



Reimagining Teacher Resilience Through Ubuntu: A Cross-Continental CPD Pilot for Educator Wellbeing in Ghana and Beyond

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Churchill Fellowship Impact Report 2025_V1.1
Fellow: Dr Chiedza Jane Ikpeh | Location: Ghana, Accra
Start Date: 01 July 2025 | Date: 01 September 2025

Churchill Fellowship Impact Report 2025

Reimagining Ubuntu in Education: Cross-Continental Models for Strengthening Educator Resilience

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Date: 20.09.2025

Executive Summary

The 2025 Churchill Fellowship marked the launch of Dr. Chiedza Jane Ikpeh's first postdoctoral project and the pioneering of an Ubuntu-informed CPD programme centring teacher wellbeing, resilience, and professional empowerment. Building on her doctoral research into the career trajectories of Black women teachers (BWT) in the UK, the Fellowship extended her inquiry across borders to examine teacher wellbeing, professional identity, and resilience through the lens of *Ubuntu*, an African philosophy of shared humanity, care, and community.

Delivered in three phases; (a) discovery and design, (b) pilot and delivery, and (c) review and reporting, the Fellowship culminated in the launch of the flagship [TeachWell Conference 2025](#). This one-day professional development conference brought together 30 educators from 18 schools across the Greater Accra Region and served as both an intensive professional learning experience and a proof of concept for a culturally grounded, context-responsive CPD model.

Key outputs included:

- 1) A series of academic [working papers](#) for publication.
- 2) Culturally relevant [CPD slide decks](#) and facilitator guides.
- 3) The hosting of the inaugural [TeachWell Conference 2025](#).
- 4) A forthcoming [docu-vlog series](#) and [book publication](#) to extend dissemination.

Feedback from participants was overwhelmingly positive:

- 95% affirmed the relevance of the content and format
- 100% rated the facilitators highly, citing emotional intelligence, Ubuntu integration, and community connection as key highlights
- Several teachers called for *more frequent and decentralised CPD events*, evidencing both the demand for this work and the critical gap in existing provision

Short-term impacts included renewed confidence among teachers and strengthened partnerships with institutions such as the University of Ghana and FEED. *Medium-term* potential lies in adapting this model for the UK and establishing regional hubs across Ghana. Towards the *long term*, the Fellowship lays the groundwork for an international movement that positions teacher wellbeing as a non-negotiable pillar of educational quality.

Looking forward, three strategic pathways will guide the next chapter:

1. Developing a flagship cross-cultural CPD programme
2. Building a global informal teacher development network
3. Disseminating findings through academic and public engagement channels

This Fellowship is not just a completed project, it is the beginning of a cross-continental effort to reimagine teacher development through the values of care, community, and collective uplift.

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1. Introduction

1.1 Background and Rationale

This Churchill Fellowship constitutes the first of Dr. Chiedza Jane Ikpeh's postdoctoral research activities, undertaken following the completion of her PhD in Education at the University of Chester. Her doctoral research examined the barriers and enablers to the career advancement of Black women teachers in the United Kingdom, investigating structural inequities, lived experiences, and the systemic conditions that either constrain or facilitate professional progression (See appendix A). A significant theme to emerge from this work was the centrality of teacher wellbeing, understood not only as a personal matter, but as a professional, cultural, and policy-level concern.

The Fellowship was pursued due to its strong alignment with Dr. Ikpeh's research interests and the Churchill Fellowship's thematic priorities of Health and Wellbeing, Education and Youth Development, and Social Justice and Equity. It presented an opportunity to move beyond identifying barriers to teacher wellbeing and resilience, towards trialling contextually relevant methods of intervention (See appendix B). The Fellowship also provided scope to explore how global partnerships, particularly in collectivist cultures, could offer alternative and innovative approaches to teacher empowerment. Dr. Ikpeh's longstanding academic and personal interest in collectivist philosophies, most notably the Southern African philosophy of Ubuntu, formed a key conceptual anchor for the project, shaping its central research question: *how might Ubuntu inform the development of practical frameworks for educator resilience?*

Ghana was identified as the primary research site due to its distinctive educational context and the strength of Dr. Ikpeh's pre-existing personal and professional connections. These included familial ties, alongside established professional relationships with educators, school leaders, and community stakeholders cultivated prior to the Fellowship. A notable example is her partnership with [Paul Mensah Amanor](#), Founder of the Foundation for Equity and Educational Development ([FEED](#)) Organisation. This relationship was established through collaboration between Chiedza's nonprofit organisation Real and Authentic

Representations of Africans & Caribbeans ([RARA](#)) Education Project CIC, and FEED on the “READSPRINT” [Ghana Literacy Project](#), a fundraising and implementation initiative that Empowered and equipped [over 100 children](#) with essential reading literacy skills (see appendix C).

Such connections provided a ready-made platform for access, collaboration, and trust-building, enabling Dr. Ikpeh to navigate the research context with cultural sensitivity and operational efficiency. They also created favourable conditions for developing an [ubuntu-informed theory of change](#) that draws on Ghanaian educational realities while identifying strategies transferable to the United Kingdom, ensuring that the Fellowship’s outcomes have both local relevance and international applicability.

Engagement in this context significantly extended Dr. Ikpeh’s professional network within the education sector and further consolidated her reputation as an education advocate and activist. The trust and credibility established through prior collaborations, such as the Ghana Literacy Project with [FEED](#), formed a robust foundation for the Fellowship’s implementation. These relationships allowed the overseas learning experience to evolve in an environment of openness, shared purpose, and mutual respect, enabling richer data collection and more impactful knowledge exchange.

The rationale for the project was therefore twofold:

1. To examine how the philosophy of Ubuntu can shape approaches to education and teacher support, reframing professional development and wellbeing as inherently relational, community-oriented, and grounded in shared humanity; and
2. To develop a cross-continental model for strengthening educator resilience, informed by the lived experiences, cultural knowledge, and collaborative practices of Ghanaian educators, with a clear pathway for adaptation within the UK context.

1.2 Original Proposal and Deliverables

The Churchill Fellowship proposal set out an eight-week research and intervention project entitled *“Ubuntu in Education: Cross-Continental Models for Strengthening Educator Resilience”*. The programme was designed to investigate and enhance teacher wellbeing and resilience within the Ghanaian education system, with a view to adapting successful approaches for the United Kingdom. The Fellowship aimed to contribute to three overarching goals:

- 1) To reframe teacher resilience through Ubuntu principles by adapting models of collective care, shared responsibility, and empathy from West African and English contexts to strengthen retention, wellbeing, and professional sustainability.
- 2) To build inclusive, interconnected educational communities by fostering networks of mutual aid and support that enable educators, particularly in diverse and underserved schools, to access resources, belonging, and collective strength.
- 3) To develop transferable strategies for global education systems by reimagining teacher socialisation as a relational ecosystem, generating insights that can inform both UK and international responses to the teacher retention and wellbeing crisis.

To achieve these aims, the programme was structured into three core phases, with clearly defined key performance indicators (KPIs) and outputs (see next page). This structured approach was intended to ensure that the Fellowship met its dual mandate: overseas learning through the Ghanaian pilot, and UK impact through the transferability of lessons learned. The clearly defined deliverables allowed for measurable progress tracking, alignment with the Fellowship’s funding themes, and a transparent pathway from research to practice.

Fellowship Deliverables and Evidence of Outputs

Week	Phase	Focus	Activities	Key Outputs
1	Phase 1: Discovery & Design	Re-familiarisation & Stakeholder Relationship Building	Engage with local educational stakeholders - Re-establish connections with community leaders and schools	<ul style="list-style-type: none"> Initiate stakeholder relationships. Schedule interviews for Week 2. Begin literature review (part of Output 9).
2		Needs Assessment	Conduct surveys and interviews with teachers - Identify key challenges and resource gaps	<ul style="list-style-type: none"> Output 1: Needs Assessment Report Conduct 4–8 scoping interviews (~20 hrs). Data to inform Output 2 and Output 9.
3		Data Analysis & Planning	Analyse collected data - Develop a tailored action plan addressing identified needs	<ul style="list-style-type: none"> Output 2: Context-Specific Action Plan Begin drafting Output 10: Impact Summary Outline CPD adaptation (towards Output 8).
4		Preparation for Implementation	Organise logistics for training sessions - Finalise training materials and schedules	<ul style="list-style-type: none"> Output 4: Slide Decks & Facilitator Guides Draft and finalise content for pilot delivery. Create feedback resources (towards Output 6)
5	Phase 2: Pilot & Delivery	Attendee Registrations	Confirm training venues and participant lists - Distribute pre-training materials	<ul style="list-style-type: none"> Finalise teacher recruitment and briefing. Pre-distribution of evaluation rubrics (O6)
6		Training Week 1	Deliver Modules 1–6 in a full-day session	<ul style="list-style-type: none"> Deliver Output 3: Delivery of Pilot Training Observe for participatory insights (Output 9). Collect and evaluate participant feedback.
7		Training Week 2	Deliver Modules 1–6 in a full-day session	<ul style="list-style-type: none"> Deliver Output 3: Delivery of Pilot Training Observe for participatory insights (Output 9). Collect and evaluate participant feedback.
8		Debrief, Feedback & Report Writing	Conduct debriefing sessions with participants. Collect feedback through surveys and discussions.	<ul style="list-style-type: none"> Output 5: Stakeholder Presentation Deck. Output 6: Feedback Toolkit - Completed Output 7: Comprehensive Pilot Report. Output 10: Impact Report - Drafted Output 11: UK Rollout Plan - Completed

			Compile comprehensive report detailing activities, outcomes, and recommendations	<ul style="list-style-type: none">• Output 9: Research Papers<ul style="list-style-type: none">○ Paper 1 – Literature Review○ Paper 2 – Case Study○ Paper 3 – Participatory Action Research
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2. Phase 1: Discovery and Design

This section outlines the initial stage of the Fellowship, focused on re-familiarisation with the Ghanaian educational context, stakeholder engagement, and the development of preparatory outputs. It reports on the processes of needs assessment, data analysis, and resource creation, demonstrating how the foundations for the CPD pilot were laid. The subsections that follow highlight both the planned activities and the accelerated progress achieved, showing how early momentum created the conditions for effective delivery in later phases.

2.1 Key Phase Outputs

The execution of the intended outputs during Phase 1 proceeded with notable efficiency and effectiveness. By the conclusion of this phase, the project was not only fully on track with the proposed timeline but also operating ahead of schedule. Several activities originally scheduled for completion by Week 5 had already been initiated or finalised by the end of Week 4, enabling a seamless and proactive transition into the next phase of delivery.

Table: Phase 1 - Discovery and Design Outputs			
Output	Output Item	Output Description	Appendix
Output 1	Needs Assessment Report	Synthesises findings from scoping interviews, surveys, and consultations with key stakeholders, highlighting teacher challenges, resilience factors, and contextual priorities. Serves as the evidence base for all subsequent interventions.	D, E, J1
Output 2	Context-Specific Action Plan	Translates identified needs into a tailored set of CPD strategies, aligning Ubuntu principles with local priorities and mapping pathways for practical implementation.	I

Output 3	Pilot Delivery Framework (<i>TeachWell</i>)	Provides the structured model for the initial pilot, presented through the TeachWell Conference agenda.	I
Output 4	Slide Decks & Facilitator Guides	Professionally designed training materials, adapted for Ghanaian teaching contexts. Serve as reusable resources to build capacity, ensure cultural relevance, and support replication in future phases.	H
Output 5	Stakeholder Presentation Deck	High-level summary presented to partners and policymakers. Demonstrates project rationale, progress, and early impact to build momentum, alignment, and trust.	L

Phase 1 activities were grounded in a participatory and context-responsive approach. The needs assessment ([Output 1](#)) combined qualitative scoping interviews with selected educators and school leaders, survey distribution to a wider teacher cohort, and informal consultations with key community stakeholders. This triangulated approach allowed for both breadth and depth of understanding.

