

TEACHING AND LEARNING RESOURCE POLICY

1. INTRODUCTION

Facilities and equipment cannot manage themselves except there is good leadership that will manage them well. Leadership, whether in the Basic schools, Second-cycle and Tertiary institutions, has a vital role to play in the Ordering, Delivery, Distribution, Classroom Management, Retrieval and Maintenance of Teaching and Learning Resources. The authorities should be more concerned about what the students' needs are at their developmental stages and instructional levels. The students should be properly accommodated in their various classrooms and adequate facilities and equipment provided for their effective learning. Facilities and equipment should be for both indoor and outdoor learning so as to cater for the overall development of the learner. These facilities and equipment should be properly maintained for them to render their services in good condition. The management practices of the College should ensure that variety of teaching and learning resources are available and are equitably distributed among departments. The Management of the College should make it a point of duty to appoint people whose task it is to check all these facilities and equipment and submit their report to the authorities for adequate attention.

2. Purpose and Objective:

The purpose of this document is to provide guidelines to ensure availability, preservation and equitable distribution of teaching and learning resources in the College. This policy seeks to ensure that the principle of rational use of resources and cost effectiveness is upheld in the establishment and running of academic programmes and departments. It is understood that tutors will be selecting and acquiring learning resources for their departments. Leadership and Management should consider the criteria outlined in this document when making their selections, purchase and distribution. If clarification is required regarding the appropriateness of a resource, Heads of Department should be consulted.

The specific objectives of this policy are to provide support to leadership and management to select resources that will:

- enrich and support the curriculum, taking into consideration the diversity of interests and perspectives, and the variety of abilities, learning styles and maturity levels of the learners
- ensure inclusion, equity, and accessibility for all learners
- encourage students to use, access, evaluate, analyse, process, and present information using current technology
- promote awareness of issues and concepts involving science, technology, and society
- promote personal and intellectual development
- ensure a comprehensive collection appropriate to the needs of the College

3. Scope /Application

The policy shall apply to all members of academic staff and students.

4. Policy Statement

The equitable distribution of teaching and learning resources in this policy is committed to ensure good academic environment that promotes academic excellence.

- It is the responsibility of Academic Planning and Quality Assurance Committee to select resources that will enrich and support the implementation of the curriculum.
- The Academic Planning and Quality Assurance Committee shall manage the requisition, ordering, delivery, distribution, preservation, monitoring, classroom management and retrieval of the teaching and learning resources.
- Female and male students may have different methods of learning and different educational needs. In a gender-equitable education system, all methods of learning are respected equally, and students with gender-specific and inclusivity needs or characteristics are supported and provided with resources appropriately and equally.

- Some materials contain an inherent gender biasness because of historical or cultural context. When such resources are used, students should be made aware of the context.

5. Supporting Procedures

5.1.1 The Academic Planning and Quality Assurance Committee must be established in order to manage the following process:

- Requisition
- Ordering
- Delivery
- Distribution
- Preservation
- Monitoring
- Classroom Management
- Retrieval.

5.1.2 Choosing, Ordering and Tracking Teaching and Learning Resources (TLRs)

The College must determine who or what is the most appropriate individual or team to manage the process and inventory. The main aim of having an inventory is to ensure that:

- The College gets the right items at the right time in proper quantities
- The College's assets and equipment are properly recorded
- Adequate steps are in place clearly defining who is responsible for ordering and at what time
- A physical check of all materials is undertaken annually and the results of this check are reported to the Principal
- Appropriate procedures are in place to authorize the disposal of surplus items and their removal from the record
- Fixed Assets Register is to be maintained to ascertain the identity and inventory of College Teaching and Learning Resources.

5.1.3 Teaching Learning Resources: Considerations

Departments and tutors who are selecting teaching learning resources must consider content, format, digital literacy, methodology, evaluation, assessment, and treatment of social and academic issues. Equally important considerations are the wide range of audiences, (e.g. special needs), as well as the purpose, characteristics, and use of the various media selections.

Every effort should be made to ensure that resources are selected for their strengths rather than rejected for their weaknesses.

- In selecting learning resources, professional personnel should evaluate available resources and curriculum needs and consult any other appropriate sources. The actual resource should be examined whenever possible. Recommendations for acquisition may involve Department heads, course tutors, students, as appropriate.
- Selection criteria should be considered to evaluate teaching and learning resources chosen for classroom use.
- Selection is an on-going process which should include the removal of materials that are no longer appropriate and the replacement of lost and worn-out materials which are still of educational value.

