



Professional Development Programmes and Learning Outcomes in Ghanaian Schools: A Theoretical Framework

Ferdowsi Anyanwu^{1,2}, Yaa Gyamfi^{1,3}, Abena Asare^{4,5}, Kofi Amoako⁶

¹ Ghana Institute of Management and Public Administration (GIMPA)

² University for Development Studies (UDS)

³ Department of Advanced Studies, Accra Technical University

⁴ Department of Advanced Studies, University for Development Studies (UDS)

⁵ Accra Technical University

⁶ Department of Interdisciplinary Studies, Council for Scientific and Industrial Research (CSIR-Ghana)

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Correspondence: fanyanwu@aol.com

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Author notes

Ferdowsi Anyanwu is affiliated with Ghana Institute of Management and Public Administration (GIMPA) and focuses on Education research in Africa.

Yaa Gyamfi is affiliated with Ghana Institute of Management and Public Administration (GIMPA) and focuses on Education research in Africa.

Abena Asare is affiliated with Department of Advanced Studies, University for Development Studies (UDS) and focuses on Education research in Africa.

Kofi Amoako is affiliated with Department of Interdisciplinary Studies, Council for Scientific and Industrial Research (CSIR-Ghana) and focuses on Education research in Africa.

Abstract

Teacher professional development programmes (TPDPs) play a crucial role in enhancing educational outcomes in Ghanaian schools. The theoretical development will draw upon existing literature and expert interviews in Ghanaian education settings. The theoretical framework provides educators with a structured approach for designing and implementing effective TPDPs, thereby enhancing educational quality and student achievement. School administrators should prioritise the inclusion of regular training sessions, mentoring programmes, and collaborative learning spaces to foster teacher growth and improve student outcomes.

Keywords: *Sub-Saharan, Pedagogy, Constructivism, Ethnography, Participatory, Induction, Critical*

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