The context-specific action plan ([Output 2](#)) was developed through an iterative process, integrating insights from the needs assessment with prior research and stakeholder feedback. Early work on the pilot delivery framework ([Output 3](#)) reflected adaptive project management principles, enabling content to be refined in response to emerging data.

Resource development ([Outputs 4](#) and [Output 5](#)) prioritised cultural relevance, visual clarity, and practical applicability, with content adapted to reflect Ghanaian classroom realities while remaining aligned with the project's cross-continental objectives. Drafts were reviewed collaboratively with local partners to ensure accuracy, accessibility, and resonance with the intended audience.

2.2 Operational Re-Focus: Data Collection

With the Phase 1 deliverables completed ahead of schedule, the operational focus shifted towards two core priorities: data collection and media engagement. A decision was made to expand the project's data gathering activities to ensure the CPD pilot and final Impact Report were informed by robust, multi-dimensional evidence. Data was further collected through:

- Qualitative interviews with educators to gain insight into personal experiences and professional challenges ([Appendix D](#)).
- Structured and informal stakeholder conversations to capture diverse perspectives from school leaders, Higher Education (HE) leaders, NGO partners, and community representatives ([Appendix E](#)).
- Preliminary participant feedback collected prior to CPD delivery to assess expectations and perceived needs ([Appendix F](#)).

This data collection strategy sought to establish a baseline understanding of educators' wellbeing and resilience while also identifying context-specific barriers and enablers that would influence the design and adaptation of the CPD programme.

2.3 Operational Re-Focus: Multi-Media Documentation

Recognising the value of visual storytelling in both research dissemination and audience engagement, an Instagram page ([@empowered.ghana](#)) was launched as a live platform for sharing project media. This was complemented by ongoing documentation efforts, including photographs, short video clips, environmental B-roll of school visits and community events, and audio-visual recordings designed to provide an authentic narrative thread for the Fellowship's final short film. Together, these media outputs served two primary purposes: to create an archival record of the Fellowship's activities and outputs, and to generate high-quality content for use in stakeholder presentations, the conference, and the promotion of future CPD programmes.

2.4 Strategic Impact of Early Progress

The accelerated progress achieved in Phase 1 created favourable conditions for a more reflective and iterative approach in the weeks that followed. With the core design elements already in place, the project team was able to:

- Refine CPD content to ensure it was both culturally relevant and underpinned by strong pedagogical principles, drawing on insights from conversations and consultations with local teachers, educators, school leaders, and advocates familiar with the Ghanaian context.
- Embed feedback loops within the pilot design, enabling real-time adjustments in response to participant input and stakeholder observations.
- Deepen relationships with both new and long-standing partners and colleagues, fostering trust and strengthening collaboration for the delivery of subsequent phases.

This early momentum provided a solid operational and strategic foundation for Phase 2. It enabled the delivery model to be both efficient in execution and adaptive to context, significantly increasing the likelihood of achieving sustainable impact well beyond the Fellowship period.

3. Phase 2: Pilot and Delivery

This section outlines the plans and progress made during the execution of the Churchill Fellowship, towards the pilot CPD intervention. It details how the intended outputs were implemented, the adaptations made in response to contextual realities, and the ways in which delivery exceeded initial expectations. The subsections that follow document the design choices, facilitation processes, and community engagement strategies that shaped the delivery, providing a clear account of how the pilot translated from planning into practice.

3.1 Adaptations to Original Plan

While the Fellowship's original structure was closely adhered to, several adaptations were made to the sequence, timelines, and scope of activities. These adjustments were informed by conversations with various stakeholders in Ghana as well as the accelerated completion of the *Discovery and Design* phase, which concluded ahead of schedule by the end of Week 4. This early progress created additional capacity to integrate creative, community-oriented, and knowledge-dissemination activities into the programme. The flexibility to adapt ensured that the project could remain responsive to contextual realities while maintaining alignment with the Fellowship's aims.

3.2 CPD Delivery: Interval delivery to Intensive 1-day delivery

A change in the Ghanaian academic calendar meant that the Fellowship coincided with the summer holiday period. This created an engagement challenge: teachers were less likely to commit to multiple CPD sessions spread across July and August, as many had personal and family commitments during this time. To mitigate this risk, the delivery model was adapted from an interval-based approach to an intensive one-day format, ensuring higher participation and maximising impact within the available window. Reframed as the *TeachWell Conference 2025*, the one-day CPD event signalled its audience (teachers) and theme (wellbeing) while offering key advantages:

- **Lower Commitment:** A single-day format boosted attendance during holidays.
- **Networking:** Brought teachers together for cross-school collaboration.
- **Brand Identity:** Positioned the event as a flagship wellbeing initiative.
- **Immersive Space:** A neutral venue encouraged fresh, reflective engagement.
- **Focused Content:** Concentrated sessions enabled deep exploration of wellbeing.

- **Forward Planning:** Timing encouraged reflection and preparation for the year ahead

This adaptation ultimately transformed the CPD delivery from a series of discrete sessions into an immersive, fully day, professional development experience, one that prioritised engagement, collaboration, and thematic coherence while meeting the practical realities of the context. The delivery of the CPD in the form of the TeachWell Conference 2025 is further explored and reviewed in the following sections.

3.3 Strategic Project Branding and Identity

While the Churchill Fellowship status provided a degree of recognition and credibility, presenting solely as an individual researcher and outsider in an unfamiliar context, a developing economy with its own cultural, economic, and professional dynamics, posed potential limitations. To address this, an intentional adaptation was made to position all Fellowship activities under the banner of [Empowered Consulting Services Ltd](#), the educational consultancy founded and led by Dr. Chiedza Ikpeh.

This strategic branding decision enhanced the perceived integrity, professionalism, and credibility of the project in the eyes of local stakeholders. In contexts where formal structures and established organisational identities carry significant weight, the presence of a legally registered company served as an essential bridge in communication, negotiation, and partnership-building. It also aligned with cultural perceptions around legitimacy and provided a protective layer around Dr. Ikpeh's personal identity.

Operating under a business-to-business model proved to be particularly effective. It facilitated partnerships, collaborations, and access to networks that might not have been as readily available to an individual visitor. The Empowered brand identity paralleled with the recent Churchill Fellow status provided:

- A clear and recognisable point of reference for prospective partners.
- Institutional accountability, which built trust and demonstrated reliability.

- A framework for long-term engagement, allowing stakeholders to associate the work with an entity capable of sustaining collaboration beyond the lifespan of the Fellowship.

This approach strengthened local buy-in, expanded the reach of the project, and laid the groundwork for ongoing initiatives between Empowered Consulting and partners in Ghana.

3.4 Addition of a YouTube Docu-Vlog Series

With preparatory outputs completed ahead of schedule, the decision was made to reallocate time and resources to developing a docu-vlog YouTube series documenting the Fellowship journey. This six-part visual journal, blending vlog-style storytelling with talk-show style commentary, will provide a personal yet professional account of the research process, outcomes, and lived experience in Ghana and the UK .

The series is designed with three core purposes:

1. Humanising research by centring narrative and lived experience.
2. Enhancing dissemination by reaching audiences beyond academia through engaging, accessible content.
3. Building visibility around teacher wellbeing and resilience as urgent global priorities, while laying groundwork for future projects including CPD programmes, publications, and an international teacher network .

Episodes will run 8–10 minutes each, combining direct-to-camera reflections with B-roll of schools, community events, and everyday moments. Suggested themes include: *Why Teachers, and Why Now?*; *What Does Teaching Look Like in Ghana?*; *What Is Ubuntu, and Why Should It Matter in Education?*; and *What Actually Happened at the TeachWell Conference 2025?*

This series transforms the Fellowship into a visual diary of both impact and intention, blending honesty, vulnerability, and critical insight. Episodes will be published on YouTube, with shorter clips repurposed for LinkedIn, Instagram, and Twitter to maximise accessibility and engagement.

3.5 Expanded Community Engagement

The strength of existing professional relationships in Ghana significantly reduced the time and labour required for participant recruitment. This allowed for deeper and broader engagement with the community during Ghana's summer holiday period. Key community engagement activities included:

- **FEED X RARA Graduation Ceremony:** In collaboration with the NGO FEED, a graduation ceremony and celebration day was organised for teachers and students who had participated in the organisation's *Four Weeks to Read* literacy programme. This event recognised and celebrated both educator commitment and student achievement (see [Event Link](#) here).
- **Talents In Africa NextGen Opportunities Forum 2025:** By invitation, Dr Ikpeh delivered a TED-style talk titled "The MVP Mindset", which challenged the audience to reframe success by becoming the *Most Valuable Player* in their context rather than chasing the visibility of being the *Most Visible Person*. The talk explored themes of value creation, intentionality, and purpose-driven action in career and community leadership (see [Event Link](#) here).
- **Annual Ghana Book Fair 2025:** Attended the annual Ghana Book Fair, a flagship literary and educational event that brings together publishers, authors, educators, and students from across the country and the wider region. The fair provided a valuable platform to engage with current debates on literacy, access to educational resources, and the role of publishing in strengthening learning cultures. Participation offered opportunities to connect with key stakeholders in Ghana's education and publishing sectors, while also highlighting innovative approaches to promoting reading and learning at both community and institutional levels (see [Event Information](#) here).

These engagements strengthened the relational network underpinning the Fellowship, provided additional insight into the realities of the Ghanaian educational system, and created opportunities for future collaboration with a variety of stakeholders.

4. Phase 3: Review and Reporting

This section presents an analysis of the data collected before, during, and after the TeachWell Conference 2025. Its purpose is to capture both quantitative and qualitative insights from participants, highlighting how teachers' perceptions, confidence levels, and professional priorities evolved across the different stages of the event. By drawing together pre-conference surveys, in-conference observations, and post-conference feedback, the subsections that follow provide a holistic view of the pilot conference impact, offering evidence not only of individual learning outcomes but also of broader themes relevant for future CPD design, policy influence, and cross-cultural research.

4.1 TWC25 Conference Overview

The TeachWell Conference 2025 (TWC25): *Reimagining Teacher Wellbeing Through Ubuntu* was the flagship delivery point of the Fellowship's CPD pilot. Positioned as a high-impact, one-day professional development experience, the conference sought to bring together educators from across the Greater Accra Region and beyond, to explore teacher wellbeing through the lens of *Ubuntu*, the African philosophy emphasising care, community, and shared humanity.

Held on Friday 29th August 2025 at the Buro Co-working Space in Osu, Accra, the conference programme was structured to blend inspiration, skills development, and collaborative reflection. Highlights included:

1. Keynote Address: "Reimagine: Teaching as a Community Service" by Dr Chiedza Jane Ikpeh, setting the tone for the day by connecting wellbeing to African philosophies of resilience and mutual care.
2. Workshop 1: "Reconnect: Teaching as Shared Humanity" led by Paul Mensah Amanor, inviting participants to re-engage with the relational and humanistic core of teaching.

3. Workshop 2: “Restore: Teaching with Emotional Intelligence” facilitated by Richard Martin Djossou, exploring emotional literacy as a pillar of classroom resilience.
4. Workshop 3: “Rise: Teaching with a Standard of Excellence” with Dr Ikpeh, inviting participants to reflect on their ability to demonstrate excellence using the Ghana National Teachers’ Standards as a frame of reference.
5. Panel Discussion: “Reflect: Reimagining the Future of Teaching [Together]” featuring a collective of guest speakers of whom occupy space as education leaders, sharing diverse perspectives on shaping sustainable teaching futures.
6. Closing Circle & Farewell, providing space for participant reflections, shared insights, and a collective sense of closure.

Throughout the day, participants benefited from structured networking opportunities, including a lunch session and comfort breaks. The event also incorporated visual documentation, with photographs, video clips, and soundbites collected for both archival and dissemination purposes.

Framed as the culmination of Phase 2 activities, the TeachWell Conference 2025 successfully served as both the delivery mechanism for the CPD pilot and a proof of concept for a branded, thematic approach to educator wellbeing and resilience that can be adapted for future national and international contexts.

