

# **Education Sector Support Programme in Nigeria (ESSPIN)**

## **Input Visit Report**

### **Transforming Teacher Education: Interim Report**

**Report Number: KW 311**

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## Acronyms and Abbreviations

ESP	Education Sector Plan
ESSPIN	Education Sector Support Programme in Nigeria
ICT	Information and Communications Technology
JAMB	Joint Admission and Matriculation Board
JSS	Junior Secondary School
MSRO	Management Services and Reform Office
MTSS	Medium Term Sector Strategy
NCCE	National Commission for Colleges of Education
NCE	Nigeria Certificate in Education
SPARC	State Partnership for Accountability, Responsiveness & Capability
SUBEB	State Universal Basic Education Board
UBE	Universal Basic Education

## Abstract

1. This interim report describes the work done in the period of August-September 2009 on Teacher Education. It describes the visit to a conference in Ghana, the work done at Oro College, work on the Career Path for Educators, and work done with the NCCE; as well as a visit made to Lagos State on possible support of ESSPIN to Colleges there.

## Executive Summary

2. A paper on Oro College Transformation was presented successfully at a Conference in Ghana on Teacher Education in Africa. The paper dealt with the work done at Oro College as well as the relation this has to the NCCE.
3. Work at Oro Colleges progresses well and has focused on the development of new College Programmes as well as populating the new College Structure.
4. Work on the Career Path produced a final comprehensive document on Teacher Standards for Kwara (and possibly other states) detailed into four levels of teachers: Newly Qualified; Confirmed; Experienced and Advanced Skills Teacher.
5. Work with the NCCE progressed well through a three-day series of workshops focusing on new Colleges Programmes, Structures and QA systems.
6. A visit to Lagos State resulted in a report that indicated that conditions for ESSPIN support into Colleges of Education were not favourable at present, but that this might change with further ESSPIN attention and possible re-structuring that might be done at the MoE through SPARC.

## Purpose of the Consultancy

7. Supporting the transformation of various aspects of Teacher Education in Nigeria.

Working with nominated State and Federal representatives, The ESSPIN Institutional Strengthening Specialist, the ESSPIN Kwara National Education Quality Specialist, the ESSPIN School Improvement Adviser, and ESSPIN VSO education placements and focusing mainly on Oro College and Kwara State teacher education in general, to coordinate:

- (i) the transformation of Oro College curriculum;
- (ii) the transformation of the departmental and school structure at Oro College in line with the curriculum transformation;
- (iii) the development Teacher Standards as benchmarks for a Teacher Career Path;
- (iv) the development of a broad vision and implementation strategy for a range of in-service programmes for teachers in Kwara State.

- (v) the identification and development of common themes, approaches, instruments, structures and processes in the Transformation of Teacher Education Colleges;
- (vi) the establishment of effective linkages between Federal processes and structures (especially the NCCE) on the one hand; and Kwara curriculum, career path and in-service programmes on the other.

### Achievement of the terms of reference

TOR Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
Continue, through workshops, the development of Learning Programmes, Learning Materials, Assessment Tools and a Teaching Practice Programme at Oro College.	Two Strategy Papers were produced and discussed with the College Task Team. These papers concerned the College Structure and the College Programmes (see attachment). The Task Team would take forward the assigning of staff into the new College Structure and the setting up of a series of committees who would start work on developing various aspects of the 4 new College Programmes.	The VSO would be involved to some extent in the development of new College Programmes. The Honourable Commissioner's Task Team for College Reform would continue to oversee and support all the processes. The State Team Leader is also aware of the various processes that are unfolding.
Do field-testing of NCCE Teaching Practice materials through Oro College.	No specific agreements were reached on this issue yet.	To be done in next visits.
Develop a Quality Assurance system for the transformed Teacher Education Curriculum at Oro College.	No further work done here yet.	To be done in next visits.
Provide a strategy to transform the College departmental and school structure in line with its new curriculum and new role.	See under Task 1.	See under Task 1.
Develop a vision for Kwara In-service Teacher Education, that includes the possibility of in-service qualifications, the potential role of the tertiary sector, i.e. Oro College as well as	Informal discussions were held with all stakeholders (ESSPIN consultants, Reform Task Team, Oro College, NCCE and others).	The development of in-service training through ESSPIN will inform further details of long-term in-service programmes for Kwara State (and beyond).