Teaching and Learning Resources should

- reflect sensitivity to gender, culture, religion and ethnicity
- support and be consistent with curriculum outcomes
- be developed by competent authors and producers and meet high standards of quality in factual content and presentation
- be appropriate for the subject area
- have aesthetic, literary, and/or social value
- have a physical format and appearance suitable for their intended use
- be one of a variety of media presentation modes
- be supportive of continuous learning by the individual
- promote equality by enhancing students' understanding of a multicultural and diverse society
- be designed to motivate students and staff to examine their attitudes and behaviours, and to comprehend their duties and responsibilities.

- recognize the integration of students with special needs (as part of the class)

5.2.1 Issues to consider when prioritising:

- Give first priority to the learner material (rather than support or management material)
- Consider materials for educators
- Consider replacements of obsolete material and those that are considered offensive and against the specifications of the constitution
- Consider curricular and methodology changes initiated by mentoring/affiliated University e.g. change in set works
- Tutors should be consulted at all times.
- Consider availability of a well-stocked and easily accessible resource center

5.1.4 Gender Equity

Education that is accessible and appropriate is sensitive to how gender shapes and is shaped by experience and learning.

- Female and male students may have different methods of learning and different educational needs. In a gender-equitable education system, all methods of learning are respected equally, and students with gender-specific needs or characteristics are supported and provided with resources appropriately and equally.
- Language influences the way in which people understand and interpret the world around them; therefore, the language of recommended learning resources should be inclusive, but not necessarily neutral, and should promote equality for males and females.
- Students are influenced by attitudes and values around them. It is important that recommended learning resources reflect balanced images and information about males and females and support broad choices and many roles for both sexes.
- Some materials contain an inherent gender bias because of historical or cultural context. When such resources are used, students should be made aware of the context.

5.2.2 Filling in the requisition forms

1. In accordance with the needs identified by each tutor during the Needs Analysis period, relevant material is selected from the viewed and evaluated materials
2. Ensure that there is ample storage space for Teaching and Learning Resources (TLRs), taking into account issues of stacking, racking and weight.
3. Give due consideration to accessibility, security and insurance.
4. Collate the needs of the various tutors according to priority of curriculum requirements per level/learning area
5. Conduct a situational analysis to check what the College already has to meet those requirements.
6. Identify and list gaps in order of priority.
7. Cost needs according to priorities after consultation with all stakeholders.
8. Ascertain if the allocated Teaching and Learning Resources (TLRs) budget is sufficient.
9. Ensure that appropriate monitoring and reporting systems for the entire budget are in place.
10. Do requisition adjustments to reconcile with the College's Teaching and Learning Resources (TLRs) budget allocation (in consultation with all tutors)
11. Make a copy of the requisition form before it is sent to the Procurement office.

5.3.0 Teaching and Learning Resources (TLRs) Distribution Process

As indicated by the previous discussion in this section, the planning process for TLRs would have identified any resources tutors feel they will need and are necessary. This will ensure that there is sufficient budgetary provision and guidelines regarding the selection and management of these TLRs once they have been approved. Such a guideline will need to address issues such as ordering, delivery, distribution, monitoring, preservation, management and retrieval processes.

The College should have a Resource Distribution Committee (RDC) which should take responsibility for the following activities:

- Use an appropriate distribution process i.e. via Course tutors or HoDs.
- Ensure that effective systems are in place for distribution i.e. embossing the material (to discourage theft) with the college name and acquisition numbers (as indicated in the Fixed Assets Register)

- Arrange for inventory register to record the name of the recipient, the department and the condition of the material and the year.
- Keep records of all TLRs distributed per department.

5.3.1 Ordering Process

- Analyse the situation to identify the most suitable materials for students and tutors in each level.
- Fill the requisition forms and submit to RDC.
- File Photostat copies of these forms for future reference.
- Obtain a requisition number from the RD for tracking purposes.

5.3.2 Delivery process

- Decide who should receive materials delivered to the College.
- Ensure that the material is duly embossed.
- Ensure that a delivery schedule is available.
- Ensure that you have a system for recording the delivery of material.

