

TEACHING AND LEARNING RESOURCE POLICY

Introduction

Facilities and equipment cannot manage themselves except there is good leadership that will lead and manage them. 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 overall development of the learner. Facilities and equipment should be properly maintained for its full benefit of services. 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.

Purpose/Objectives

The purpose of this document is to provide guidelines to ensure availability and equitable distribution of Teaching and Learning Resources (TLRs) 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. For learning resources in the library, refer to the *Library Collection Management Policy*. It is understood that HOD's 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 the 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;
- assure a comprehensive collection appropriate to the College.

Policy statement

The Teaching and Learning Resource Policy of St. Joseph's College of Education is committed to ensuring good academic environment that promotes academic excellence. It, therefore, seeks to provide resources that will enrich and support the curriculum and teaching in the College.

Scope /Application

The policy shall apply to Management, teaching staff and students.

Selection of Teaching and Learning Resources: Considerations

Selection of teaching and learning materials should always be done by a team. The following should guide the selection process:

- Selection is an on-going process which should include the removal of resources that are no longer appropriate and the replacement of lost and worn out materials which are still of educational value.
- Departments and tutors who are selecting teaching and learning resources must consider content, format, methodology, evaluation, assessment, and treatment of social 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 Librarian, Department heads, course tutors, students, as appropriate.

Learning Resources should:

- reflect sensitivity to gender,
- 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

Supporting Procedures

Knowledge and information evolution provides an increasingly rich array of resources which lecturers can utilise as teaching and learning materials in their academic programmes and which students can access to enhance their learning. The College must put in place an Academic Planning and Quality Assurance Committee to manage the inventory of teaching and learning resources. The Committee should constitute the Vice Principal, Librarian, HOD's, and Quality Assurance Officer. The Academic Planning and Quality Assurance Committee must be established in order to manage the following processes:

➤ **Requisition process**

As part of the requisition process, the Academic Planning and Quality Assurance Committee should:

- Ensure that there is ample storage space for TLRs, taking into account issues of stacking, racking and weight.
- Give due consideration to accessibility, security and insurance.
- Collate the needs of the various tutors according to priority of curriculum requirements per level/learning area
- Conduct a situational analysis to check what the College already has to meet those requirements.
- Identify and list gaps in order of priority.

- Cost needs according to priorities after consultation with all stakeholders.
- Ascertain if the allocated TLRs budget is sufficient.
- Ensure that appropriate monitoring and reporting systems for the entire budget are in place.
- Do requisition adjustments to reconcile with the College's TLRs budget allocation (in consultation with all tutors) before it is sent to the Procurement Office.

➤ **TLRs Distribution Process**

The College Resource Officer should take responsibility for the following activities:

- Use an appropriate distribution process i.e. via 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.
- 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.

➤ **Retrieval process:**

The College Resource Officer should take responsibility for the following activities:

- Ensure that all materials delivered during each academic 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 Planning and Quality Assurance Committee
- Initiate a stock taking processes to ensure reconciliation.
- Take into consideration the aging of materials and write off materials which are unusable.

➤ **Effective Monitoring and Evaluation of the Use of TLRs**

College Resource Officer should monitor 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 for the best interest of the College.

Responsibility for Implementation of all Policies

- College Council
- Principal
- Vice Principal
- Academic Board
- Various Committees
- Staff
- Students
- Stakeholders

Responsibility for Monitoring and Compliance:

- College Council
- Principal
- Quality Assurance and Monitoring Office

Status

- To be approved by the College Governing Council

Key Stakeholders:

- The College Governing Council, Management, Academic Board, Heads of Department/Units, Heads of Committees, Staff and Students

Approval Body:

- The College Governing Council

Related Legislation

- The Constitution of Ghana
- Harmonised Statutes for Colleges of Education

Effective Date

- January 2020

Review Date

- January 2022

Author

- The College Governing Council

Further Information

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