4.2 TWC25 Attendee Recruitment

4.2.1 Marketing and Recruitment

A targeted and relationship-driven marketing strategy was launched on 1 August 2025 to recruit participants for the TeachWell Conference 2025. The approach prioritised existing networks and personal outreach before extending to broader public channels, ensuring that the conference reached educators already engaged with, or connected to, the Fellowship’s work.

The recruitment strategy began with WhatsApp distribution of the conference invitation to established teacher networks and professional communities, built through connections formed earlier in the academic year. This was followed by wider sharing on LinkedIn, allowing the announcement to reach both local and international contacts within Dr Ikpeh's professional network.

The event flyer ([Appendix G](#)) played a central role in outreach, offering a clear visual identity that could be easily shared across platforms and between colleagues. Many within Dr Ikpeh's network, including educators and NGO leaders, amplified the invitation by sharing it within their own circles, significantly extending the reach at no additional cost.

By Friday 8th August, less than ten days after the recruitment launch, the conference had reached full capacity and registration was closed. The rapid response indicated a strong appetite for teacher wellbeing-focused CPD in Ghana and demonstrated the power of leveraging pre-existing professional and community relationships.

Key partnerships were instrumental in supporting recruitment efforts. Dr. Ikpeh's established relationship with the University of Ghana, [School of Education Studies and Leadership](#), provided direct access to institutional networks and enhanced the project's credibility through formal association. In addition, her partnership with the leadership team at [FEED](#) enabled targeted promotion of the event within its teacher community and among wider education partners, streamlining outreach and ensuring strong engagement from practitioners on the ground.

4.2.2 Challenges and Solutions

4.2.2.1 Venue Capacity

One of the earliest challenges in conference planning was managing demand within the constraints of the venue. The chosen space at Buro Co-working had already been secured with a deposit, but interest in the conference quickly surpassed its seating capacity. While larger venues were

considered, the logistical and contractual implications of switching locations, combined with the need to maintain the event date, led to the decision to retain the original venue. This decision prioritised stability and planning efficiency, while observing the funding restrictions.

4.2.2.2 Venue Access and Transport

To reduce travel-related barriers and manage attendee arrival times, transport provision was arranged by hiring a coach driver to collect participants from a central location. This ensured punctual arrival, minimised individual travel expenses, and reduced the unpredictability of public transport access, particularly for those travelling from outside the immediate Osu area. By proactively responding to local transport challenges, this measure enhanced accessibility and equity, enabling broader teacher engagement in the event.

4.2.2.3 Event Attendance and Cost of Participation

Interviews and preliminary conversations revealed that many educators were experiencing significant economic pressures, compounded by the global cost of living crisis. To remove financial barriers and ensure equitable access, all tickets were offered free of charge, fully subsidised through the Churchill Fellowship. This decision guaranteed that cost would not be a determining factor in participation, enabling teachers from diverse financial backgrounds to engage fully in the event.

4.2.2.4 Participant Care & Hospitality

Similarly, attention was given to ensuring attendees felt valued and well cared for during the day. Catered refreshments were provided, reducing the need for participants to make their own arrangements and creating opportunities for informal networking during breaks. This not only supported attendee wellbeing but also aligned with the conference's central theme of care and community in teaching.

4.2.3 Demographics of Attendees

Overall, the TeachWell Conference 2025 brought together a diverse group of approximately 30 participants, from across 18 schools, reflecting a wide cross-section of the Ghanaian education sector. The diversity of roles, experiences, and contexts enriched the conference dialogue, allowing the Fellowship to capture a fuller picture of teacher wellbeing and professional development needs across Ghana.

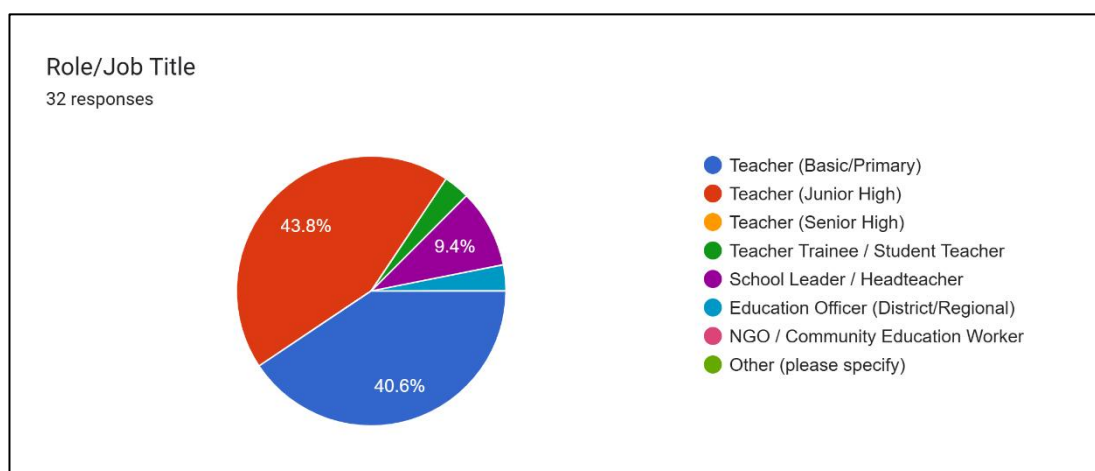


Figure 1 Pre-Conference Survey: Participants by Job Title

4.2.3.1 Attendees by Professional Roles

Furthermore, of the attendees, 39.4% were Basic/Primary school teachers and 36.4% were Junior High teachers, meaning that classroom practitioners made up a combined 75.8% of the participant group. They were joined by 9.1% who were School Leaders or Headteachers and 3.0% who were Education Officers at district or regional level. This distribution ensured a strong practitioner voice at the conference, complemented by leadership and policy-level perspectives capable of influencing broader institutional strategies.

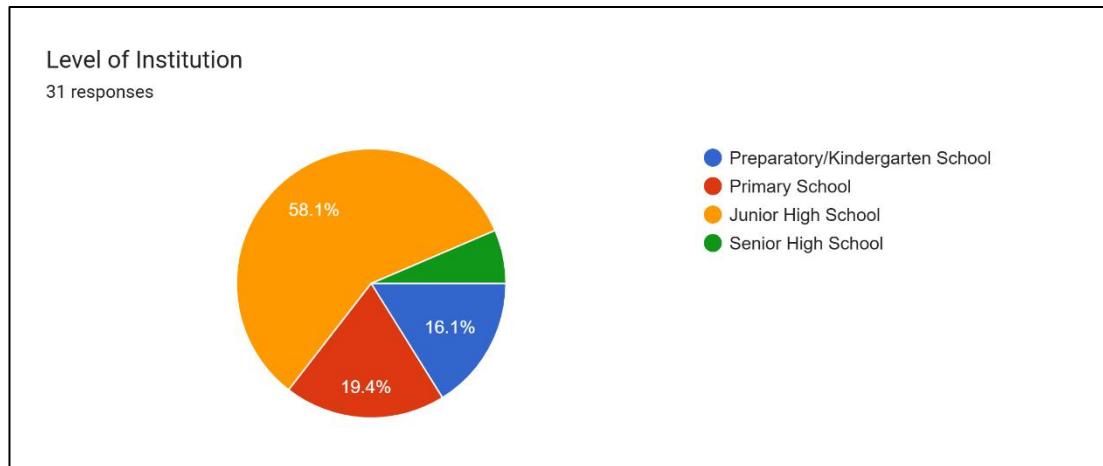


Figure 2 Pre-Conference Survey: Participants by Level of Institution

4.2.3.2 Attendees by Years of Experience in Education

In terms of years of experience, 24.2% of attendees had been in the profession for 8–15 years, another 24.2% had 4–7 years of experience, and 21.2% were in their first 1–3 years of teaching. A further 12.1% had over 15 years of experience, while 6.1% were in their first year. This range spanned early-career teachers to seasoned educators, creating valuable opportunities for peer-to-peer exchange across different career stages.

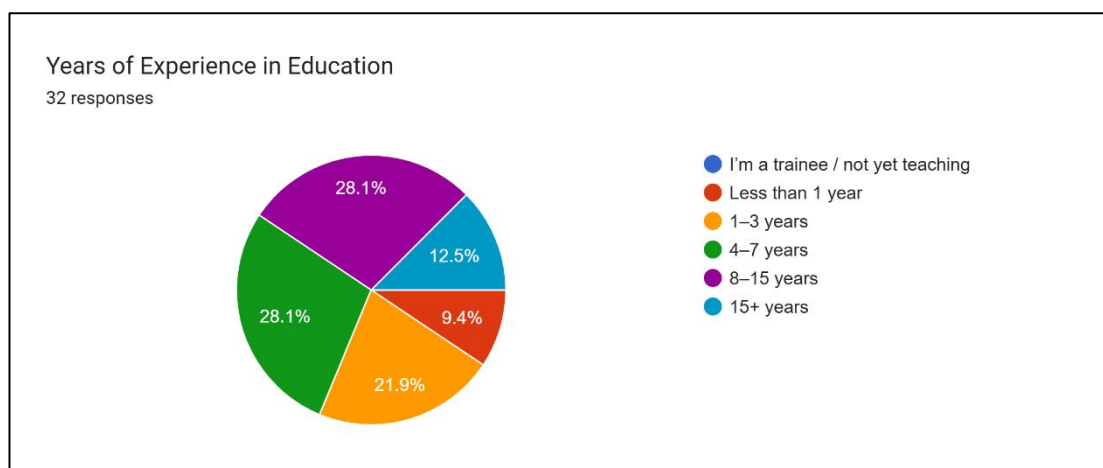


Figure 3 Pre-Conference Survey: Participants by Years of Experience

4.2.3.3 Attendees by Areas of Interest

When asked about their areas of interest, 63.6% of attendees identified professional growth and leadership as a priority, 48.5% were interested in improving classroom wellbeing practices, and 27.3% expressed a desire to strengthen community connections. Building resilience was a focus for 24.2% of participants, while 6.1% selected other areas of interest. These priorities directly aligned with the conference's Ubuntu-informed approach, ensuring that the CPD content addressed participants' most pressing needs.

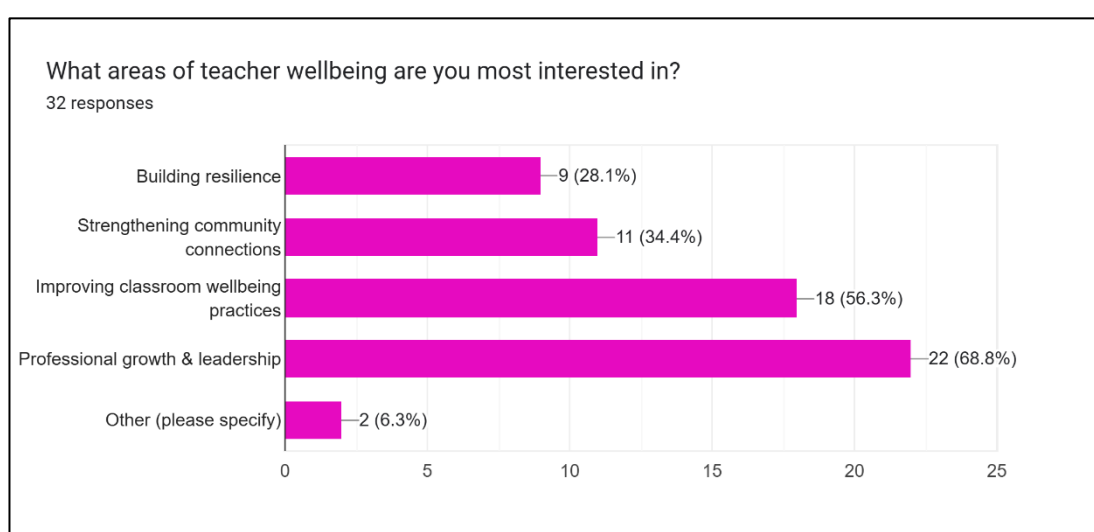


Figure 4 Pre-Conference Survey: Participants by Topic Interests

4.2.4 SWOT Analysis of Attendee Profile

4.2.4.1 Demographic Strengths

The attendee group reflected a strong diversity of experience, with representation from early-career teachers through to seasoned educators with over 15 years in the profession. The dominance of classroom practitioners (75.8%) ensured that the CPD content reached those directly engaged in teaching and learning, while the presence of school leaders and education officers provided a bridge to institutional policy and decision-making. The variety of school contexts created rich potential for cross-school networking and peer learning, strengthening the collaborative ethos of the conference.

