private conversations that went on between the children. He sometimes jumped in the manner of a surprise, for example, he jumped when he asked the class to repeat after him the word “ambiguity” and the children said “ambiguity.” So, Matthew and all 37 children laughed. He stressed the need to consider words in their contexts for their meanings and use, using the examples of “advise” and “advice,” and indicating they were spelt differently, and yet they sounded the same. He promised a one-cedi cash award, any child who could tell the grammatical difference between “advice” and “advise.” This also got the children excited and everyone had the hand up to try. He asked the children to write out ten homonyms in their note books. Again, judging from the children’s responses, he asked children to research on what the function of an exhaust pipe was, for the next lesson. He invited children to ask questions on whatever they did not understand. They asked no questions, so Matthew asked what they had learnt, guiding children to personalise their answers. He reviewed the objectives for the lesson, as a final activity for the lesson, together with the class, and indicated what they would be covering the next day. Matthew finally told the class his intention to break the lesson to continue it in the next lesson.

Description of the Teaching of Reading and Comprehension Exercises by Matthew in Lesson 2

The second lesson was on the following day after the first lesson, in the same classroom. 38 children were present in school, with 1 boy absent. The lesson began at 10:41 am and ended at 11:26 am. When Matthew came into the classroom, the children were there already, but some had not settled down yet. He asked them to lift their hands up, open them, and then clap. He repeated this activity a few times, and in the last round he said, “hands close,” instead of clap. The class laughed, because some children missed the instruction and clapped.

He made them sit down, and he briefly reminded the class about the topic on HIV they started the day before. He went over the learning objectives by himself, and asked children what they learnt the day before. He required they shared what they had individually learnt in the lesson the day before. He next asked what the full meaning of HIV/AIDS was, and reviewed in detail with the children, the meanings of words he had on flash cards for the previous lesson, such as “volunteer,” “ignore,” “exhausted,” while guiding children to construct sentences with these words. When they got to the word exhausted, he said he would take 1 cedi from each child, because they had forgotten to research on the word, “exhaust pipe,” as he had required them to do the previous day. The class laughed a lot, and he asked them to do so for the next lesson.

He next went over healthy practices, and he guided children to draw moral lessons from the practices through questioning. He emphasised the significance of the reading topic. He shared it was internationally relevant because of the adverse effect it can have on any society. He then summarised what had just been reviewed, and asked the children to quickly sit in their “groups,” while he shared the English Course Book for JHS1. He went through an exercise from the text book, under Unit 13, orally. This demanded true or false answers, such as, whether it is safe to drink from a cup used by an HIV victim, or to use the same razor blade, or toothbrush. He required reasons and justifications for their responses. In the course of this activity, he looked into the children’s faces with expressions to show doubt, while he questioned them further to get them to be sure of their responses. He asked whether they were certain of the responses they gave, and the contributions they made. Sometimes he asked all 38 children to judge responses given. He intentionally raised doubts about some of the answers the children gave. For some phrases, he used the local Twi language to reiterate their significance, and to discuss issues around them. For example, having to share the use of a razor blade. In the local Twi language, he asked if children would use used blades to cut themselves or to shave. They also responded

in Twi, “No!” He also engaged some children in dialogues that caused much laughter and talk amongst the children, for example, as to whether they were eating too many sweets, or bathing regularly as the book was advising. He went around their tables listening to and commenting on their discussions. He expanded some responses given by the children in jovial manners. These discussions took about 20 minutes in duration.