universities and possible other providers, and links into a Teacher Career Path.		
Develop Teacher Standards for different levels of teachers and head teachers to be used as benchmarks for a Teacher Career Path.	<p>Teacher Standards for Teachers were developed by the relevant Task Team and presented and approved by the NCCE.</p> <p>Standards for Head Teachers were drafted.</p>	<p>The Teacher Standards can now be used for Career Path purposes and for further Programme development at Oro College (and other colleges).</p> <p>A meeting was held with Lilian Breakell to gather more information about the Head Teacher training programme. This also informs the formulation of Standards for HT. Standards for Head Teachers will be worked on through e-mail contact in the period of October-November 2009.</p>
Analyse reports on institutional transformation at other colleges of education and identify commonalities and discuss these with the relevant stakeholders.	No further reports were made available at this stage.	To be looked into at a later stage.
Work with the identified NCCE staff to ensure that lessons from college transformation will benefit the NCCE itself, in particular its curriculum, quality assurance and teaching practice documents and processes.	A three-day workshop was held in Abuja with NCCE and ESSPIN staff. Fundamental issues of Teacher Education were discussed as well as the specifics of a new College Structure and new College Programmes (slightly adjusted strategy documents as used at Oro were used during this workshop). Agreement was reached to work on these issues further and that more workshops	NCCE will identify a larger group of staff to be involved in the long term in the various processes.

	would be held. QA issues were discussed briefly and it was agreed that this would be further explored in detail.	
Monitor the College Transformation processes, the In-service development and the Career Path development and identify links to Federal structures and processes and ensure that there is regular communication and cooperation for the mutually beneficial development of Institutional, State and Federal systems in these areas.	Discussions were held with the NCCE, with the ESSPIN specialists relevant to these issues. Additional stakeholders related to the Career Path and Teacher Education Transformation processes were identified.	Further discussions will be held and specific processes and links will be established as and when detailed information and needs surface during the development of the work on the Career Path and the Teacher Education Transformation area.
<u>Additional to original ToR:</u> To prepare a paper based on the work done with Oro College for presentation at a conference in Ghana on Teacher Education in Africa, taking NCCE and Oro College staff along.	A paper was written and presented. It was well received as it reflected a practical implementation of the more theoretical ideas that were being proposed by academics from various African universities and other institutions and organisations. (see attachments)	Various papers and other materials from the Conference have been used and are being used to inform the development of Teacher Education in Nigeria, through the staff at Oro that was present as well as through the NCCE staff (notably including the Executive Secretary himself) that participated in the conference.
<u>Additional to original ToR:</u> To look into the viability of ESSPIN support to Colleges of Education in Lagos State.	Visits were made to Lagos MoE and two Colleges of Education. A report was produced suggesting that at present conditions are not favourable for ESSPIN support for College Transformation in Lagos, but also indicating that this might change in the near future. (See attachments)	It will be necessary to continue ESSPIN-initiated discussions with MOE and the Special Advisors for Education to the (Deputy) Governor for Education to clarify the perceived need or not for College Transformation.

## Background

8. This Report is part of a long term technical input into Teacher Education in Nigeria that started with work with Oro College of Education in Kwara, under the CUBE programme. The input required is flexible and multi-dimensional; at present it relates to work in Kwara for Oro College, and also regards the development of a Career Path for Educators in Kwara State; it also relates to work with the NCCE and also involved visits to Lagos State. As the input develops other areas of work will likely be identified as well; most notably the link between the NCCE –focused national work done on Teacher Education and the work done at specific Colleges of Education in other ESSPIN States.