4.2.4.2 Demographic Weaknesses

The attendee demographic revealed a strong representation from rural schools and under-served regions, but comparatively limited participation from inner-city, international, and privately funded schools. While this ensured the pilot was relevant to teachers in more resource-constrained environments, it meant the perspectives of educators working in better-resourced institutions were less visible. Some may argue that such schools already have adequate access to support, but this remains an assumption without substantial data. The demographic was also weighted towards basic and junior high levels, with fewer voices from early childhood, senior high, or specialist education sectors, highlighting the need for broader representation in future iterations.

4.2.4.3 Demographic Opportunities

The demographic profile highlights opportunities to build on the strong representation of rural educators by tailoring follow-up CPD to their specific needs and contexts. This provides a unique foundation to design programmes that directly address the challenges of resource-constrained environments and strengthen resilience in under-served regions.

At the same time, future iterations could prioritise outreach to inner-city, international, and privately funded schools, ensuring that the model captures the full spectrum of educational experiences across Ghana. Such diversification would enable the creation of targeted development pathways for different school types and career stages, while also facilitating cross-pollination of ideas between rural and urban teaching communities.

4.2.4.4 Demographic Threats

The reliance on the school holiday period for delivery, while beneficial for participation in this instance, could pose accessibility challenges in future if educators' personal commitments or travel constraints prevent attendance. Additionally, the heavy representation of one educational level may risk

content overfitting to that group, unless future events are carefully balanced to maintain relevance across the spectrum of educational stages.

4.2.4.5 Summary of SWOT Analysis

This analysis of the attendee profile provided a valuable lens through which to interpret the conference impact and outcomes while informing strategic decisions about programme design. Understanding who was in the room, their backgrounds, interests, and potential barriers to engagement, allowed the CPD content to be tailored for maximum relevance and impact.

With this demographic insight in hand, the TeachWell Conference 2025 programme was designed not only to address the expressed priorities of the participants but also to introduce new perspectives that could broaden their professional horizons. The workshops, plenaries, and networking sessions were therefore structured to build on existing strengths, respond to identified gaps, and seed future opportunities for collaboration and professional growth.

The following section provides an overview of the conference content, outlining the rationale for the delivery style, the thematic framing of the day, and the specific CPD workshops delivered as part of this pilot initiative.

4.3 TWC25 Programme Delivery

4.3.1 Keynote Address – Teaching as a Community Service

The opening keynote, delivered by Dr. Chiedza Jane Ikpeh, set the tone for the TeachWell Conference 2025 by reframing teaching as an act of community service rooted in care, connection, and sustainability. Drawing on the African philosophy of Ubuntu, *“I am because we are,”* Dr. Ikpeh invited participants to see their work not merely as the delivery of lessons but as the shaping of lives, nurturing of spirits, and co-creation of futures. Using the metaphor of a farmer who plants seeds they may never personally harvest, she emphasised that the labour of teaching is sustained not by personal gain but by the wellbeing of the wider community.

She challenged the tendency to define professional development solely in terms of tools, techniques, and data, instead centring dignity, relational trust, and collective care as essential to teacher wellbeing. The keynote wove together moments of inspiration, personal reflection, and collective affirmation, encouraging participants to approach the day's programme with openness, honesty, and hope. By situating the conference theme, "*Teaching as a Community Service*", within a broader call to reconnect, restore, and rise, Dr. Ikpeh positioned the event as a pause from performance and a return to purpose, creating an emotional and intellectual foundation for the workshops and discussions that followed.

4.3.2 Workshop 1: Reconnect by Paul Mensah Amanor

With aims to encourage participants to reflect on teaching as a deeply human, relational act, and to identify ways they can foster connection and care in their daily practice, Paul used the powerful metaphor of the baobab tree, a symbol of resilience, community, and life in many African cultures, Paul invited participants to consider how they "stand tall" in service of others.

The session explored the often-unseen labour of teachers, from corridor conversations to quiet acts of encouragement, and emphasised that these moments are central to teacher and student wellbeing. The workshop combined storytelling, reflective exercises, and group discussions to draw out participants' own examples of resilience and relational care in their schools.

By the end of the session, participants were expected to: (a) recognise the role of everyday relational acts in building resilient school cultures, (b) Understand the value of community-rooted metaphors in sustaining teacher identity and purpose, (c) identify practical steps to strengthen personal and collective resilience within their professional context.

Overall, the baobab metaphor resonated strongly with participants as it is a culturally familiar image, reinforcing shared values of shelter, support, and interdependence. Local examples were used to illustrate resilience, such as teachers pooling resources for struggling students and community-led support

networks, linking these practices to global research on relational pedagogy and teacher wellbeing.

4.3.3 Workshop 2: Restore by Richard Martin Djossou

With aims to deepen participants' understanding of emotional intelligence (EI) as a vital component of effective teaching, and to equip them with strategies for integrating EI into classroom practice to enhance wellbeing and learning outcomes, Richard guided participants through an exploration of the four key domains of emotional intelligence: self-awareness, self-management, social awareness, and relationship management.

Using interactive discussions, and reflexive exercises, the workshop highlighted the ways in which teachers' emotional responses can either escalate or de-escalate classroom tensions. Participants were encouraged to view emotions as valuable data that can inform more empathetic, responsive, and supportive teaching practices.

By the end of the session, participants were expected to, (a) understand the core components of emotional intelligence and their relevance to teaching, (b) develop skills in recognising and regulating their own emotions in the classroom, and (c) apply strategies to respond to students' emotional needs in ways that support learning and wellbeing.

4.3.4 Workshop 3: Rise by Dr. Chiedza Jane Ikpeh

This workshop was grounded in the Ghana National Teachers' Standards (2017), with a particular focus on Theme 1: Professional Values and Attitudes – Subtheme "Community of Practice". Dr. Ikpeh invited participants to reflect on what it means to uphold teaching not simply as an individual pursuit of competence, but as a shared professional endeavour sustained through collaboration, mentorship, and collective responsibility.

The session examined how the "community of practice" standard calls teachers to embody positive professional identities, act as role models for students, and contribute meaningfully to school and community life. Through

case studies and group discussions, participants explored practical strategies for strengthening peer collaboration, supporting students and colleagues, while engaging with wider communities to enhance the impact of their work.

By the end of the workshop, participants were expected to (a) understand how “*community of practice*” is embedded within the Ghana National Teachers’ Standards, (b) identify specific actions they could take to strengthen collaborative cultures in their schools, and (c) reframe excellence as a collective practice that is relational, context-sensitive, and grounded in shared values.

The workshop was firmly contextualised for the Ghanaian educational landscape, highlighting both the cultural expectation of teachers as moral exemplars within their communities and the practical realities of working in schools with varying resources. By connecting the national framework to lived classroom experiences, the session enabled participants to see teaching excellence not as an external demand, but as a collective ethic of care, service, and accountability.

4.3.5 Panel Discussion – “Reimagining the Future of Teaching [Together]”

To collaboratively explore the future of teaching in Ghana, identifying key challenges, opportunities, and shared visions for systemic improvement, the panel brought together educators, school leaders, NGO representatives, and youth advocates to share diverse perspectives on the evolving role of the teacher. Framed around the theme “*Reimagining the Future of Teaching Together*,” the discussion explored four interrelated factors contributing to the global teacher shortage and their implications for wellbeing, retention, and professional identity.

The first theme, ‘*Compensation and Remuneration*,’ addressed the persistent dilemma many teachers face: remaining committed to the profession they love while struggling to make ends meet. Panellists reflected on what advocacy strategies teachers can employ, how schools can recognise

and reward staff fairly, and the critical role governments must play in creating sustainable pay structures and improving employment conditions.

The second theme, *'Work–Life Balance,'* acknowledged the tension between caring for students and maintaining personal wellbeing. Teachers shared experiences of workload intensification and the expectation of unpaid labour outside the classroom. The discussion emphasised the importance of individual boundary-setting, school-level policies that protect personal time, and national reforms to reduce systemic overload.

The third theme centred on *'School Leadership and Management,'* highlighting the consequences of weak or inconsistent leadership for teacher morale and retention. Participants debated the roles of teachers in shaping positive school cultures, the responsibility of headteachers to foster supportive environments, and the need for governments to prioritise leadership training and accountability frameworks that value teacher wellbeing alongside student performance.

Finally, *'Motivation and Job Satisfaction'* was explored as both a personal and systemic concern. While many educators enter the profession with passion, panellists noted that stress, bureaucracy, and lack of autonomy often erode this sense of purpose. Strategies discussed included rekindling intrinsic motivation through professional reflection, fostering school cultures of empowerment, and pressing governments to enact policies that enhance teacher autonomy, respect, and long-term retention.

Collectively, the panel underscored that the future of teaching cannot be secured by teachers alone, nor by governments in isolation, but must be co-created through collaboration across all levels of the education system. In keeping with the Ubuntu philosophy that framed the conference, the discussion reminded participants that teacher wellbeing, job satisfaction, and professional excellence are sustained through shared responsibility, collective action, and mutual care.

4.3.6 Closing Address – TeachWell Conference 2025

In her closing address, Dr. Chiedza Jane Ikpeh brought the TeachWell Conference 2025 full circle, returning to the central theme of *Teaching as a Community Service* as both a professional ethos and a shared human commitment. She framed the day's programme as more than a CPD event, describing it as a "community practice" and "act of collective care" that reminded participants they were not alone in their calling.

Dr. Ikpeh synthesised the insights from each session, weaving them into a coherent reflection on Ubuntu in action. From Paul's "Reconnect" workshop, participants were reminded of the unseen, everyday acts that build resilience and connection, embodied in the metaphor of the baobab tree, a source of shelter, nourishment, and rooted strength. Richard's "Restore" session deepened this by reframing emotional intelligence as a core pedagogical skill, encouraging teachers to view emotions not as disruptions but as valuable data to guide practice. Sandra Appartey's "Teaching as a Customer Service" offered a bold reorientation, positioning students as active stakeholders whose needs deserve to be understood, respected, and intentionally served. The final panel discussion underscored the importance of co-creating the future of education, grounding change in people, purpose, and possibility.

Closing the conference, Dr. Ikpeh urged participants to carry forward at least one concrete action, whether initiating a new conversation, reinforcing boundaries, trying a fresh practice, or supporting a colleague. She reminded attendees that teacher wellbeing is the "soil from which everything else grows," and called on them to leave not as "burnt-out heroes" but as Empowered, connected educators ready to reimagine their work as a collective blessing. The address ended with a reaffirmation of the day's guiding principle: *"Teach well. Live well. Be well."*

4.3.7 Integration of Ubuntu Philosophy

The TeachWell Conference 2025 was deliberately framed through the African philosophy of Ubuntu, encapsulated in the principle “*I am because we are.*” Rather than being treated as an abstract ideal, Ubuntu provided a practical framework for conference design, facilitation, and participant engagement.

The keynote positioned teaching as a form of community service, sustained through mutual care, relational trust, and collective responsibility. This aligns with [Ngubane and Makua’s \(2021\)](#) argument that Ubuntu pedagogy transforms educational practice by re-centring relationality, collaboration, and dignity. Within the workshops, Ubuntu was operationalised through collective problem-solving methods, encouraging participants to exchange experiences, co-create solutions, and affirm one another’s contributions. These practices resonate with [Chinhanu and Adebayo’s \(2020\)](#) call for Ubuntu to drive equitable approaches to teaching and learning in pursuit of SDG 4.

Relational trust was cultivated by creating safe spaces for vulnerability and reflection, with facilitators modelling openness and encouraging candid dialogue across hierarchical boundaries. This echoes [Adewale’s \(2023\)](#) observation that Ubuntu-based educational frameworks can advance equity and wellbeing by prioritising voice, empathy, and inclusion, especially for marginalised groups.

