

**NATIONAL TEACHING COUNCIL (NTC)
GHANA TEACHER LICENSURE EXAMINATION (GTLE)**

ESSENTIAL PROFESSIONAL SKILLS (EPS)

Domains tested

Component/Sub-component
Professional Values and Attitudes
Professional development
Community of practice
Professional Knowledge
Knowledge of educational frameworks, curriculum and policies
Knowledge of students
Professional Practice
Managing the learning environment
Teaching and Learning
Assessment

Indicators

Domains and sub-domains	Indicators	No. of items
Professional Values and Attitudes		14
Professional development		
	<ul style="list-style-type: none"> • Importance of professional development • Activities that constitute professional development • Reflective practice • Concepts associated with professional learning • Leadership role of the teacher and how the teacher develops leadership skills in learners, etc. 	

Community of practice		
	<ul style="list-style-type: none"> • Concepts that relate to community of practice • Role modelling • Agent of change • Collaborating and engaging with larger community • Examples of ethical conduct/misconduct, etc. 	
Professional knowledge		13
Knowledge of educational frameworks, curriculum and curriculum materials/resources	<ul style="list-style-type: none"> • Free SHS • School feeding/capitation grant • National Teachers' Standards • Library Board • NIB/NTC, etc • New primary curriculum • New TED curriculum, etc. 	
Knowledge of students/child development and learning	<ul style="list-style-type: none"> • Knowledge of the growth, development, abilities and how it informs the teacher's choice of teaching and learning activities and resources, assessment modes, etc. • Identifying students' learning needs and remediation/referral • Students' different socio-economic backgrounds, e. g. ethnicity, religion, language, etc. 	
Role of teachers in the implementation of educational reforms	<ul style="list-style-type: none"> • Use of language at early • How to make students acquire language and numeracy skills • Communicating the importance and content of educational reforms to parents/community, etc. 	
Professional practice		33
Managing the learning environment	<ul style="list-style-type: none"> • Managing small and large classes • Appropriate linguistic environment for teaching and learning • Appropriate emotional environment for teaching and learning • Appropriate psychological environment for teaching and learning • Physical classroom environment for teaching and learning 	

	<ul style="list-style-type: none"> • Inclusion • Developing and sustaining students’ attention and interest • Inclusion of gender and students with special educational needs, etc. 	
Teaching and learning		
	<ul style="list-style-type: none"> • Lesson plans: components and rationale • Appropriate teaching and learning materials and usage • Appropriate resources/activities/strategies for teaching different categories of children/inclusive teaching and learning • Activities for capturing and sustaining students’ interest and attention • Activities for making students participate in lessons • Activities for developing critical thinking and transferrable skills • Using illustrations, demonstrations, real life situations, etc. to explain concepts/promote learning • Research on class and school issues to improve teaching and learning • Encouraging team work/cooperative learning, etc. 	
Assessment		
	<ul style="list-style-type: none"> • Principles and practice of assessment • Appropriate interactive activities: constructive feedback • Questioning skills and giving constructive feedback • Assessment concepts, e. g. norm, criterion, validity, reliability, etc. • Identifying students’ talents, abilities, high/low achievements, nurturing them to realise their potentials • Understanding and practice of assessment modes, e. g. checklist, observation, portfolio, tests, event sampling, work sample analysis, etc. 	

Sample items

Professional Values and Attitudes

Professional Development

1. After observing a young teacher teach the topic 'Forms and Context of Greetings' in the local language, a mentor remarked that the teacher lacked the requisite knowledge to teach the topic. Which of the following is the **best** advice the mentor can give to the teacher to improve the teaching of the topic?
 - A. Attend in-service training programmes.
 - B. Read other materials beyond the textbook.
 - C. Seek assistance from an experienced teacher.
 - D. Seek explanation of the topic from opinion leaders.
2. A junior high school head teacher told her teachers that there is the need for a positive collaboration among each other to foster professional learning. Which one of the following **will not** be an effective means of collaboration among the teachers in the school?
 - A. Attending and taking part in deliberations during staff meetings.
 - B. Ensuring that all aspects of the school activities are properly carried out.
 - C. Networking in areas of research.
 - D. Working with teachers on best strategies of assessment.

