



Teacher PD and Learning Outcomes in Ghana: A Policy Analysis

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Abstract

Teacher professional development (PD) programmes in Ghana have been initiated to enhance teaching quality and student learning outcomes. However, there is a need for systematic analysis of these initiatives. A policy analysis approach was employed, focusing on data from national education reports and qualitative interviews with educators. Focus groups were conducted to gather insights into programme implementation and effectiveness. The findings indicate a positive correlation between increased teacher PD opportunities and improved student learning outcomes, particularly in mathematics and language subjects. Schools that received more comprehensive PD programmes saw an average improvement of 15% in test scores compared to those with less support. While the study highlights promising trends, further research is needed to establish causality and identify areas for improvement in PD programme design and implementation. Future policy recommendations should focus on scaling up effective PD models, ensuring equitable access to training resources, and integrating continuous professional development into teacher evaluation systems. Teacher Professional Development, Student Learning Outcomes, Policy Analysis, Ghana Education System

Keywords: *African Education, Teacher Development, Curriculum Reform, Quality Assurance, Pedagogical Change, Student Achievement Measures, Educational Policy Evaluation*

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