Finally, Ubuntu informed the conference’s networking design. Structured breaks and group activities were intentionally embedded to foster lasting relationships and shared accountability. This mirrors [Borti et al.’s \(2024\)](#) use of Ubuntu as a research paradigm, which demonstrates how collaborative, context-sensitive approaches empower teachers to engage as part of professional communities rather than as isolated practitioners.

In this way, the TeachWell Conference embodied Ubuntu not just thematically but practically, recasting professional development as a communal act of care, solidarity, and transformation that is deeply relevant to Ghana’s educational context and consistent with global scholarship on Ubuntu pedagogy.

4.4 TWC25 Report of Findings

In overview, the conference convened around 30 teaching and learning staff from 18 schools across Dodowa in the Greater Accra Region of Ghana, significantly extending the Fellowship's reach. Using conservative class-size estimates, the TeachWell Conference is projected to directly benefit 900–1,100 learners in the current term, with this number potentially doubling to 1,800–2,200 over the course of the academic year as participants embed their learning across multiple classes. The sections that follow provide a more detailed account of these findings, supported by both quantitative data and qualitative insights.

4.4.1 Recruitment: Expression of Interest

The recruitment strategy for the TeachWell Conference 2025 was intentionally network-driven and relational, in line with the project's Ubuntu ethos. Rather than issuing an open public call, the team circulated a digital flyer through trusted professional and community networks, inviting teachers to complete an Expression of Interest (EOI) form (see [Appendix F](#)).

The EOI form served two key purposes: gauging likely attendance and collecting demographic data, such as professional role, experience, and areas of interest, to shape programme design and ensure diversity. This targeted, relationship-based approach significantly reduced recruitment labour and built on earlier collaborations with schools, NGOs, and partners at the University of Ghana and FEED.

Within 10 days, registrations exceeded venue capacity, prompting the early closure of sign-ups. The strong uptake confirmed a clear demand for CPD focused on teacher wellbeing and validated the effectiveness of network-based recruitment in the Ghanaian context. More than an administrative tool, the EOI process fostered early ownership among participants and ensured the conference was attended by genuinely engaged, motivated educators.

4.4.2 Confirmation: Pre-Conference Survey

Ahead of the TeachWell Conference 2025, all registered participants were invited to complete a pre-conference survey designed to capture baseline data on their perceptions, confidence levels, and familiarity with key concepts related to teacher wellbeing, resilience, and professional practice (see [Appendix F](#)). The survey served several important purposes: it provided insight into the lived experiences and priorities of attendees, created a benchmark against which post-event changes could later be measured, and informed final refinements to the CPD content.

4.4.2.1 Wellbeing, Development, and Resilience

The survey explored teachers' perceptions of their own wellbeing, resilience, and access to professional development. It was found that most teachers (83.9%) felt confident applying wellbeing strategies, though 16.1% were neutral or disagreed, showing a small but important group needing support. Access to professional development was uneven: 58.1% reported regular opportunities, while 42% did not, reflecting inconsistent provision. Awareness of resilience resources was similarly split, with 58.1% aware and 42% unaware or unsure, pointing to unequal access across schools and networks. Overall, while teachers show confidence in their personal resilience, gaps in CPD provision and institutional support highlight the need for more consistent systems that embed wellbeing and professional growth across the education sector.

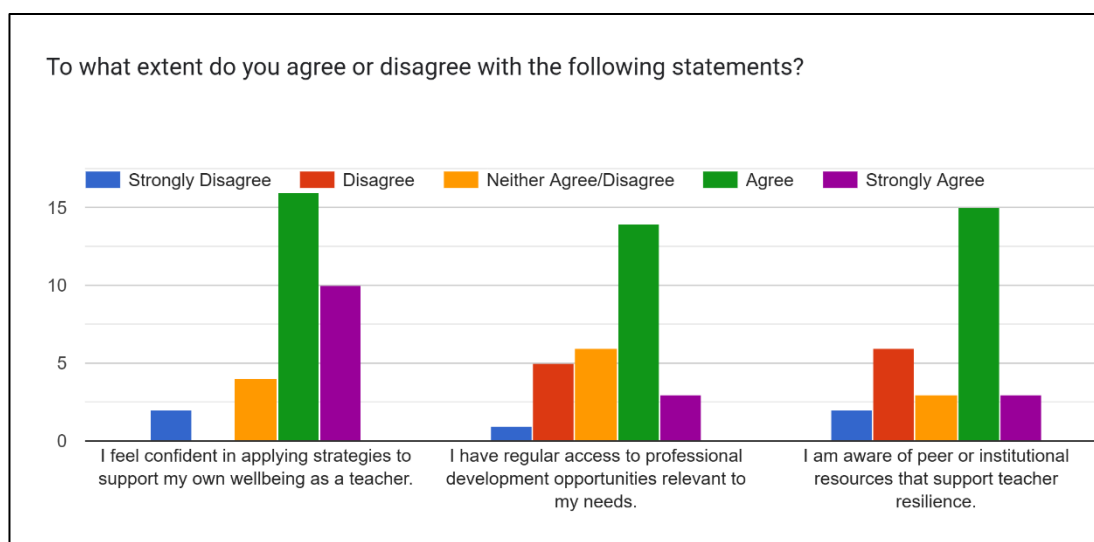


Figure 5 Pre-Conference Survey: Teacher Wellbeing, Development and Resilience

4.4.2.1 Autonomy, Professional Agency, and Trust

Teachers were also asked about their experiences of autonomy, professional agency, and trust within their institutions. Teachers reported mixed experiences of autonomy. While 61.3% felt free to decide how to deliver lessons, 32.3% disagreed and 6.5% were neutral, showing that flexibility is valued but not consistently available across schools. Most teachers (74.2%) felt able to influence institutional decisions, though 16.1% were neutral and 9.7% disagreed, suggesting that participation in decision-making is uneven and not always experienced as inclusive.

Perceptions of professional trust were generally positive, with 67.7% agreeing they were trusted to make judgments without unnecessary oversight. Yet 19.4% were neutral and 12.9% disagreed, reflecting ongoing concerns about excessive supervision in some settings. Collectively, these findings highlight that while autonomy, agency, and trust are present for most teachers, significant minorities remain constrained, limiting consistency and innovation across the profession.

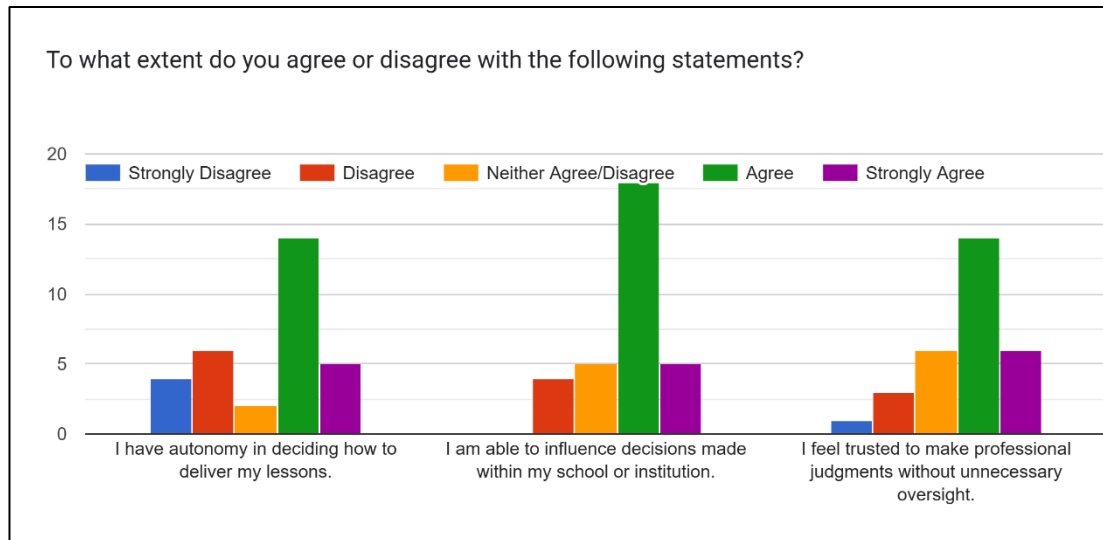


Figure 6 Pre-Conference Survey: Autonomy, Influence and Trust

4.4.2.2 Perceived Skills, Competencies, and Innovations

The survey also explored teachers' perceptions of their own professional competencies, focusing on classroom practice, innovation, and strategies to fostering resilience and wellbeing. It was found that:

- Teachers reported strong confidence in creating safe and supportive classrooms, with 87.1% agreeing or strongly agreeing they could foster environments where students felt free to speak without fear of judgment. Only 12.8% were neutral or disagreed, highlighting psychological safety as a strength with minor gaps for further support.
- Confidence in promoting resilience and growth mindset was even higher: 90.3% felt able to encourage perseverance and frame mistakes as learning opportunities, with over half (54.8%) strongly agreeing. Just 12.9% were neutral or disagreed, suggesting widespread readiness to embed growth mindset approaches.
- Digital skills, however, revealed a mixed picture. While 64.5% felt confident using tools such as Word, Excel, or AI applications, 35.5% were neutral or disagreed.
- Most teachers (83.9%) expressed confidence in embedding social and emotional learning (SEL) into lessons, fostering empathy, teamwork, and self-awareness, though 16.2% lacked confidence, indicating need for targeted support.

- Finally, 74.2% felt able to use stress-management and self-regulation strategies for themselves and their students, but 25.8% were uncertain or disagreed. This suggests an overall positive orientation to wellbeing practices, with room for strengthening consistency across schools.

4.4.2.1 Job Satisfaction, Workload and Perceived Value

The survey examined teachers' overall job satisfaction and perceptions of workload, recognition, and remuneration. The findings revealed a largely positive picture in terms of fulfilment and manageability, with many teachers reporting satisfaction in their roles and confidence in handling current demands. However, responses also exposed underlying tensions:

- Most teachers reported satisfaction in their roles, with 74.2% agreeing or strongly agreeing. However, 19.4% were neutral and 6.5% disagreed, showing that while many feel fulfilled, a notable minority experience ambivalence, likely linked to workload, recognition, or service conditions.
- Perceptions of workload were generally positive: 77.5% said their workload was manageable, yet 16.1% disagreed. When asked if workload was reasonable for contracted hours, only 58.1% agreed, while 19.3% disagreed and 22.6% were neutral. These findings suggest that although most teachers cope with current demands, inconsistencies across schools create pressure points that threaten sustainability.
- Recognition from institutions was mixed. While 61.3% felt their work was valued, 29% were neutral and 9.7% disagreed, indicating that acknowledgement is uneven and not always visible. Strengthening recognition systems, through feedback, rewards, and public appreciation, could help sustain morale.
- Compensation emerged as a weak area. Only 29% agreed their pay reflected responsibilities, while 48.4% disagreed and 22.6% were neutral. Similarly, just 35.5% felt fairly compensated compared to peers, while 32.3% disagreed and 32.3% were uncertain. These results

highlight widespread dissatisfaction with remuneration and a lack of clarity around sector-wide pay scales, both of which risk contributing to demotivation and retention challenges.

- Engagement in professional networks beyond schools was limited. Just 35.5% participated, with equal numbers disagreeing and 29% neutral. This suggests many teachers remain isolated from wider professional communities, losing opportunities for shared learning and resilience-building.
- Finally, digital literacy emerged as another area of weakness. Only 38.7% agreed they had sufficient digital skills, while 38.7% were neutral and 22.6% disagreed. With just 3.2% strongly agreeing, confidence is low, highlighting the urgent need for targeted digital training to ensure equitable participation in an increasingly technology-driven education sector.