5.3.3 During delivery:

- Check that the items delivered are correct.
- Check that the quantity received is the quantity ordered and matches the delivery note.
- If delivery could not be checked, the recipient should note “Contents not checked” but should report discrepancies within 48 hours. It is important to check every material and not to assume that because the top layer is correct, that the material at the bottom is the same.
- If correct, the recipient should stamp the Proof of Delivery (PoD), append a signature and keep a copy.
- A copy must be kept in the RDC’s files

5.3.4 Retrieval process

- Ensure that all materials delivered during each financial year are available for use in the following year.
- Ensure that materials retrieved are reconciled against materials distributed.
- Take appropriate action for loss of or damage to materials.

- Adopt proper procedures for reporting on losses.
- Compile retrieval statistics and forward these to the Academic Board
- Initiate a stock taking process to ensure reconciliation.
- Take into consideration the ageing of materials and write off materials which are unusable.

5.4.0 Ways of Maintaining TLRs for Effective Functionality

Management of the College should be thinking of the best interest of the learners under their care.

- Showing interest in maintaining of TLRs.
- The minds of staff and students should be prepared by making them understand that they are one family and that the facilities and equipment in the College premises belong to them and it is their duty to keep them in good condition after each use.
- Management should not give out any part of the College facilities and equipment for commercial use since the users are likely to cause some damages which will take a lot of money to repair.
- The heads of department/unit should form a committee to take care and check the facilities and equipment on a regular basis and present a written report to the Principal.
- The community stakeholders, if approached, will participate in maintaining the facilities and equipment.
- Principal should make it known to college staff that no college property should be converted to private property. This will surely prolong the life-span of the property. If the college vehicles are used to carry out official duty they will last for a long time, coupled with regular servicing.
- There should be periodic inspection and repairs of facilities and equipment so as to make teaching and learning worthwhile.

5.5.0 Effective Monitoring and Evaluation of the use of TLRs

College monitoring team should be set up to check the college facilities and equipment and write official report about their findings. This will go a long way to make these facilities last long and remain valuable for effective use. When they are left unattended to, there is likelihood that they will deteriorate and will not be useful for educative process. The users should also be educated to make use of equipment that are meant for teaching and learning and that is why in-service training is

recommended for both academic and non-academic staff. The training will help them understand the facilities and equipment better for service delivery. Leaving the equipment lying fallow or neglecting them is not in the best interest of the College. The monitoring team shall use the monitoring and evaluation guide below to assess the effectiveness of teaching and learning resources.

5.5.1 Teaching and Learning Resources Monitoring and Evaluation Form

Title:				
For each of the following statements, check the box which best reflects your judgment of Content	<i>SA - Strongly Agree</i> <i>A - Agree the resource.</i> <i>D - Disagree</i> <i>NA - Not Applicable</i> NA D A SA			
Resource is suitable for a wide range of learning/teaching styles.				
Resource promotes student engagement				
Methodology promotes active learning				
Methodology promotes the development of communication skills.				
Resource encourages student creativity				
Resource allows/encourages students to work independently.				
Resource is suitable for intended purpose.				
Materials are well organized and structured				

Resource is devoid of traditional gender roles				
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6. Responsibility for Implementation

- Academic Planning and Quality Assurance Committee

7. Responsibility for Monitoring and Compliance

- Academic Board

8. Statutes

- National Council for Tertiary Education (NCTE)

9. Key Stakeholders

- Ministry of Education (MoE)
- National Council for Tertiary Education (NCTE)
- The Catholic Church
- College Council
- College Staff
- GETFund
- Ghana Tertiary Education Commission (GTEC)
- National Teaching Council
- Universities and Allied Institutions
- District, Municipal, Metropolitan Assemblies
- Traditional Council /Community
- NGOs
- Students Representative Council (SRC)
- Alumni

10. Approval Body

The College Governing Council

11. Initiating Body

The Principal

12. Definition of terms

For the purpose of this policy

Gender Equity – is the process of allocating resources, programmes, and decision making fairly to both males and females without any discrimination on the basis of sex.

13 Related Policy and Other Documents

Harmonised Statutes for Colleges of Educations

14. Related Legislation

15. Effective Date

16. Review Date

17. Key Words

NCTE - National Council for Tertiary Education

PoD – Proof of Delivery

RD – Resource Distribution

TLRs – Teaching and Learning Resources

18. Owner/Sponsor

College Principal

19. Author

College Council

20. Further Information

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Reference

National Council for Tertiary Education (NCTE, 2015). Harmonised Statutes for Colleges of Education. Accra, Ghana.