## Findings and Issues Arising

9. The Conference in Ghana provided a valuable opportunity for selected Oro and NCCE staff to engage with present-day thinking on Teacher Education of academics in Africa. There were interesting papers and also shared information on learning materials for Teacher Education. The presence of the Executive Secretary of the NCCE provided a useful opportunity for networking and planning of the series of workshops that was held later that month.
10. Transformation at Oro College continues well and there is a constant growth in the development of a practical understanding amongst relevant Oro staff as to what its transformation means and how it can be achieved. There is a proposal on the table to rename to college as Oro College of Basic Education. The development of new College Programmes is a sizable task and daunting for most of those who are involved in it. However, there is a strong belief that the new programmes will present an important improvement on what has gone one before. The populating of the new College Structure by assigning staff to new schools and departments is underway. Once more details of the new Programmes are starting to surface, it will be important to identify more exact needs for robust and accessible Learning Materials, most notable good quality text books for various courses. Some learning materials that were gathered at the Ghana Conference on teacher Education in Africa were shared with the relevant committee at Oro College of Education.
11. The Career Path worked progressed well under the leadership of Mrs. Dr Odekunle. Teacher Standards were finalised, detailing four levels of teachers: Newly Qualified; Confirmed; Experienced and Advanced Skills Teacher. Standards for Head Teachers had been drafted. These will undergo further revision on the basis of the Head Teacher training programme that is being developed by Lilian Breakell.
12. Work with the NCCE progressed very well through the three-day workshop that was held (see attachments). A clear vision of quality Teacher Education was developed and the need for the transformation of NCCE Programmes and Curricula and suggested College Structures was identified in some detail. A series of further workshops was discussed to develop the necessary detail in the new College Programmes and Colleges Structures.

13. The visit to Lagos State to look into the viability of ESSPIN support to Colleges of Education resulted in a report that indicated that conditions appeared not to be favourable at this stage. However, it appeared that there were various misunderstandings between the various parties involved and also that the management structure as found at present (and being not conducive for College Transformation ) might undergo some change through the inputs of the SPARC Programme.

### Options and next steps

14. At Oro College the establishment of a new Structure and new Programmes will continue, and will lead to the development of Learning Programmes, the identification (and development) of Learning Materials, as well as a QA system.
15. The Career Path work will focus on finalising the standards for Head Teachers. Once a training programme for LSSs will also be worked on once their role and function is more clear.
16. With the NCCE a long term agreement has been reached to develop nationally applicable Teacher Education Programmes that take into cognizance the new Teacher Standards as well as present-day best practice in Teacher Education. A new proposed Structure for Colleges of Education will also be developed. QA will also be worked on.
17. It is advisable to continue pursuing the issue of College Transformation in Lagos State. It might be useful first to focus on establishing a common and generally acceptable understanding of the possible role of ESSPIN amongst all parties, and then identifying the most appropriate and viable channels and management structures through which such support should be channelled and supported.

## Annexes

18. The following document provide detailed information about the work done:

1. Transforming Teacher Education in Nigeria - Paper presented at Ghana Conference	9
2. Strategy Document 1 Oro College: Populating College Structure	28
3. Strategy Document 2 Oro College: Four New Programmes	36
4. Career Path: Teacher Standards	44
5. NCCE workshop Programme	60
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7. NCCE College Programme development	62
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## Annex 1: Transforming Teacher Education in Nigeria

### ***A Case Study of comprehensive institutional change at Oro College of Education***

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#### ***Summary***

A Case Study of curriculum transformation at a college of education provides the lens through which to analyse teacher education in Nigeria. The curriculum at this college has undergone a comprehensive transformation resulting in a college curriculum policy, a new institutional structure in terms of schools and departments as well as a new set of teacher education programmes. The developments have been a collaborative exercise with the Federal teacher education oversight body. Experiences at the college are set to influence a transformation in the overall teacher education programme in Nigeria and thus are likely to result in changes in all State colleges of education.

#### **1. Introduction**

Nigeria is in the midst of comprehensive education reform. The introduction of Universal Basic Education and the change in its curriculum towards competency-based learning have a direct impact on the preparation of teachers. The curriculum transformation underway in teacher education is presented through the lens of a case study of institutional transformation at College of Education Oro, in Kwara State, Nigeria.

The UK Department for International Development (DfID) is funding a six-year education development programme in Nigeria, the 'Education Sector Support Programme in Nigeria' (ESSPIN). This paper is based on a part of this Education Sector Programme: the development of better pre-service Teacher Education. ESSPIN is also involved in in-service education, school development, school inspection and support services, development of Education Management Information Systems, involvement of communities and accountability in education and other activity areas.

The enhancement of Teacher Education in Nigeria started out through an institutional and curriculum development programme at Kwara State College of Education, Oro. As one part of this development programme the *management* of the college is looked at; through developing an enhanced ministerial oversight regarding teacher requirements for Kwara State (in terms of subject areas and numbers of new teachers) and a better overall institutional budget provisioning, as well as through improved internal management. The other part of the programme concerns the development of better *curriculum* practices. This paper deals with the latter part of this programme.