He next told them he was going to read through the text on World AIDS Day, under Unit 13, and on page 83 of their English Course Books twice. In the first reading, he paused sometimes to ask the class questions to see if they understood what was being read. The second reading was uninterrupted and brisk. This activity took about 8 minutes and the reading was about the following:

A little girl saw a poster in town on World AIDS day, inviting people between the ages of 6 and 16 to a sports and fun activity on a school field. She sought permission from her mother to attend with her little brother. Lots of children turned up in their hundreds, and these siblings were warmly welcomed into one group of their age range. All children sat in one big circle, for a keynote address by an elderly woman, which was not detailed in the English Course book. A poem on AIDS was read after the address. They then broke up into smaller groups and the siblings remained in one group. There, the facilitator asked children different ways of avoiding contracting the disease, and the children listed: not having sex, using condoms, and being faithful. They talked about the right attitudes towards AIDS victims, and the facilitator corrected a response by one child in the group that was encouraging people to shun victims. They next played a game called tag. The facilitator mentioned that the children knew the game already, and a new rule added was, if a person got tagged, he could only be free if he could mention one of the things to do to avoid getting AIDS. It was a 2-hour programme that ended around midday. The little girl and her brother had fun playing tag.

Matthew reiterated the issue of discrimination in the text read, and he used that to talk about discriminatory acts going on in the Form 1J classroom, which he said had potential of making some students drop out from school. Matthew next instructed they answered some exercises on comprehension from their text books into their exercise books. He gave them 8 minutes to do so, till the lesson ended.

Description of Reading and Comprehension Lesson 3

The third lesson was held in the same Form 1J classroom the following day after the 2nd lesson. All 39 children were present. The lesson began at 10:41 am and ended at 11:26 am. The lesson built on the previous day’s, and the day before lessons. When Matthew entered the classroom, some children were copying work from the board from Mathematics lessons they had had. He said a joke in response to what a boy said and the class laughed. He said he hoped they had finished copying from the board, to which they affirmed. He also supposed they were doing well and were ready for the lesson. He asked two boys to quickly share the English Course books for JHS1. He wrote two learning objectives on the board, explaining that those were the 2 remaining of the set they began with. These were, to construct simple sentences with unfamiliar words that children extracted in lesson 1, and secondly, to construct 5 moral lessons from the reading text they had been discussing the previous days.

He asked the 39 children what the topic they had been doing was, and the meanings of HIV and AIDS. Matthew reviewed the HIV concepts, and using flash cards, they revised the meanings of the new words they got from the 2 previous lessons. This activity took about 8 minutes. Next, they spent about 7 minutes constructing sentences with those words. He then asked that they refresh their minds with the reading text, before going on to glean moral lessons from the text. He wanted the children to do the reading this time. Almost all 39 children wanted to do the reading, so Matthew resolved they could do so in turns, publicly. The reading activity took about 5 minutes.

Mathew next asked what moral lessons were. He guided children on how to draw good practices from the text and how to express these in relation to their personal lives. Depending on the responses the children gave, he encouraged the children to maintain

healthy habits) such as to avoid sharing same toothbrushes, or to avoid sharing razor blades (to curtail cutting themselves with used blades, to avoid immoral living, and he pleaded with them to avoid sexually transmitted diseases. He challenged them not to look down on their mates in the school, who were not in their circles, who did not live in affluent places in the township, or who were not in their good economic standing. He told them to think of having stable families and partners in future when they married. He also implored them not to be mean to victims of HIV/AIDS in their communities. He asked questions to recall a video excerpt the 39 children had watched in class earlier on discrimination. He then warned some children, who were not identified, to take good advice and not to be stubborn. While he was still talking, one child said something that was not quite audible, but since he was standing close by that boy he heard and saw what happened, so he drew the attention of everyone present to take note of what he had just been talking about discrimination. Matthew told the boy who had faltered that what he had uttered to his colleague was unacceptable and that even though it appeared funny, it was not right. The boy said something that was not quite audible, but to his colleague, and Matthew consented. This activity took a duration of about 10 minutes. Matthew ended the third lesson with some written work on the passage just read, on World AIDS Day. He asked everybody to do these as their homework assignments.

