培养具有全球能力的教师：加纳教师教育的范式转变

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【摘　要】：众所周知，质量和积极的学校成果取决于教师的能力、敏感性和动机，这些总和为教师质量。教师在塑造社会方面所起的作用要求政府必须将培训教师作为首要任务。关于档案材料的相关性，该研究主要依靠观察和二手数据来源，对加纳教师培训进行内容分析。这项研究确定了有助于提高教师质量的各种因素，最终提高了教育质量。其中包括教师教育的质量保证、教师的初步培训、部署流程、专业成长、薪酬以及确保标准和合规性的监管机构。文章还发现，师资教育投入低、允许非专业毕业生任教、生活和工作条件差，阻碍了教师到农村和贫困地区任职；缺乏对专业发展的定期和持续培训以及教师缺乏动力是基础学校教育质量低下的部分原因。研究提出教师必须严格只接受教育机构培训，通过能力倾向测试招聘教师，加强课程改革，提高教师的批判性思维能力，定期开展教师发展培训，激发那些接受派驻农村的教师的积极性。

【关键词】：教师教育；范式转变；加纳

1 引言

教育是一项集体的社会努力，它确保每个公民都能成为富有成效的社会成员，并成为社会的重要成员，并以有纪律的能力实现优质生活。教育产品的价值很大程度上取决于其交付的质量[1]。教育在决定一个人如何度过成年生活方面的作用非常重要，同样，教育投资的长期利益不会给社会和整个国家带来任何好处。一个国家的高文盲率只会产生社会经济成本，并威胁到社会和国家安全。教育作为国家发展的首要因素，在文献中比比皆是 [2-6]。

根据 Graham [7] 和 Antwi [8] 的教育历史早于加纳独立，当时殖民统治者需要人作为口译员和文书下属来帮助促进他们当时建立的公司的贸易活动。这些贸易活动的维持需要殖民地主人对人们进行培训。同样，正如安特维 [8] 所假设的那样，传教士通过沿海地区进入该国，培训活动得到加强。原因是传教士需要受过教育的人作为传教员和看护人，以帮助将他们的信息（福音）传播给其他民众[7]。这些导致了正规教育的建立，后来传播到加纳海岸（原黄金海岸）的所有社区。加纳政府维持教育成果并将其推广到该国其他地区 [9]。加纳政府继续努力通过普遍改善教育来提高其民众的教育质量。加纳的教育体系由三个层次 (10) 组成：基础教育或第一周期教育，包括两年的幼儿园、六年的小学和三年的高中；第二周期教育，也包括三年的 SHS；职业技术教育与培训；或商业、农业或学徒工作；高等教育，包括教育学院 (COE)（3 年）、理工学院（3/4 年）、大学（4 年）以及其他学位和文凭授予机构。教育法案 (11) 还建立了三个新的国家机构——国家监察委员会 (NIC)、国家教学局 (NTA) 和国家课程与评估委员会 (NaCCA)。这些机构的任务主要是监督高等教育分部门的职责[12]。

加纳为实现全民教育 (EFA) 政策而做出的努力揭示了一系列政策改革和社会干预措施，旨在扩大更多学龄人口的教育机会。这些干预措施包括免费义务义务普及基础教育 (FCUBE)、学校供餐计划和按人头补助 [13]。加上这些改革，加纳政府的教育支出也令人鼓舞和值得称道，高于联合国教科文组织和全球教育伙伴关系（GPE）的建议，即占 GDP 的 6% 和政府支出的 20% ， 分别。 2011 年至 2015 年间，加纳在教育上的支出占 GDP 的 6% 至 8%，而支出占政府支出的比例在 21% 至 28% 之间 [14, 15]。根据教育部的教育部门绩效报告，加纳的教育支出占其预算和 GDP 的比例远高于西非国家经济共同体地区的同胞[12]。

尽管政府努力通过增加教育支出和增加学生入学率来改善民众的教育机会和质量，但教育质量仍然是一项艰巨的挑战。一些评论家认为，教育质量的恶化和学生的进步逐渐下降可能是政府寻求大规模扩大教育以解决入学问题的结果。接受没有质量的教育是浪费时间和机会。避免质量挑战需要对教师教育进行改革。根据 Altinok 等人的说法。 [16]，就包括师范教育在内的高等教育质量而言，Legatum Institute 2019 年国家绩效年度报告将加纳列为 167 个国家中的第 91 位。这意味着，尽管政府努力改善加纳的教育提供，但仍有更多工作要做。对教师质量及其相关改进策略的更深入了解尤为重要，因为同样的教师是专业人员，其职责是通过使用以学生为中心的教学方法来激活学习，以实现加纳政策改革的目标。教学方法和方法是从初步培训中获得的技能，这些技能形成了教学实践的基本目标和理念。 Akyeampong [17] 表示，培训机构的学生几乎没有积极参与，只是偶尔提出问题以澄清问题。采用这种讲座教学方法的原因是，鉴于可用时间有限，它确保了对教学大纲的良好覆盖[18, 19]。

教师在授课中使用的方法更多的是说明性而不是探究性，并且没有让学生有机会根据他们熟悉的内容探索和构建自己的知识和理解。 因此，学习者很少有机会参与实际和解决问题的活动。 阻碍教师质量培训的其他问题是工作量，这会阻碍教师获得广泛的学习经验。 Akyeapong [17] 重申教学负担过重，使其无法实现其目标。