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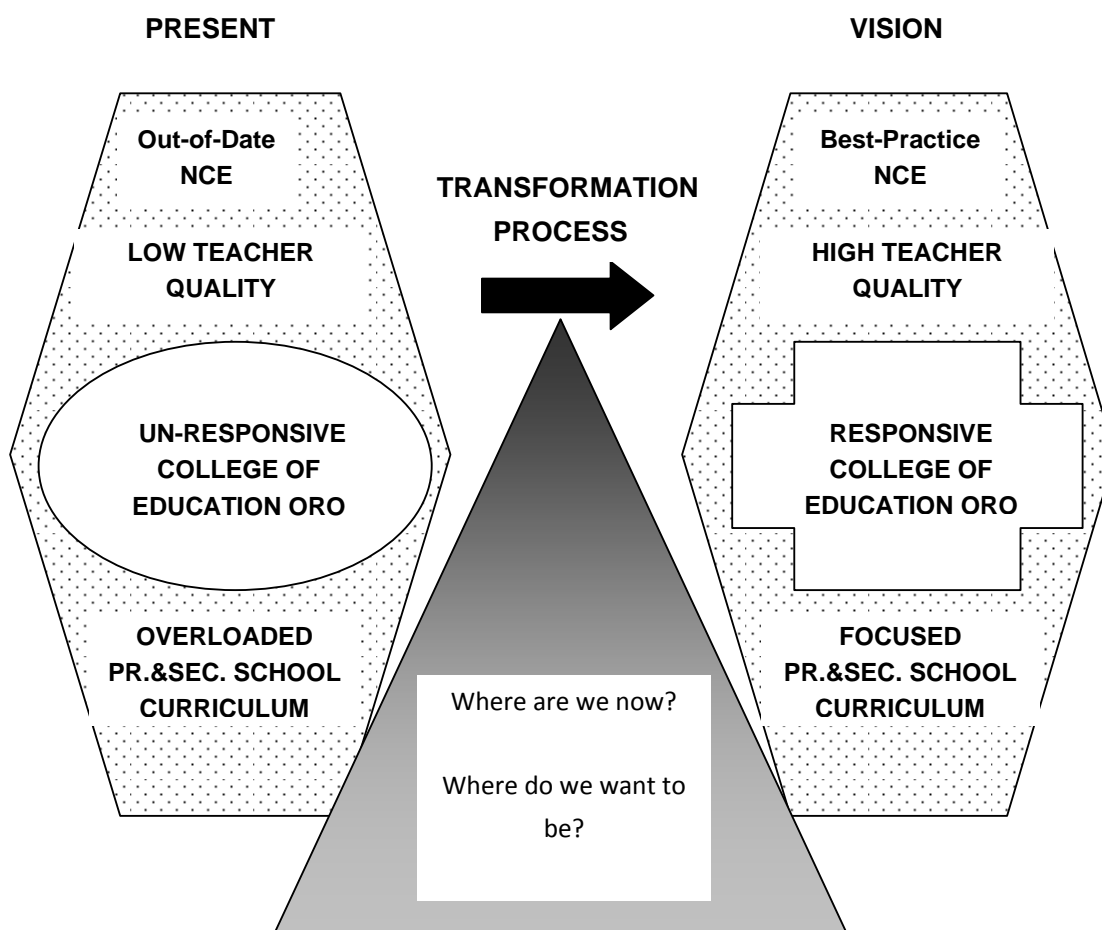
## 2. Curriculum Transformation Diagram

The identification of issues, design of interventions and the overall aim of the curriculum transformation at Oro College has been guided by the diagram below. This diagram is based on the following steps:

- 1a. Environmental Scan: What is the environment in which Oro operates?
- 1b. Internal Scan: How is Oro doing?
2. What is the vision for a transformed college/curriculum?
3. How can Oro transform towards this vision?