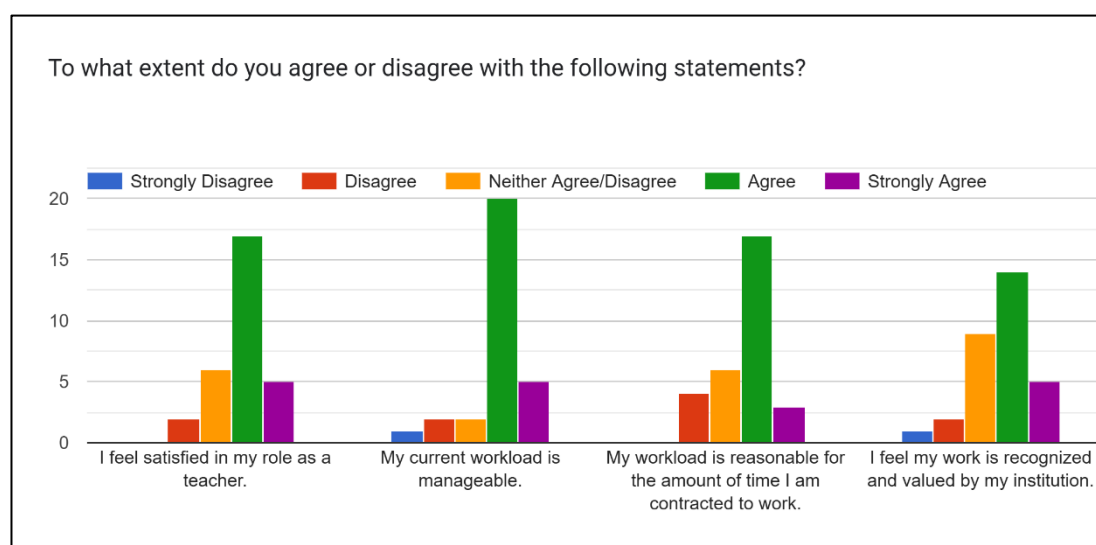


Figure 7 Pre-Conference Survey: Participant Expectations

4.4.2.2 Managing Attendee Hopes and Expectations

Participants' hopes for the conference centred on "*professional growth*" and "*skill development*." Over half sought "*new knowledge*," particularly innovative teaching strategies, lesson delivery techniques, and classroom management approaches. Around a third emphasised "*practical strategies*" to

boost confidence, balance workload, and improve student engagement, aiming to become “better versions” of themselves as teachers. Others valued the “*opportunity to learn*” from peers, share experiences, and build confidence through exposure to new perspectives. A smaller group highlighted “*networking*” as a priority. Overall, participants viewed the conference as both a space for “*applied learning*” and “*community building*.”

4.4.2.3 Professional Challenges or Barriers

Teachers reported a range of systemic and classroom-level challenges. A recurring theme was the lack of teaching resources, particularly digital tools, and ICT infrastructure, which limits effective teaching and student engagement, especially in deprived schools. Wellbeing and institutional support were also highlighted: while teachers are expected to give maximum effort, many felt their wellbeing, work–life balance, pay, and retention were overlooked, undermining motivation and sustainability.

At the classroom level, challenges included student absenteeism, low literacy, large and diverse classes, and difficulties maintaining control. Many sought strategies for motivation, engagement, and differentiation. A smaller group emphasised the need for professional growth opportunities, including training in innovative methods and ICT. These issues underline the need for holistic support addressing resources, wellbeing, and professional development.

4.4.2.4 Contradictions and Tensions in the Findings

While the pre-conference survey provided valuable insights into teachers’ self-perceptions, the data also revealed several notable contradictions between what participants reported, and the realities highlighted elsewhere in the survey and open-text responses.

First, many teachers expressed high levels of confidence in their digital skills, with 64.5% agreeing or strongly agreeing that they were competent in using digital tools. Yet, a recurring theme in the qualitative responses was the

lack of ICT infrastructure in schools, particularly in rural and deprived areas, where computers, internet access, and basic resources remain scarce. This tension suggests that while teachers may feel individually capable, their digital competencies cannot be fully enacted without the necessary structural support.

Second, 74.2% of teachers reported satisfaction in their roles, indicating pride and motivation in their professional identity. However, this sits uneasily alongside overwhelmingly negative perceptions of pay and remuneration, with nearly half (48.4%) stating that their pay does not reflect their responsibilities. This contradiction points to the resilience of teachers who derive fulfilment from intrinsic aspects of their work, while also highlighting the risk that poor extrinsic conditions may undermine long-term motivation and retention.

Third, while 74.2% of respondents felt able to influence decisions within their schools and 67.7% reported being trusted to make professional judgments, nearly one-third (32.3%) indicated they had limited autonomy in how they delivered lessons. Similarly, qualitative data described rigid expectations and lack of space for innovation. These findings reveal a gap between teachers perceived professional agency and the practical constraints they face in exercising autonomy.

Finally, most teachers (83.9%) expressed confidence in applying strategies to support their own wellbeing, yet the open-ended responses underscored institutional neglect of teacher wellbeing, with schools often prioritising performance over care. Here, personal resilience appears to compensate for systemic shortcomings, raising questions about the sustainability of such reliance on individual coping mechanisms.

Taken together, these contradictions suggest that while teachers demonstrate strong professional identity, resilience, and commitment, systemic barriers, particularly pay, resources, and institutional support, threaten to erode these strengths over time. Recognising and addressing these tensions is essential if CPD interventions like TeachWell are to translate into sustained, system-wide impact.

4.4.3 Reflection: Discrepancies Between Data and Dialogue

Beyond the quantitative survey results, it is important to reflect on what was observed during the conference itself. Through dialogue and storytelling, it became clear that many participants had somewhat overestimated, miscalculated, or misrepresented their skills, capacities, and competencies in the pre-conference survey. As colleagues resonated with one another's lived experiences, it became evident that the self-perceptions captured earlier did not fully align with the realities shared in the room. This discrepancy raises valid questions about the reliability of the pre-conference data, with several potential factors helping to explain these tensions.

4.4.3.1 *Language Unfamiliarity or Ambiguity*

It is supposed that some teachers may not have been otherwise familiar with the language used in the survey, which introduced the risk of misinterpretation. Cultural norms may also have shaped responses, with participants preferring to present themselves positively or avoiding the disclosure of personal limitations. Others may have felt cautious about how their answers would be used, leading to more guarded responses. Once the conference environment fostered openness and trust, however, participants spoke more candidly about their challenges, and these narratives diverged substantially from the survey findings.

4.4.3.2 *Cross-Cultural Nuances or Complexities*

These reflections highlight the broader challenges of conducting cross-cultural research, where methods that work reliably in one context may not easily transfer to another. In this case, the survey's independent completion did not capture the nuance of teachers' realities. More effective administration required in-person facilitation: explaining terms, clarifying intent, reassuring participants about confidentiality, and creating space for honest responses. Such insights underscore the importance of culturally sensitive approaches to data collection in order to ensure both validity and accuracy.

4.4.3.3 Researcher Bias and Framing

The way questions were framed and presented may have reflected assumptions from the researcher's own cultural and academic background. For instance, concepts such as psychological safety or growth mindset may have been interpreted differently by Ghanaian teachers or responded to in ways that aligned with what they thought the "expected answer" might be. This highlights the risk of inadvertently projecting external frameworks onto local realities. Because the survey was completed individually, without facilitation, opportunities for clarification were missed. Researcher bias here lies not in interpretation of results, but in the assumption that self-administered surveys would produce equally reliable data across cultural contexts.

4.4.3.4 Social Desirability and Interpretive Bias

It is posited that participants may have aimed to present as positive in the eyes of the researcher or the sponsoring Fellowship, particularly given the event's high-profile framing. This could have exaggerated self-reports of confidence, resilience, or competence. Even after data collection, the researcher's interpretations could emphasise contradictions in ways shaped by their own expectations or prior experiences. For example, perceiving a gap between high job satisfaction and low pay may overlook cultural values that prioritise vocational fulfilment over material compensation.

4.4.4 Reflection: Post-Conference Survey

On the conference day, over 25 of the teachers listed in the expression of interest form were registered as present on the event day. Moreso, 23 went on to complete the post-conference survey. Thus, the following analysis reflects the insights, reflections, and feedback of these 23 participants. While not capturing every attendee, the results nonetheless provide a valuable picture of the conference's impact, offering a point of comparison with pre-conference data and highlighting how perceptions shifted as a result of the event. Feedback on the relevance of the content was overwhelmingly positive.

- A total of 95.7% of participants either agreed or strongly agreed that the conference addressed their professional needs, with 78.3% strongly agreeing. Only one respondent remained neutral, and none disagreed. This indicates that the themes, workshops, and keynote successfully aligned with teachers' priorities, delivering meaningful and contextually relevant professional development.
- The delivery format also received strong endorsement. An identical 95.7% of participants rated the one-day intensive model as engaging and effective, confirming that condensing the CPD into a single immersive event helped maintain energy, focus, and participation throughout. This validates the adaptation of shifting from interval-based delivery to a conference structure.
- Facilitation emerged as a particular strength. Every respondent (100%) rated the facilitators positively, with 73.9% strongly agreeing that they were knowledgeable and engaging. This reflects both the expertise of the facilitators and their ability to connect with teachers in accessible, culturally responsive ways.
- Finally, one of the conference's central aims, building community, was realised. All participants (100%) agreed or strongly agreed that the event encouraged them to connect and collaborate with peers. This outcome underscores the value of framing the conference not only as a training event but as a community of practice rooted in Ubuntu principles.

Together, these results demonstrate that the TeachWell Conference 2025 successfully delivered high-quality CPD that was relevant, engaging, and collaborative, in the estimation of the attendees, with lasting potential to strengthen professional networks and teacher wellbeing.

4.4.4.1 Attendees Suggested Improvements

While many participants described the conference as “excellent,” “impactful,” or indicated there was “nothing to improve,” several constructive suggestions emerged that point to opportunities for growth and systemic influence. The most frequent recommendation was to organise the event more “regularly” and “decentralise” it so that teachers in rural areas could also benefit. This reflects both the value participants placed on the model and their desire to see it scaled for wider access. Related to this was the call to involve

“Ghana Education Service (GES)” executives in future events, signalling recognition that teacher wellbeing and professional development must be supported at an institutional and policy level.

Time management was another recurring theme. Some participants wanted more time for panel discussions, particularly to allow inspiring personal stories to be fully shared, while others suggested minimising or shortening breaks in order to create additional space for content. From the organisers’ perspective, however, these comfort breaks were intentionally built in to allow participants to rest, digest the content, and use the informal space for networking and relationship-building, an important part of the conference design. This balance will be carefully considered in planning future events.

It is also worth noting that many comments framed under “improvements” were in fact expressions of appreciation for elements participants most valued, such as the focus on emotional intelligence, the participatory format of sessions, and the inclusive, engaging facilitation. These affirmations confirm that the conference successfully met professional needs, and the organisers will endeavour to retain and strengthen these features in future programmes.

4.4.4.2 Suggested Topics for Future CPD Events

Participants provided a wide range of suggestions for future CPD events, reflecting both classroom-level priorities and broader systemic concerns:

- **Classroom Practice and Management:** There was strong emphasis on classroom management, effective questioning, feedback, and pedagogical approaches, with calls for practical tools such as playful learning materials and strategies to make education more engaging and applied.
- **Teacher Wellbeing and Professional Growth:** Suggested topics included building resilience in teaching, emotional intelligence, and teacher guidance and counselling. Several participants also raised the

need to address salary management and teacher recognition, linking wellbeing directly with professional sustainability.

- **Equity and Inclusion:** Recommendations highlighted inclusive education, girl-child education, and women's empowerment, reflecting a growing awareness of equity challenges in Ghana's education landscape.
- **Leadership and Policy:** Teachers expressed interest in CPD on school leadership, management practices, and educational policy, pointing to the importance of aligning classroom practice with systemic change.
- **Wider Platforms and Visibility:** Some participants suggested future events be held on larger platforms with stronger advertising to extend reach and visibility, underscoring the appetite for broader systemic engagement.
- **Cultural and Contextual Issues:** Attention was also drawn to tensions between Ghanaian culture and modern educational expectations, with requests for spaces to explore cultural dynamics in teaching and learning.