APPENDIX 4.2: OVERVIEW OF LUKE'S LESSONS 1, 2, 3

BACKGROUND SETTING

Luke held a diploma in Basic Education and handled the English lessons at Betha School. He had a total teaching experience of 10 years and was in his early to mid-thirties. Form 1M was the class observed for all 3 Lessons and had 23 students, made up of 12 boys and 11 girls. All lessons were held in a JHS block newly constructed, as their usual meeting place. The classroom was spacious and airy, with louvre blade windows, and had no displays of posters on the walls. Tables and chairs were detached and there were enough for all children. There were also a white marker-board, a teacher's desk and chair, and a cupboard in the classroom. Luke taught different topics in each lesson observed. In the first lesson his topic was Letter Writing, while the second was on Verbs, with the third on Adjectives.

Description of the Teaching of Letter Writing by Luke in Lesson 1

For the 1st lesson, 11 boys and 9 girls were present that day with 3 children absent. The lesson began at 12: 39 and ended at 13: 14. Luke entered the class with already seated children. He greeted and found out how they were doing. He then told them he wanted everyone to listen carefully to what he was about to narrate, because he would ask questions on them. It was about a friend he used to study with, who went to study abroad. He asked how he could communicate with her. From responses the class gave, he mentioned that his topic for the lesson was on Letter Writing, which he wrote on the board. He then told them other means of communicating, mentioning adverts, the social media, Facebook, WhatsApp, and phone calls. He next asked what a letter was, to which various responses were given. He also asked what they needed to know to be able to write to the friend. Children gave answers like, the address, and the date, and he asked what name was given to the person writing and the person receiving the letter. He asked the types of letters there were and made the class clap to the responses given. He then asked what formal, informal and semi-formal letters were, and also if letter writing was new to them. The class started talking amongst themselves with some saying "yes," while others said "no." Meanwhile, he turned and wrote some of the responses on the board. Then he asked another name for informal letters, semi-formal letters and formal letters, and made children applaud to the responses, saying they had done well so he would give them an award.

He next asked what informal or friendly letters were. The class was silent. He gave his expected answer and continued the story he started initially about him and his friend, Millie. He shared that he wrote, and she phoned back, they exchanged greetings and they were happy to get in touch with each other. Then he told the class he was moving on to the features of informal letters. He asked the importance of writing the address and the date, the salutation, the introduction, and the body of the letter. Luke next continued with his scenario and told the class that when he called his friend, he put a message across, and if it had been a letter, that would be considered as the body of the letter. He also said the conclusion formed part of the subscription. Luke then went over all that they had discussed and invited questions from the children.

He next tackled the writer's address and shared it could be written in two forms, the slanted and the block forms. He wrote examples on the board and warned the class about the correct way of punctuating the address. He asked for other names for the addresses, and asked them to take their books and write out the block form of the address in 2 minutes. He went around each table looking at what the individuals did, and sometimes he spoke inaudibly and privately to the individuals. After then, he wrote the block address on the board and pointed out things he noted as he checked their works, that needed corrections. He went over the possessive noun for the name of the school and explained the use of the apostrophe "s." He went on to the introduction part of the letter. Here he talked at length about the traits of informality expected to prove to the examiner that the letter was informal. He also talked at length about the monotony of every one writing about the same thing like "How are you? I hope you are fine." Thus, he encouraged the children to use a variation of expressions to break the monotony of candidates writing literally the same expressions to establish

informality in the letter. He also spoke about the examination criteria and how marks were awarded, so he challenged them to dare to express themselves differently to attract high scores. As a result, he wrote a lot of varied expressions they could use to make an appreciable difference to end the lesson.

Description of the Teaching of Verbs by Luke in Lesson 2

Luke's 2nd lesson was a single period which began at 15:20 and ended at 15: 55. All 23 children were present when he entered the classroom and greeted. The children stood up and responded, while the teacher wrote the subject on the board. He turned around to face the class and instructed them to lift up their hands, to clap at his command a couple of times. Then he asked them to clap once, twice and three times before asking them to sit down. He asked what activities students did when they came to school, and with those activities named, he listed them on the board, and then he asked what the words were, for the children to answer they were verbs. Thus, he told them their topic for the day was on verbs, as he wrote the topic on the board. He asked what verbs were and after children gave several responses, he wrote one response that he said was the correct response and asked the class to repeat it after him. He made the class repeat the statement that "a verb is a word that expresses an action or a state of being," till he judged they had committed it to memory. He spent time explaining severally that a verb was "not a doing word."