基于上述论述，本研究旨在确定加纳教师教育和培训的状况及其相关挑战以及存在的机遇，并探索其他可行的选择以改善教师教育，在加纳基础学校提供高标准的教育。

联合国儿童基金会从五个关键领域定义优质教育：学习者带来

什么、环境、内容、过程和结果。联合国儿童基金会的这一理解仅涉及学校的充足性、教学材料 (TLM)、完成学业的儿童人数，以及最重要的教师素质。如果教育提供中缺乏使孩子成为社会有用代理人的质量，那么为孩子提供受教育的机会是没有意义的。因此，有效的师生活动的要素以及利益相关者的支持以确保学习者获得所需的技能必须是每个人都关心的问题。

2 方法

本研究的重点是确定加纳的教师教育和培训状况及其相关挑战以及存在的机遇，并探索其他可行的选择，以改善教师教育以提供高标准的教育。加纳基础学校。Punch[32] 认为定性研究是对各种概念、关注点和过程的解释的研究。这种设计最适合在自然环境中观察人、现象和情况。 Yildirim 和 Simsek[33] 还假设定性研究是一种利用观察、访谈、文件分析和调查向研究人员传达意义的研究类型。对于这项研究，克雷斯韦尔[34] 建议采用来自两个主要来源的三角测量方法，包括观察和文件分析。所用数据的次要来源是有关教师教育的书面文件、文章和已发表的报告，事实来自互联网、官方网站和加纳教育部办公室、加纳教育局、国家教学委员会和财政部。

借助内容分析，该研究重点介绍了加纳的教师教育状况以及优质教师培训的一些关键因素。该研究进一步从收集的数据中得出了教师培训的挑战。为确保可确认性，对数据、方法和结果部分进行了详细描述，原始数据和代码由研究人员在研究过程中保存。

3 讨论

试图找到研究目标的答案，即确定加纳教师教育和培训的状况及其相关挑战以及存在的机会，并探索其他可行的选择，以改善教师教育以实现高标准教育 在加纳基础学校授课时，查阅的文献资料揭示了以下几个因素: (1) 教师培训; (2) 专业发展机会; (3) 教师部署; (4) 教师激励。

3.1 教师培训

根据 Coultas 和 Lewin[56]，学生的低学术成就和低教育质量已将重点转移到教师教育质量上。 不能忽视对训练有素、敬业的教师的需求，该教师具有足够的学科知识，了解教学行业的最新和新趋势。 多年来，一些挑战困扰着该国的教师培训。 一些挑战被确定如下: 录取 CoE 通行证较差的申请人、远程学习提供者之间缺乏协调、CoE 无法为基础教育培养足够的教师、培训教师的替代途径不足以及在教育领域的投资不足。

3.2 专业发展机会

确保教师在其职业生涯中始终保持相关性和最新状态的最可靠

方法之一是通过职业发展机会。 然而，研究明确指出，教师发展缺乏应有的一致性，也缺乏经过教育学院初步培训后使其达到预期目的的深思熟虑的计划[61, 62]。 Acheampong 和 Furlong[30] 表示，即使有任何增长计划，它也是以训练对训练模型的形式，校长和巡回监督员接受某种形式的培训，并期望给予相同的培训 给他们的下属。 此类培训研讨会通常侧重于他们在最初的教师培训计划中可能从未详细研究过的新改革或课程领域。

3.3 教师部署

关于教师部署问题，Cobbold[65] 认为，难以吸引和留住足够合格的教师到教职员工学校仍然是加纳历届政府面临的挑战。Cobbold 继续表示，教师短缺的挑战是由于教师流失率高且加纳教师培训机构数量有限。在某些情况下，恶劣的生活和工作条件，以及随着若干教育改革的需要而增加的工作量，阻碍了教师接受到农村地区的职位[66]。 Hedges[67] 假设派到农村地区的教师会尽一切努力转向城市中心，即使它是一所私立学校。 EMIS 2012 年报告显示，小学 (1,549) 和 JHS (21,630) 的教师过剩可以抵消基础教育子部门的整体教师短缺。然而，在基层学校层面仍然存在部署问题。分析的数据表明，有些学校的教师人数过多，而其他学校的人手严重不足。造成这种差异的原因是高级官员（包括政治家和技术官僚）的干预。

3.4 教师激励

关于动机的讨论源于教师短缺的论述和解决这一短缺的努力。动机是维持人们的热情和热情以取得更大影响的一种方式。教师是推动素质教育的主要力量之一。作为变革推动者，教师的角色不仅限于学校，而是在整个社区。正是基于这一事实，如果要让农村居民普遍和平等地获得教育机会，任何教育改革都必须以教师的积极性为中心。根据 Nilsson[68]，2000 年在达喀尔举行的世界教育论坛确定，教师的激励计划始于对教师的尊重，并通过增加学习假期和赞助获得有吸引力的薪水、培训和发展机会计划，获得体面的住宿，以及获得社会设施和社区支持以作为社区成员参与。加辛齐等人。[53] 建议激励教师的一种方式是通过认可。学校领导重视教师的工作和他们对职责的承诺是提升教师士气的一种方式，并将导致教师态度和行为的改变。从学校到地区以及区域和国家的教育管理，必须对教师的工作进行分级认可。

4 结论

总之，所有利益相关者都必须竭尽全力确保教师的素质不受影响。 质量必须从最初的培训开始到教师退休，这将确保在全球市场的相关性和一致性以及竞争优势方面进行更高的调整。

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