Overall, the breadth and depth of these suggestions illustrate both the professional ambition of teachers and the complexity of the challenges they face. If anything, the feedback suggests that participants left the conference hungry for more, keen to continue learning, to deepen their practice, and to engage in sustained CPD opportunities that address both immediate classroom needs and the wider structures shaping their profession.

4.4.4.3 Summary

Overall, participants' feedback was resoundingly positive. Teachers consistently valued CPD that was practical, contextually relevant, and empowering, while also calling for systemic themes such as leadership, policy, and cultural awareness. The timing of the TeachWell Conference proved particularly effective: held just one week before the new school term, it

provided a timely opportunity for teachers to refresh, reframe, and re-energise their perspectives as they prepared to return to their classrooms.

If anything, the feedback revealed a clear appetite for more programmes of this kind. Participants' enthusiasm underscores the significant gaps in current CPD provision, highlighting a need that extends beyond individual teachers to systemic policy consideration. Ensuring that all teachers are adequately supported and equipped is not only essential for professional wellbeing and classroom practice but also carries long-term benefits for the education sector and, by extension, the wider economy.

The conference also demonstrated the untapped potential for scaling initiatives like TeachWell. Feedback suggests there is ample room in the market for CPD of this nature to be expanded across multiple regions of Ghana. While further research will be required to map the professional development landscape more comprehensively, the demand and potential for regional and national impact are already clear.

4.5 TWC25 Dissemination of Findings

One of the central aims of the TeachWell Conference was not only to provide immediate professional development for participating teachers but also to ensure that the insights generated could be shared more widely, sustaining momentum beyond the day itself. To this end, multiple dissemination strategies were employed to amplify the voices of participants, communicate the outcomes of the event, and extend its reach across Ghana, the UK, and international education communities.

4.5.1 Website

To anchor all dissemination activities, [Empowered Consulting Services Ltd.](#) has begun developing a dedicated website to function as the central platform for housing and circulating Fellowship outputs. The website will serve as a digital hub, hosting reports, toolkits, photographs, and video content, alongside blogs and reflections from participants. It will also link to social media

updates, ensuring that materials generated by the conference remain accessible and shareable long after the event. By consolidating resources in one accessible space, the website will provide continuity, visibility, and a professional base for ongoing engagement with both local and international stakeholders.

4.5.2 YouTube Channel

Plans are underway to launch a dedicated YouTube channel to document and disseminate the Fellowship's insights. The channel will host a series of short videos (8–10 minutes each) in a vlog–talk hybrid style, blending personal reflection, storytelling, and B-roll footage from the TeachWell Conference 2025 and broader Fellowship activities. Content will include highlights of keynote moments, workshop excerpts, participant testimonials, and reflective commentary from Dr. Ikpeh, creating an accessible and engaging narrative thread.

The purpose of this channel is twofold: first, to provide an ongoing, vivid record of the Fellowship and its outcomes; and second, to serve as a platform for broader engagement with diverse audiences, including policymakers, teacher training institutions, practitioners, and international collaborators, on the importance of teacher wellbeing. By circulating content across YouTube, as well as repurposing clips for Instagram, LinkedIn, and Twitter, the channel will ensure that the insights from the Fellowship continue to inspire dialogue, action, and policy influence well beyond the initial conference.

Crucially, the channel will also serve to further cement Dr. Ikpeh's profile and brand as a Churchill Fellow and emerging researcher–academic, positioning her as a visible and credible voice in the global conversation on teacher wellbeing and professional development.

4.5.3 Photo Gallery

A curated gallery of high-quality photographs will be developed to provide a visual record of the day. These images will capture both the formal

sessions and the informal moments of networking, reflection, and celebration. Beyond serving as an archive, the gallery will function as a promotional tool for future events and as visual storytelling that honours and celebrates the work of teachers. Selected images will also be featured in reports, presentations, and media outputs, reinforcing the central message that teacher wellbeing deserves recognition and investment.

4.5.4 Social Media

The conference will be accompanied by an intentional social media strategy, with posts shared across LinkedIn, Instagram, and other platforms before, during, and after the event. This coverage will showcase real-time highlights, key quotes, and photographs, generating discussion among wider professional communities. Post-event analytics will be used to track engagement, with teachers, academics, and policymakers expected to contribute to the conversation. Social media will therefore play an integral role in broadening the conference's impact beyond the physical event, ensuring that the themes of wellbeing, resilience, and Ubuntu-informed pedagogy resonate with both local and global audiences.

4.5.5 Local TV and Radio

Recognising the importance of engaging the wider public, the conference will also seek visibility through local UK radio and television platforms such as the [BBC Radio Merseyside](#). These engagements will position teacher wellbeing as a national and global concern, extending the impact of the conference beyond the education sector to reach parents, community leaders, and policymakers. Media appearances will further strengthen public awareness of Dr Ikpeh's role as a convener of dialogue on educational equity and resilience.

4.5.6 Conference Presentations

The findings of the conference and the wider overseas learning experience are being actively prepared for dissemination in academic and professional forums. A notable example is the planned submission to the [Advance HE Teaching and Learning Conference 2026](#), where outcomes from the Fellowship will be presented in dialogue with international educators and leaders. In addition, proposals are being developed for conferences such as [BERA \(British Educational Research Association\) Conference 2026](#), further embedding the work of the Fellowship within critical debates on teacher development and wellbeing.

4.5.7 Summary of Dissemination

The dissemination strategy is designed to ensure that the TeachWell Conference and Fellowship insights extend far beyond a single event or period. By combining digital platforms, media outreach, and professional forums, the approach maximises accessibility and visibility across diverse audiences. Crucially, it balances immediacy with longevity: from real-time social media engagement to archived photo and video records, and from local radio conversations to academic conferences. This integrated strategy positions teacher wellbeing not only as a research theme but as a national and global priority, while also consolidating Dr. Ikpeh's role as an emerging thought leader in education and professional development.

5. Conclusion

Altogether, the Churchill Fellowship overseas learning experience provided an invaluable platform to advance research, professional practice, and cross-continental dialogue on teacher wellbeing and resilience. While the TeachWell Conference 2025 represented the flagship pilot of the Fellowship, the programme extended far beyond a single event, producing a suite of deliverables and insights with both local and international relevance. The table below maps the Fellowship's proposed deliverables against actual

achievements, highlighting areas where outputs were completed, exceeded, or adapted in line with contextual realities.

The Churchill Fellowship 2025 represented both a continuation of and a departure from Dr. Ikpeh's doctoral research on the barriers and enablers to the advancement of Black women teachers in the UK. While her PhD highlighted the centrality of wellbeing and resilience as critical themes, the Fellowship extended this inquiry across borders, drawing on Ghana's educational context to explore the potential of Ubuntu-informed approaches to professional development.

In doing so, it marked her first postdoctoral project, bridging scholarship and practice, and connecting the personal, professional, and collective dimensions of teacher identity. The Fellowship was guided by a series of clear deliverables (see table below), all of which were achieved, and in some cases exceeded. Beyond the planned outputs, the project also generated additional outcomes as aforementioned.

The following section presents a table that itemises the evidence of achievement against the deliverables originally outlined in Section 1.2, demonstrating that every objective was not only met but substantiated with clear outputs. Together, these outcomes underscore the Fellowship's success in translating its ambitions into tangible progress and measurable impact.

Fellowship Deliverables and Evidence of Outputs					
Week	Phase	Focus	Activities	Key Outputs	Evidence
1	Phase 1: Discovery & Design	Re-familiarisation & Stakeholder Relationship Building	Engage with local educational stakeholders - Re-establish connections with community leaders and schools	<ul style="list-style-type: none"> Initiate stakeholder relationships. Schedule interviews for Week 2. Begin literature review (part of O9). 	<ul style="list-style-type: none"> Appendix D – Interview Transcripts Appendix E – Interview Transcripts Appendix J – Paper 1 Lit Review
2		Needs Assessment	Conduct surveys and interviews with teachers - Identify key challenges and resource gaps	<ul style="list-style-type: none"> Output 1: Needs Assessment Report Conduct 4–8 scoping interviews (~20 hrs). Data to inform Output 2 and Output 9. 	<ul style="list-style-type: none"> Appendix J – Paper 2 Case Study Appendix D – Interview Transcripts
3		Data Analysis & Planning	Analyse collected data - Develop a tailored action plan addressing identified needs	<ul style="list-style-type: none"> Output 2: Context-Specific Action Plan Begin drafting Output 10: Impact Summary 	<ul style="list-style-type: none"> Appendix I – TWC Agenda (Word) Appendix L - CF Impact Report
4		Preparation for Implementation	Organise logistics for training sessions - Finalise training materials and schedules	<ul style="list-style-type: none"> Output 4: Slide Decks & Facilitator Guides Draft and finalise content for pilot delivery. Create feedback resources (towards O6) 	<ul style="list-style-type: none"> Appendix H – Slide Deck (PPT) Appendix I – TWC Agenda (PPT)
5	Phase 2: Pilot & Delivery	Attendee Registrations	Confirm training venues and participant lists - Distribute pre-training materials	<ul style="list-style-type: none"> Finalise teacher recruitment and briefing. Pre-distribution of evaluation rubrics (O6) 	<ul style="list-style-type: none"> Appendix F – TWC Surveys
6		Training Week 1	Deliver Modules 1–6 in a full-day session	<ul style="list-style-type: none"> Deliver Output 3: Delivery of Pilot Training Observe for participatory insights (O9). Collect and evaluate participant feedback. 	<ul style="list-style-type: none"> Appendix I – TWC Agenda (PPT) Appendix I – TWC Agenda (Word) Appendix F – TWC Surveys

7	Phase 3: Report & Debrief	Training Week 2	Deliver Modules 1–6 in a full-day session	<ul style="list-style-type: none"> • Deliver Output 3: Delivery of Pilot Training • Observe for participatory insights (O9). • Collect and evaluate participant feedback. 	<ul style="list-style-type: none"> • Redundant (2 weeks condensed to 1 day CPD).
8		Debrief, Feedback & Report Writing	<ul style="list-style-type: none"> • Conduct debriefing sessions with participants. • Collect feedback through surveys and discussions. • Compile comprehensive report detailing activities, outcomes, and recommendations 	<ul style="list-style-type: none"> • Output 5: Stakeholder Presentation Deck. • Output 6: Feedback Toolkit - Completed • Output 7: Comprehensive Pilot Report. • Output 10: Impact Report - Drafted • Output 11: UK Rollout Plan • Output 9: Research Papers 	<ul style="list-style-type: none"> • Appendix K – CF Impact Report • Appendix J – Academic Papers • Appendix N – TeachWell Toolkit

5.1 Summary of Impact and Potential

The Churchill Fellowship has been both a catalyst and a compass—offering immediate evidence of impact while pointing clearly to future directions. In the short term, the TeachWell Conference 2025 demonstrated the power of Ubuntu-informed professional development to re-energise teachers at a pivotal moment in the academic calendar. Twenty-five educators from eighteen schools reported renewed confidence, strengthened professional identity, and practical strategies to support wellbeing and resilience. These outcomes, captured through surveys, testimonies, and media coverage, not only confirmed that the Fellowship’s deliverables were achieved but also underscored the urgent demand for contextually relevant CPD.

Looking to the medium term, the Fellowship has planted seeds that can grow into deeper, systemic change. Teachers who attended are likely to embed new practices within their classrooms, fostering stronger relationships, improved morale, and reduced burnout. Partnerships with the University of Ghana, FEED, and local schools provide fertile ground for continued collaboration, whether through annual conferences, community initiatives, or research projects. This foundation suggests that TeachWell could become a replicable model for wellbeing-centred CPD across schools and districts, helping to rebalance professional development around human as well as technical competencies.

In the long term, TeachWell has the potential to mature into a flagship international programme. If delivered annually or biannually, with expanded reach, it could directly influence thousands of teachers and, by extension, tens of thousands of learners, particularly in under-resourced schools where retention and morale are fragile. Crucially, the overseas learning also carries clear implications for the education landscape in England. Ubuntu-inspired approaches could be embedded into teacher education programmes for ITTs and early career teachers, reframing wellbeing as a professional competence rather than an individual burden. This creates an opportunity to begin formulating a theory of change around how teacher education is designed and

delivered, particularly in response to the predicted global teacher crisis. With long-term vision, there is scope to reform, reframe, and reimagine the ways in which teachers are socialised into the profession, moving beyond technical training to embrace wellbeing, resilience, and collective responsibility as foundational.