He next made children give sentences which contained a verb and he wrote them on the board for the class to identify which the verbs were. He then gave some sentences on the board that expressed the state of a being in relation to the definition concept. He spent about 5 minutes explaining what was meant by the state of a being using illustrations and the local language Twi to express his point. He next asked what a subject of the verb and what the object of a verb were. He gave examples on the board for children who volunteered to identify and explained what responses they gave to the class. He next made children form sentences publicly and then they determined the subjects and then the objects. They gave reasons also to explain why they said they were the subject or the object. He told the different ways of expressing the subject of a verb, and by repeating after him the class was made to commit to memory some expressions from a known source. He finally went over what had been covered for that lesson, informing children about the next topic to be covered.

Description of the Teaching of Adjectives by Luke in Lesson 3

The 3rd lesson of Luke's began at 14:40 and ended at 15:15. 21 children were present and were writing in their books when the teacher entered and greeted. They responded happily and told him he was welcome. He asked if they were ready, and requested they paid rapt attention because he was going to tell them a story after which he was going to ask questions they were going to answer. He told an "Ananse" story from "Anansekrom." His story was on how Ananse redeemed his beautiful daughter from the abhorred marriage to a wicked chief, "Odencho." As he related the story, Luke interspersed the storyline with questions that highlighted adjectives, and he gave a rhythm to his narration and some repetitions to give it a song-like flow, as is expected in Ananse stories. The children, with inspired charisma, responded to questions raised similarly in a chorus and a rhythm, all of which were consistent with Ananse stories. There was excitement and just as the story reached the anti-climax, Luke quit the storyline with digressed questions, that brought out the children's favourite colours. He wrote these colours, plus some describing words derived from the story, on the board. Calling for the grammatical name for the words listed on the board, he situated his topic for the day as "Adjectives."

He made children give definitions for an adjective and he expanded on these, gave explanations and wrote these on the board. He also made them give synonyms of the words they used to describe an adjective. He made students repeat the definitions over and over from the board until he felt they could say them from memory, as evidenced in the following: Teacher: We're going to use

“describe” to define an adjective. Everybody, go! Class: An adjective is a word that describes a noun. Similarly, he substituted “describes” with the words “qualify” and then with “modify,” for the class to commit the definitions to memory. He next made them form sentences orally from the “Ananse” story he told them, and writing some on the board, he made them identify the adjectives in them. He made them construct their own sentences to identify the adjectives, while he corrected some with explanations and applauded others. He next summarised what they had done and invited questions from the children. He then wrote some sentences on the board and asked the children to identify the adjectives in the sentences, and to justify why they were adjectives. Finally, he gave a summary of the lesson to end it.

APPENDIX 5.1: OVERVIEW OF MARK'S LESSONS 1, 2, 3

BACKGROUND SETTING

Mark taught Mathematics in Alpha School and held a Bachelor of Education degree in Basic Education. He had worked in the school for over 10 years and was in his middle to late thirties. His lessons were held in JHS 1J, with a total of 39 children, made up of 19 girls and 20 boys, between 11 and 14 years. The school had terraces all over its hilly area. Low trimmed lawns linked the primary department and then the JHS department to the administration block, library block, ICT block and the nursery school. The JHS block, however, was clearly detached from the primary and nursery blocks, though they were all in one walled compound. Form 1J, in the JHS block, was a spacious classroom with glass louvre blade windows, tiled floors and 4 ceiling fans. It had a storeroom and its walls had some posters of Mathematics, Science and Social Studies maps and symbols. A descriptive and chronological overview of Mark's teaching observed in 3 lessons is presented as Appendix 3 to this study. They were 3 separate topics covering a single period each. The first lesson was on the Net of Solid Shapes. The second was on the topic of Measurements, (Units of Capacity), while the third lesson was on the topic of Percentages.