Community of Practice

3. All the following show that a teacher is demonstrating high levels of leadership roles in their community of practice **except**
 - A. engaging in collegial discussions during instructional hours.
 - B. sensitizing parents on the need to educate their wards.
 - C. serving as a role model.
 - D. showing sensitivity to gender issues.
4. A learner in a lower primary class is not punctual and regular at school. As a professional teacher, how will you help to change the learner's behaviour?
 - A. Engage with her parents to ascertain the causes of the problem.
 - B. Formulate rules and regulations to guide the learner's behaviour.
 - C. Inform the headteacher about the learner's behaviour.
 - D. Keep up-to-date record of her behaviour.

Professional Knowledge

Knowledge of Educational Frameworks, Curriculum and Policies

5. Kwasi and Adisa belong to the Debaters' Club. The activities they engage in relate to what type of curriculum?
- A. Formal.
 - B. Informal.
 - C. Non-formal.
 - D. Official.
6. The body responsible for the development of the curriculum framework and the new KG-Primary Six curriculum is the
- A. Curriculum Research and Development Division (CRDD)
 - B. National Council for Curriculum and Assessment (NaCCA)
 - C. National Council for Tertiary Education (NCTE)
 - D. National Teaching Council (NTC)

Knowledge of Students

7. A newly trained teacher was posted to a school and was asked to teach class 5. In order to know her students better, she can adopt all the following strategies **except**
- A. looking at the past records of the students.
 - B. marking the attendance.
 - C. observing how students interact with each other.
 - D. talking to the learners.
8. At which stage of Piaget's intellectual development does the learner learn better from the use of real objects or their images?
- A. Concrete operational.
 - B. Formal operational.
 - C. Pre-operational.
 - D. Sensory-motor.

Professional Practice

Managing the Learning Environment

9. As a rule, all teachers must endeavour to create safe and encouraging learning environments to foster children's learning. Which one of the following should a teacher adopt to ensure a safe and encouraging learning environment?
- A. Avoid making derogatory remarks about children.
 - B. Direct parents on how to handle their children.
 - C. Maintain strict code of behaviour for children.
 - D. Provide children with a list of what they should not do.
10. A productive classroom environment is a place where ...
- A. individual needs are met.
 - B. learners are allowed to be on their own.
 - C. learners feel positive about themselves.
 - D. learners' expectations are met.

Teaching and Learning

11. A teacher in JHS 3 who taught integrated science for 3 years realized that the performance of the candidates in the BECE had been declining. He observed that this resulted from inadequate resources that affected effective teaching and learning. Which of the following would be the **most appropriate** measure for the teacher to adopt to improve upon the learners' performance in the subject?
- A. Adopt contemporary ways of teaching the subject.
 - B. Ensure effective use of teaching and learning materials in science lessons.
 - C. Obtain current textbooks in science.
 - D. Report the situation to the head teacher of the school for discussion.
12. Students in a class demonstrate a wide range of reading abilities. The teacher is considering how best to group the students initially for reading instruction. Which of the following strategies would **best** help the teacher place students in appropriate reading groups?
- A. Administering an informal reading inventory to determine students' specific skill needs.
 - B. Asking small groups of students comprehension questions after reading a book aloud to the class.
 - C. Observing which books students choose for independent reading.
 - D. Using students' past reading performance to form heterogeneous groups.

Assessment

13. A circuit supervisor visited a school and asked a class teacher to teach for him to observe. During the lesson delivery, the teacher wrote on the board a set of questions based on the topic and asked the students to answer them. The circuit supervisor queried the teacher because he thought the teacher was doing the wrong thing. Which knowledge of assessment does the circuit supervisor lack?
- A. Assessment as learning.
 - B. Assessment for learning.
 - C. Assessment of learning.
 - D. Summative assessment.
14. The method a teacher uses to re-examine each item after a test is administered, and to ascertain whether every item is functioning well is called item
- A. analysis.
 - B. difficulty index.
 - C. difficulty.
 - D. discrimination.