The steps as outlined above will be described briefly, with particular emphasis (in section 3) falling on the minimum standards for Teacher Education as presented in the description of the curriculum for the National Certificate of Education (National Commission for Colleges of Education, 2002). Section 4 will provide a brief description of the vision for quality teacher education that has given rise to the various transformation activities. After this description the results of the various transformation processes will be described in section 5. This will be followed in section 6 by a discussion of the various parties involved in what eventually has become also a federal, nation-wide, process to enhance the curriculum for Teacher Education in Nigeria.

**Diagram 1: Curriculum Transformation for College of Education Oro**



<sup>3</sup> National Commission for Colleges of Education

## 2.1 The environment in which Oro College operates

Located in western Nigeria, Kwara State has a population of 2.4 million (2006) with 48% of its population being under 15. Its economy is based on subsistence farming, with some small-scale manufacture, and government-driven economic activity. Its capital, and only sizable city, is Ilorin. Kwara State is among the six poorest states in Nigeria and is also characterised by a substantial poverty gap, again being among the six worst States; additionally it is among the few States to experience a worsening incidence of poverty between 1996 and 2004. However, the current State Government is committed to a reform agenda and the Commissioner for Education, with the Governor's support, is keen to improve the quality of education in the State, one aspect of which is seen to be teachers' low levels of subject knowledge and pedagogical skills.

## 2.2 Reform Agenda

The unifying theme for the Kwara State Education reform is "Every Child Counts". This positions the child as the central motivation of the reform efforts and seeks to focus strongly on the issue of equity. It represents a pact between the government of Kwara State and the people and is built around two key related questions:

- 1) "When parents send their children to school in Kwara State, what should they expect?"
- 2) "When a child attends school in Kwara State, what should we expect the child to be able to do at every stage of schooling?"

"Every Child Counts" is built around four key components:

Teaching quality improvement, incorporating teacher quality evaluation, identification and development of a core team of "mentor teachers", teacher skills development, teacher recruitment policy development, developing a range of incentives and reward system for teachers.

Strengthening inspectorate capacity aimed at harmonising the various education inspection units in the State (Ministry of Education, Inspectorate Units of the State Universal Education Board (UBE) and the Teaching Service Commission (TSC)) through the establishment of a Kwara State Education Quality Assurance Unit drawn from the three existing organs. There will also be a shift from inspection to quality assurance in schools.

College Education Turn-around which seeks to position the College of Education as a centre of excellence in the training and production of high quality teachers for primary and junior secondary schools in the State. Key actions are envisaged as: evaluating existing practices in the institution, identifying and executing key actions that will position the College to play a lead role in driving quality basic education in the State in line with international best practices, strengthening the management of the institution to make it more responsive to the challenges of managing change, conducting curriculum assessment with a view to bringing the College



curriculum in line with the practical demands of teaching in primary schools and developing a strategic profile for the College.

Institution building which seeks to strengthen the supply side educational institutions, through improving work practices and institutional arrangements within the Ministry and its parastatals and agencies. In addition it also aims to increase accountability.

The College of Education reform, relates to all components in some way or other. Quality Teacher Training relies on a focus on clearly identified high-demand knowledge, skills and attitudes for teachers as indicated partly through Quality Assurance systems in Basic Education carried out by the Inspectorate. Pre-service teacher training can only be achieved with a measure of quality when the college as an institute is clearly focused, has strong management capacity, realistic resource allocation and uses, and a clear vision for teacher quality improvement.

### 2.3 Primary School Curriculum

The curriculum for primary schools for Kwara State has been reviewed in March 2008. The focus was on streamlining the curriculum for the first two phases of Basic Education: the Lower and the Middle Basic level. The table below provides the status quo and the recommendations made. Recommendations were made tentatively as the review committee did not have the legal status to recommend far-reaching reform.