Description of the Teaching of the Nets of Solid Shapes by Mark in Lesson 1

Mark's 1st lesson began at 14:07 and ended at 14:52 with 1 girl and 2 boys absent, out of the 39 regular children for the class. When the majority of children came into the classroom, Mark was ready for his lesson, and had a lot of card boards in solid and plane shapes, set on 2 tables, joint together in the middle of a horseshoe seating arrangement for the class; and he was writing the subject on the white marker-board. He completed his objectives for the lesson on the board and took a big board-ruler and drew on the board. When all children were seated, he greeted and welcomed them from the Christmas break and to a new term and a new year. He then revised solid and plane shapes which they started the term before with the class, through questioning and answering and then introduced the day's lesson as The Net of Solid Shapes. He summed up the review and read through his objectives on the board. He then wrote the definition of the net of solid shapes on the board for the children to copy them into their note books.

He first passed around the cardboards in plane shapes, demonstrating what he meant by net shapes. He next passed around the cardboards in solid shapes, likewise demonstrating what he meant by solid shapes. Mark explained what the net was, always using the items he had, and showing the concept as being different from that of the solid shapes. For each solid shape, he took its equivalent net shape, and passed the set around for each child to handle, while he drew a picture of that set being passed around on the board for the children to draw them in their notebooks. Thus, he passed around the cuboid solid shape and its equivalent net that was cut out in the cardboard. He did similarly with the triangular, rectangular, and the square based pyramids, drawing these and their nets on the board. He went around each table, guiding children to draw them, and he explained differences between the square and the rectangular models that the children observed. He then summarised every concept and then all that had been covered, invited questions from the children, and he gave a project assignment to the children. He required they cut out the nets of different plane shapes he listed, and to create equivalent solid shapes of the nets they created. He instructed it was to be done in their group settings. Thus, Mark used the shapes in cardboard forms to demonstrate his point as the key form of progression for the lesson, while the children were active and vibrant in discussions amongst themselves. Mark finally rounded up his lesson by summing up what they had done in line with his learning objectives.

Description of Mark's Teaching of the topic, Units of Capacity, Under Measurements for Lesson 2

Mark's second lesson was the day after the first. 38 children were present and the lesson was a single period, beginning at 09:15 and ending at 10:00. The lesson was on the Units of Capacity under the topic of Measurements. The classroom was already set

up with diverse shaped bottles and containers, on 2 tables in front of the class, which had measurements and capacities written on them. Tables and chairs were arranged in a horseshoe shape, such that every face could be seen, and that left ample room for the teacher to move about. Mark came out from the storeroom and the class stood up and greeted him. Mark warmly greeted back and welcomed them back to school.

Mark had ready in front of the class on 2 tables various containers for his lesson on Units of Capacity. He introduced and explained the concepts around the topic to be covered. He then showed two bottles, which had different shapes and yet had the same capacities, and then two that had similar shapes, but different capacities. He introduced the units used for measurements, and another concept of changing from a different unit to a common unit, and then from a bigger unit to a smaller unit, and vice versa. For all these, he worked examples of exercises on the board with the class following on. He also gave some exercises on the board for the children to try out individually, while he went around each child's table, guiding them. He next stressed to the class the significance of organising the work well, the need to go through the processes step by step, and the need to pay heed to the assessment criteria. Mark again invited children to the board to demonstrate their processes of working out the examples, and solutions to exercises he wrote on the board for all to solve. He further went over, and explained at lengths the examples he put on the board for children to try working out in diverse ways. To round up the lesson, Mark invited questions from the class, and summarised the objectives he shared on the board for the lesson. He informed the class of the next topic for the next lesson, and then gave an assignment with specific instructions on what to do.