By positioning wellbeing at the heart of professional preparation, teacher education in England could not only strengthen retention but also cultivate a workforce better equipped to thrive in demanding contexts. Through publications, programmes, and continued dialogue, the Fellowship represents an early step in this longer journey, one that seeks to influence how teacher education is conceptualised globally, and to contribute meaningfully to international debates on the future of teaching and learning.

5.2 Future Directions

Although the Fellowship was undertaken in Ghana, its ultimate aim is to generate insights that can shape teacher education and professional development in the UK. The overseas learning has created a springboard for innovation, offering both practical models and conceptual frameworks that can be adapted to strengthen teacher wellbeing, retention, and professional growth in England. The next stage of work will therefore move from reflection to action, building on cross-continental partnerships while tailoring approaches for UK contexts. To achieve this, three priority strands have been identified as the pathway for advancing the Fellowship's legacy.

5.2.1 Designing a Flagship Cross-Cultural Professional Development Programme/Course

Building on the achievements of the TeachWell Conference 2025, the first strand of future work will focus on creating a flagship full-day professional development course, certified by CPD UK, to ensure quality, rigour, and credibility. This training will be designed for integration into UK teacher

education programmes, particularly Initial Teacher Training (ITT), where retention challenges remain most acute within the first five years of practice. By embedding wellbeing and resilience into early professional formation, the course seeks to equip teachers not only with technical skills but also with the personal and collective resources to thrive.

The programme will be structured around a three-part seminar series, grounded in Ubuntu philosophy: (a) *Teaching as Community Service (Look Within)* will encourage participants to reflect on purpose, values, and identity, using the baobab tree as a metaphor for rootedness and service, (b) *Building Resilience and Wellbeing in Practice (Look Without)* will provide practical tools for navigating external pressures, such as workload, policy, and institutional expectations, while embedding wellbeing as a professional competence, (c) *Collaboration, Agency, and Sustainable Futures (Look Around)* will explore collective approaches, drawing on case studies from Ghana and the UK to highlight the importance of professional networks, agency, and collaborative leadership.

As a CPD UK–certified course, this programme will offer measurable value to participants and institutions alike. It will position wellbeing as a cornerstone of professional practice, contribute to teacher empowerment, training, development retention, and provide a replicable, globally informed model for human-centred teacher education.

5.2.2 Building an Informal Teacher Development Network Across Global Lines

The second strand of future work will focus on strengthening and expanding Dr. Ikpeh’s cross-national, global network as both a professional and scholarly community. This strand recognises that education is not advanced in isolation; it thrives through relationships, exchange, and the accumulation of what can be termed *career capital*, the social capital, trust, and collaborative opportunities that sustain long-term growth. To this end, the Fellowship has already laid the foundation through the TeachWell Conference 2025, which brought together teachers from across Ghana. The next step will

be to sustain this momentum by continuing to convene TeachWell conferences as regular platforms for knowledge-sharing, peer learning, and the exchange of best practice.

Pending resource availability, the vision is to host these events not only in Ghana but also across other regions, with the UK serving as an anchor point for global dialogue. Each conference will be designed as an opportunity to build meaningful professional connections, enabling teachers, educators, and leaders from different contexts to share strategies, reflect on collective challenges, and co-create solutions. By doing so, the conferences will become a mechanism for fostering professional solidarity across borders, bridging local realities with global perspectives.

This strand is not only about advancing Dr. Ikpeh's own research and practice but also about creating inclusive spaces where colleagues and peers can grow together, thereby embedding wellbeing, resilience, and Ubuntu-inspired collaboration as shared global priorities in teacher education.

5.2.3 Disseminating Knowledge Across the Wider Academic Community

The third strand of future work will focus on ensuring that the insights generated through the Fellowship are disseminated widely, strategically, and with lasting influence. While rooted in the sub-Saharan context, these findings have direct relevance for the UK, where teacher wellbeing and retention remain pressing challenges. This strand will therefore prioritise translating lessons from the overseas learning experience into conceptual frameworks, publications, training programmes and debates that inform teacher education and development programmes.

Through academic publications, conference presentations, public writing, and targeted engagement with policymakers, the aim is to position teacher wellbeing not as an optional add-on but as a core professional competence. Dissemination will also extend to digital platforms, using social media, YouTube, and professional networks to ensure accessibility and

resonance across diverse audiences, from trainee teachers to education leaders.

Ultimately, this strand seeks to embed the Fellowship's outcomes into ongoing scholarly, professional, and policy conversations, ensuring that teacher wellbeing and Ubuntu-inspired collaboration are recognised as essential to tackling the global teacher crisis. This work will both strengthen Dr. Ikpeh's profile as a researcher–practitioner and extend the Fellowship's legacy into concrete change within the UK education system.

Presently, there are 3 core activities Dr Ikpeh will engage in to advance this goal:

5.2.3.1 Academic Publications

The Fellowship has already generated several working papers, each of which is now being refined for submission to leading peer-reviewed journals. These publications represent a key route for embedding the Fellowship's insights into international scholarly dialogue while offering comparative perspectives that are directly relevant to the UK context. All papers are being finalised for submission by 1st November 2025 (see table below).

List of Working Papers by Dr Chiedza Ikpeh (Churchill Fellow)

	Working Paper	Synopsis	Target Journal
1	Portraits of Resilience: Case Studies of Three Ghanaian Educators	Draws on in-depth narratives of three educators working in resource-constrained environments, highlighting the strategies they use to sustain resilience, wellbeing, and professional identity. The analysis situates these stories within wider debates about the global teacher shortage, reframing resilience as a collective and systemic concern rather than an individual responsibility.	International Journal of Educational Development
2	What Does the Teacher Need in 2025? Responding to UNESCO's Predicted Crisis Through a Narrative Approach	An opinion piece grounded in narrative analysis, responding to UNESCO's prediction of a global teacher shortage. It centres teachers' voices, arguing that teacher needs are context-specific and must be addressed holistically, balancing wellbeing, resources, and professional agency.	Compare: A Journal of Comparative and International Education
3	"It Takes a Village": Towards an Ubuntu-Informed Theory of Change for Teacher Education and Retention	A conceptual paper proposing an Ubuntu-inspired theory of change for teacher education, positioning professional socialisation as a communal and values-driven process. It offers a framework for rethinking retention and CPD in both Ghana and the UK, advancing a model rooted in relationality, collective responsibility, and sustainable wellbeing.	Race, Ethnicity and Education

5.2.3.2 A book-length publication

Plans are underway to develop a book entitled [*It Takes a Village: Reframing Teacher Socialisation Through Ubuntu Towards a Sustainable Future*](#), with publication targeted for 1st October 2026. The book will directly address the global teacher crisis by proposing a relational, Ubuntu-inspired theory of change for teacher education and socialisation. It will argue that wellbeing, resilience, and professional identity should not be seen as individual concerns but as collective, community-rooted practices that can transform how teachers are trained, supported, and retained.

In doing so, it will critically contrast Ubuntu's communal ethos with the British education system's prevailing individualist frameworks, showing how a community-based model of professional development could be applied to Initial Teacher Training (ITT) and beyond. To strengthen both its scholarly credibility and practical impact, an application has been submitted to the [Bloomsbury Academic Writing Fellowship 2025](#). This fellowship would provide structured editorial guidance, resources, and professional visibility, ensuring the book becomes not only a contribution to academic debate but also a valuable tool for UK ITT providers, policymakers, and international partners. The ultimate aim is to position the book as a bridge between theory and practice, helping to reimagine teacher education as both sustainable and globally relevant.

5.2.3.3 Conference Presentations

The findings of the TeachWell Conference and the broader overseas learning experience, together with the forthcoming publications, are being actively prepared for dissemination across leading academic and professional forums. Planned submissions include the [Advance HE Teaching and Learning Conference 2026](#), the [British Educational Research Association \(BERA\) Conference 2026](#), and the [BERA TEAN Conference 2026](#), among other platforms for teacher education and professional development.

By aligning with the flagship themes of these conferences, the Fellowship's outcomes will be positioned as a practical innovation for UK teacher education. Participation in additional international forums such as Advance HE and CIES will further extend these discussions globally, while maintaining a clear focus on UK relevance and applicability.

5.2.3.4 Public Engagement and Policy Influence

Future aspirations are to centre public engagement on bringing insights from the Fellowship into mainstream UK education debates. This includes publishing accessible articles on platforms such as [The Conversation](#), [TES](#), and [Times Higher Education](#), where policymakers, school leaders, and ITT providers regularly engage. Informal dissemination will continue through [LinkedIn](#), Twitter, and [Instagram](#), with UK-based teachers and networks as priority audiences. Importantly, the Fellowship has created an evidence base that can contribute to ongoing UK policy discussions on recruitment, retention, and workload. Direct engagement with the UK Department for Education, teacher unions, and ITT providers will be pursued to ensure findings on Ubuntu-inspired resilience, professional identity, and community-based support are embedded in national conversations about teacher development.

5.2.3.5 Affiliation with Higher Education Institutions

As part of my ongoing engagement with the academic community, I intend to maintain formal affiliations with higher education institutions to ensure that all outputs from this Fellowship are framed with academic integrity. Such affiliations guarantee that my work is held to rigorous scholarly standards, with journal articles subjected to peer review, book manuscripts undergoing robust editorial processes, and wider engagement positioned not only as professional but also as academic contribution.

To this end, I recently applied for and was accepted into the role of International Visiting Research Fellow at the [University of Chester](#). This appointment will enable me to sustain close links with the institution, building on the foundations of my doctoral research while extending my scholarship through postdoctoral projects. Maintaining this affiliation will also support the credibility, reach, and reputation of my work, ensuring that it continues to contribute meaningfully to both academic discourse and professional practice in the field of teacher education and wellbeing.

5.2.4 Closing and Final Thoughts

The Churchill Fellowship has been a transformative journey that bridged research, practice, and policy across Ghana and the UK. What began as a pilot CPD intervention has evolved into a vision for long-term reform in teacher

education, one that situates wellbeing, resilience, and professional identity at the heart of practice. The overseas learning has provided not only comparative insights but also a unique platform for reimagining teacher socialisation in England, where retention challenges are acute and Initial Teacher Training programmes face increasing pressures.

By drawing on Ubuntu's ethos of care and collective responsibility, this work sets out a pathway for developing innovative CPD, nurturing global teacher networks, and embedding wellbeing into both professional preparation and policy. Ultimately, the Fellowship has laid the foundation for a sustained cross-continental conversation that aspires to leave a lasting legacy: healthier, more resilient, and better-supported teachers, empowered to transform classrooms and communities worldwide.

6. Acknowledgements

I am deeply grateful to the Churchill Fellowship for granting me this life-changing opportunity. This Fellowship has not only advanced my research but also expanded my vision for what is possible in teacher education and professional development.

My sincere thanks go to the University of Chester, whose staff offered unwavering encouragement throughout this process. In particular, I wish to thank my PhD supervisor, Dr. Chandrika Devarakonda, who has been my cheerleader from the very beginning and whose belief in me made this work possible.

To my husband, Samuel Ikpeh, who accompanied me on the overseas learning journey, thank you for ensuring that I never felt far from home. To my Sister Scholars, the women in research who checked in, cheered me on, and celebrated each milestone with me, your solidarity has been invaluable.

Special thanks to Mr. Paul Mensah, founder of FEED, for his partnership, which has been such a blessing throughout this project, and to Dr. Joyce Anku of the University of Ghana for her collegiality and the working relationship we have built.

Finally, I extend my heartfelt gratitude to all the teachers who engaged with me, through interviews, conversations, and their participation in the TeachWell Conference 2025. This Fellowship was made possible because of your voices, your stories, and your willingness to share.

I am surrounded by a village of support, and I know with certainty that I could not have done this single-handedly.

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