**Table 1. Proposed Changes to Primary School Curriculum**

LOWER BASIC LEVEL		
	<i>Status Quo</i>	<i>Proposed Changes</i>
Core Subjects	<ul style="list-style-type: none"> <li>English</li> <li>One major Nigerian Language</li> <li>Mathematics</li> <li>Basic Science &amp; Technology</li> <li>Social Studies</li> <li>Civic Education</li> <li>Cultural and Creative Arts</li> <li>Religious Studies (I.R.K./C.R.K.)</li> <li>Physical and Health Education</li> <li>Computer Studies</li> </ul>	<p>Greater emphasis to be laid on:</p> <ul style="list-style-type: none"> <li>English Studies</li> <li>Mathematics</li> <li>Basic Science and Technology</li> <li>Local Language</li> </ul> <p>Include alphabet and grammar in English.</p>
Elective Subjects (at most 2, at least 1)	<ul style="list-style-type: none"> <li>Agriculture</li> <li>Home Economics</li> <li>Arabic Language</li> </ul>	
MIDDLE BASIC LEVEL		
	<i>Status Quo</i>	<i>Proposed Changes</i>
Core Subjects	<ul style="list-style-type: none"> <li>English</li> <li>French</li> <li>One major Nigerian Language</li> </ul>	<p>Greater emphasis to be laid on:</p> <ul style="list-style-type: none"> <li>English Studies</li> </ul>

	<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Basic Science &amp; Technology</li> <li>• Social Studies</li> <li>• Civic Education</li> <li>• Cultural and Creative Arts</li> <li>• Religious Studies (I.R.K./C.R.K.)</li> <li>• Physical and Health Education</li> <li>• Computer Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Basic Science and Technology</li> <li>• Local Language</li> </ul> <p>Include alphabet and grammar in English.</p>
Elective Subjects (at most 2, at least 1)	<ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Home Economics</li> <li>• Arabic Language</li> </ul>	

The review report also makes important recommendations regarding assessment, quality assurance, remedial work for learners and teachers' professional development, that all seek to enhance the quality of both the teachers and the learning that takes place in the first two levels of Basic Education. Particularly the quality of mathematics and English teaching is dealt with and it is recommended that teachers are provided with professional development opportunities and that new teachers in these areas should be of a high professional quality. Rote learning is to be avoided and genuine functional literacy and numeracy should be developed.

## 2.4 Oro Management

The College of Education has been operating within a policy vacuum. There has been no effective policy direction from government. As a consequence student numbers have increased to a level at which they bear no relationship to the needs of schools in terms of trained teachers. This increase has been driven by a need for student fee income to compensate for low levels of government funding. Thus there is a need for the government to establish a strategic framework in terms of:

**Student numbers:** government should review the number of teachers that will be required and set student number targets that more closely align supply and demand. The College of Education should become focused on providing trained teachers, rather than being a general entry point for students who are unable (for whatever reason) to enter university.

**Funding arrangements:** government should review its funding policy to ensure that funding is at an adequate level to provide quality training. It should be for government to decide on the distribution of funding between government subvention and tuition fees, but the College should not be in a position of having to increase student numbers to an excessive level in order to pay basic staff salaries.

## 2.5 Teacher education: overall status quo

The minimum teaching qualification in Nigeria's primary and junior secondary schools is the Nigeria Certificate in Education (NCE), a three year post-secondary course offered by all Colleges of Education, some polytechnics and the National Teachers' Institute (NTI). It is centrally designed and accredited by the National Commission for Colleges of Education (NCCE). NCCE is

responsible for ensuring the quality of teacher education and conducts periodic visits to institutions as a result of which the various programmes are assessed and, if appropriate, accredited.

#### Teacher quality

Table 2 shows the qualifications of teachers. Over half of primary teachers have the National Certificate of Education and another 12% are university graduates. Grade II and unqualified teachers account for only 20% of all teachers employed at government primary schools. Although the percentage of qualified teachers varies considerably between LGEAs (Local Government Education Authority) there is nothing to suggest that, on average, that lack of qualified teachers is a major contribution to poor-quality student outcomes.

However, a major determinant of effective learning is teachers' knowledge and in this respect "Despite the fact that the large majority of teachers are now qualified, Kwara's teachers do not have adequate knowledge". The ESA continues:

"Complaints about newly appointed teachers, who have low levels of numeracy and literacy skills as well as inadequate knowledge in their chosen areas of subject specialisation, are commonplace. The low quality of graduates from the teacher training colleges and universities who are joining the teaching profession is a major issue, and the three Colleges of Education are seriously under-resourced given the very rapid increase in enrolments during the last five years. The assessment tests .... make it clear that students enter colleges and universities with very low levels of cognitive skills. It is impossible for tertiary institutions to remedy the lack of such skills in the time available – and it makes no sense for expensive tertiary institutions to spend time teaching basic skills that should have been properly taught in primary and secondary school. Kwara's students are caught in a cycle of low achievement, teachers with inadequate cognitive skills, and then further low achievement by students."