Description of Mark's Teaching on Three Methods of Working out Percentages in Lesson 3

Mark's 3rd lesson lasted from 09:36 to 10:21 am. The class seating was as usual, arranged in a horseshoe form. All 39 children were present when Mark appeared from the annexed storeroom and greeted the class. He exchanged some pleasantries and welcomed them to the lesson. He told them he hoped they would enjoy the day's lesson, because they were about to do one of the most interesting topics in Mathematics. He encouraged them to pay attention, so that they could enjoy the lesson and learn something out of it. He shared that his topic was on "three methods to change a common fraction to a percentage." He told them ways that percentages were used in real life. He shared that the future of the children was going to be great and they were going to be productive leaders in the course of his speech. Mark next asked questions to review the definition of percentages, and expanded responses children gave. He shared his objectives on the board with the class. He then explained three different approaches to work out the percentages, out of a common fraction. He summed that up and worked an example of the first approach on the board. In the process, he asked questions, while at the same time initiating the response for the class to continue in a chorus. Mark worked through other examples with the whole class on the board. He explained the second and the third approaches similarly on the board and summed up each time. He did this in a stepwise manner, and gave explanations, while the children followed along responding in a chorus of one-word answers, also while children concurrently copied the procedure in their note books.

Finally, Mark raised a question on the board for the children to try solving individually. He instructed they selected any of the 3 methods discussed that they liked, but then to be ready to justify why they chose one method over the other. Meanwhile, he went around every child's table giving individual explanations, or attention to those who needed it. He invited one child to publicly show the working on the board for the class to see, and to justify the method chosen. He went over on the board together with all the children, and emphasised examination requirements in the processes they went through. He similarly invited other individuals to come and demonstrate their working of other examples he gave the class to try individually, on the board for all to see. He went over them on the board, and invited questions from the children. He then reviewed all they had done, running through the objectives he had written on the board, to end the lesson. He further wrote more questions on the board, and asked the children to do them at home in their note books, and thanked them for their audience.

APPENDIX 5.2: OVERVIEW OF JOHN'S LESSONS 1, 2, 3

BACKGROUND SETTING

John delivered Mathematics lessons at Betha School. He was in his early to mid-thirties and had teaching experiences for over ten years in the school. His father was the proprietor and head master, while he acted as one of the Assistant head teachers, particularly for the Junior High School (JHS) department. He trained as a professional in Basic Education and holds a degree in Math Education. Betha School was set on a hill with beautiful storey buildings. It had other buildings under construction, one of which was the JHS block, which was completed, but not yet painted. His lessons were held with the Form 1M class. The total number of children for this class was 23 made up of 12 boys and 11 girls. The classroom had plastered walls, with louvre blade glass windows, and the room was spacious for the number of children in the class. Tables and chairs were detached and were enough for all children. The class was further furnished with a white marker-board, a teacher's desk and chair and a cupboard. John taught different topics in his three lessons observed. His first lesson was on Indices. His topic for the second lesson was on Measurements (The Perimeter). The third lesson was also on Measurements (Area).

Description of the Teaching of Indices by John in Lesson 1,

John's 1st lesson began at 12:04 and ended at 12:39 with 11 boys and nine girls present. The children were ready in the classroom when the teacher entered. They stood up when he entered went to his desk, placed his tablet on the desk and signalled them to sit down. He went to the board and started talking. He said in the period they had had earlier that day, they ended with the powers of numbers. He asked questions on the 'exponent', or 'power' or 'index.' He asked what 'the base' was and he rounded that up by saying, 'm' which was the index was telling how many times the 'a' was being "multiplied." So, the 1st rule for indices they learnt was 'a' to the power 'm' times 'a' to the power 'n' equals 'a' to the power 'm' plus 'n.' In a like manner, he went over what they did in the earlier period. He reminded them that they did "the rules or properties of indices, or powers of numbers." They revised that and concluded that when the base was the same, they had to add the powers. They worked more examples on that also. When he gave the examples on the board, he requested they worked in their note books, and then he went around each table and had a look at every child's work. He quietly answered their private questions and concerns on what they did, before he went over with the whole class on the board. He asked them to move on to the next activity after working about five examples.

He said the next activity was the 2nd rule of indices. He told them they had learnt a little about Exponential Equations, so he asked how 3 to the power 'x' is equal to 9 would be worked out. They answered they were going to compare the powers, and the base had to be the same. John worked the example on the board with the class following through, and calling out the steps they had to go through, in response to his questions. John put another example on the board and called one child to work it out on the board. He then went over with the class together, and then substituted the answer they got to arrive at the initial equation. He gave more of such examples, and supervised their individual workings, before going over on the board. They tried another example with the properties. He gave an inverse 2 to the power 'x' is equal to 1 out of 32. He told them it was a bit complicated because they had to change the 32 to 2 to the power 5 and they would have to apply the "rules of linear equations," and "exponential equations". For the exponential equations they used the rule if 'a' to the power 'x' is equal to 'a' to the power 'y,' when the bases are the same, the 'x' will be equal to 'y.'

He gave 3 more examples of questions on the board for the class to solve. He emphasised they used a "step by step approach," because he did not want anyone to "falter." He shared impersonal jokes which made the children laugh, as he went around addressing the children's concerns. When they had done so, he also went over with the class to validate the answers arrived at, with proofs and substitutions. In going over, John made it clear to the class that what they were learning on the exponential equations, was about just what they had to cover in Form 1, and they would continue that topic in Form 3, when they had done

decimal fractions and linear equations in Form 3. He went on to say the 2nd rule of indices was about division. He worked examples out of the rule ‘a’ to the power ‘m’ divided by ‘a’ to the power ‘n’ is equal to ‘a’ to the power ‘m’ minus ‘n.’ John used local illustrations that were familiar to the children to make explanations. He also made links with the subject matter to the community and its occurrences. He looked intently into the faces of the children to determine their understanding and concerns. He made allusions to the political climate that was currently prevailing. John invited questions and responded to end the lesson.

Description of John’s Teaching of the Topic, Perimeter, Under Measurements in Lesson 2

John’s 2nd lesson was on Perimeter, under the broad topic of Measurement. It began at 14:16 through 14:51 and all 23 children were present that day. He had ready on his table, models of three-dimensional figures, and plane figures, and he then told them they were going to work with the plane figures and that in their next class they would be working around the solid figures. Next, he asked what the perimeter was and explained responses given with drawings on the board. He also ran his finger around the marker board, and in Twi local language, he showed the perimeter. He wrote figures on the rectangle he had drawn on the board and together with the class he added the figures to get the total distance as the perimeter in meters. He gave the class other examples to work out and he told them the difference between Area and Perimeter. He said they would get on to Area after they were done with The Perimeter, since some questions set linked the two together.

He next introduced signs associated with the concept, which were marks of a single stroke, and then a double stroke, to show all single strokes were equal, and similarly with the double strokes. Substituting strokes on some sides of the figures on the board, he worked out the perimeters of shapes that he drew on the board, after he had made the children try them out independently in their books. John went around each table looking at what they did, sometimes explaining further, or responding to their individual concerns. Next, he called out some children or volunteers, to show their working on the board and to explain how they arrived at their answers. Afterwards, he went over together with the class, explaining step by step how they arrived at the solution. The children joined in short chorused answers, or by completing statements he began. By this means, they derived a formula for the perimeter of a rectangle, as $2L$ plus $2B$, while he drew their attention to the possible use of interchangeable words like, “Width” and “Length.”

He gave them examples to work at and told them it was geometry. Here he drew their attention to figures that are not drawn to scale, and that are sketched in their text books, and which could be couched in a story form. He told them story problems required careful analysis, and explaining the marking criteria, he reiterated the stepwise procedure they ought to observe. He simulated an examiner who was impressed, as he marked and scored the stepwise procedure of a student’s work, and he alluded to the children’s abilities to work through the steps carefully and intelligently. He shared his experience he had with the current Form 3s, who copied from their text books, without paying attention to instructions the books gave. He also shared the benefits of knowing Mathematics in their daily routines, all in the midst of humour.

He finally introduced the concept of units of measurement, by giving a problem on the board and asking what was different from what they had been doing. Thus, he went over units of measurement, and introduced acronyms for changing from one unit to the other. He then worked out examples on that on the board, and he moved on to finding the perimeter for a square. Here, after making children try out examples individually, he reiterated the difference between $2L$ times $2L$ and then $4L$ and $4L$ squared. He next gave problems on the board for the children to work out and invited questions from the children. He ended the lesson by telling them they would be learning “area” for the next lesson, and afterwards, they would be determining the perimeter rules for the trapezium, the kite, the parallelogram, the triangle and others. He also directed them to get onto the YouTube on phones, teaching them how to access further information on what they did in class.

Description of John's Teaching on Finding the Area, under Measurements in Lesson 3

John's 3rd lesson was a single period from 13:54 to 14:29, on finding Area, under the topic of Measurement. Twenty children were present with three girls absent. The children were already seated when the teacher arrived and he asked them what he had said they would be doing after 'Perimeter'. They chorused happily, "The Area." He then asked questions on plane figures, the Perimeter of squares and rectangles, single and double-marked signs on diagrams, and on Units of Measurement, all of which they had done the previous day. In the midst of it, he stopped and changed some seating positions of some children before continuing. In so doing, John noticed the absence of a girl, Violet, which happened to be every Friday, so he resolved to call her mother.

John told the class they were getting on to the area of a rectangle so he drew one on the board with smaller rectangles and said it represented a tiled bathroom. He wrote measurements of 5 and 3 centimetres at the sides and asked what the area would be. Using the smaller rectangles as tiles, they worked out how many tiles there were to fill the rectangle and he asked questions to describe what was meant by the area of the rectangle. They used that to define what "area" meant as they counted 15 tiles altogether, and arrived at the fact that they would multiply 5 by 3 also, to arrive at the answer, as they identified the length and the breadth of the diagram and derived a rule that they had to multiply the length (L) by the breadth (B) or width. He also showed through what they did on the board that the unit of measurement was centimetres squared, while he emphasised that the unit for working the area out must always be the same. He worked an example on the board, applying the rule and substituting the length of the diagram with 8cm and the breadth with 4cm. Then he showed them the steps he expected them to use to work out the solution on the board. He told them to first "quote the formula" as a necessary requirement in the marking scheme, before they fill in with the figures and then do the multiplication. The children participated by chorusing short answers to his leading questions. He communicated all this by mixing the English with the local Twi.

He next explained the type of questions that were set and told them they involved "knowledge and understanding" and those formed 30% of the marks. He told them they were usually put in a story form for them to apply their knowledge. He gave an example, while he went around every child's desk discussing their concerns. He solved it on the board together with the 20 of them. He then twisted the same question giving the area and the length and he asked them to find the width. He went through the stepwise procedure he had been emphasising, and he went around giving individual support. He then invited a volunteer to come and solve it with explanation on the board for a cash award of GH2.00 (two Ghana cedis). He thereafter invited questions and gave answers to them.

He then moved on to engendering a rule for finding the area of a square. Deducing from that of the rectangle, they easily arrived at L squared for the square. Thus, they went over square numbers which they did in P6. He gave them an example on the board and worked it through with the class, applying the rule for finding the square. He reviewed the units to be "meters squared," whereas the perimeter would not take the "squared." He wrote some more questions on the square on the board for the children to solve while he went around to help them. Next, he combined solving both the perimeter and the area in one question and asked the children to try that first, while he went around to see how they were going about it. While going around, he noticed another girl's absence, which he identified as every Friday. Then he called one girl who got the answer to the board, permitting her to use the local Twi to explain, while he promised to translate it for her in English. He went over what the girl did on the board explaining to those who could not get it right, and they clapped for her. He invited questions and answered them, while he shared a lot of hilarious jokes that made the lesson lively. He went over what they had learnt to end the lesson.