**Table 2. Teacher qualification profile by level of education and gender, 2005 (percentages)**

Qualification	Female	Male	Total
<b>Primary</b>			
Graduate with teaching qualification	10.3	14.4	12.3
Graduate without teaching qualification	1.3	2.1	1.7
National Certificate of Education	67.5	41.8	54.7
Diploma	5.1	14.7	9.9
Grade II	11.4	14.5	12.9
Others	4.4	12.5	8.5
Total	100.0	100.0	100.0
<b>Secondary</b>			
Graduate with teaching qualification	63.3	62.6	62.9
Graduate without teaching qualification	9.7	14.3	12.0
National Certificate of Education	23.9	16.8	20.3
Diploma	2.1	4.8	3.5
Grade II	0.1	0.2	0.2
Others	0.9	1.3	1.1
Total	100.0	100.0	100.0

**Notes:** The 'Others' category includes Grade I, HSC/GCE A' level, Special Teachers and WASC/GCE 'O' level/SSCE

**Source:** ESA Second Draft (March 2008) Table 18 p45 EMIS 2005

### 3. Review of the NCE Programme at Oro College Of Education

Analysis of curricula can be done usefully through considering the following three stages in the process of arriving at envisaged student learning:

- a. **Intended Curriculum:** the curriculum as set out in formal documents (in this case the Minimum Standards for NCE Teachers).
- b. **Implemented Curriculum:** the curriculum as developed for practical implementation on the basis of the intended curriculum (in this case the materials developed, the teaching methods, the organisation of courses, assessment, infrastructure, facilities, etc. at Oro College).
- c. **Perceived Curriculum:** the curriculum as perceived by the learners (in this case what the learners perceive to be the focus and purpose of their learning, i.e. what students at Oro College eventually learn).

#### 3.1 Intended Curriculum

The National Commission for Colleges of Education (NCCE) oversees the design and quality of teacher education at college level. The National Certificate in Education (NCE) – designed under the auspices of the NCCE - is Nigeria's main qualification for teachers. Reviewed in 2002, it describes a 3-year programme of teacher education with the following main ingredients:

• General Education	36 credits
• General Studies Education	14 credits
• Teaching Practice	6 credits (equivalent to 12 weeks)
• Teaching Subject (one or two majors)	74 credits
• <b>Total</b>	<b>130 credits</b>

The programme runs over three years, each with two semesters that have about 15 weeks of effective teaching.

**Credit units** represent work in the following manner:

1 credit course:	1 lecture hour per week for 15 weeks
2 credit course:	1 lecture hour and 2 practical hours per week for 15 weeks
1 credit 'workload':	1 lecture hour; 2 seminar hours or 3 lab hours per week

Students are supposed to gain 18-24 credits per semester. Lecturers are supposed to teach at least 8 credits per semester (most courses having either 1 or 2 credits).

In all, the workload for students and for staff is not unreasonably high. Seeing that college staff are not involved in research as university staff would be, their workload might be considered on the light side. The high numbers of students in certain courses, however, would also have to be taken into account. Indeed, at Oro College of Education, this does seem to present a problem, with a high student : staff ratio. Students have a workload that appears more or less suitable.

**Assessment:** each course is assessed with 40% of continuous assessment and 60% summative assessment. Continuous assessment should include varied work, practical, fieldwork, projects etc. Assessment papers for summative assessment must be moderated by external peers.

**General Education** represents philosophy, sociology, history, psychology of education and comparative education and educational management.

**General Studies Education** – although categorised as part of the *education* component of the NCE, this actually provides basic ‘general knowledge’ in areas such as English, maths, computers, health, science and technology in society and citizenship. It appears to be most useful when seen as part of a kind of preliminary studies programme, ensuring that students have the basic knowledge and skills to successfully complete a study at the College.

**Teaching Practice** is scheduled to take place in year 3 in one block of 12 weeks.

**Teaching Subject** represents one double major course or two single courses in specific teaching subject areas open to choice (with certain restrictions) such as history, geography, music, political science, social studies, language, religious studies, economics, mathematics, chemistry, physics or biology.

### 3.1.1 NCE as Classic Teacher Education Curriculum

The NCE represents a classic design of teacher education:

- General Education is designed along a division of the field of Education according to classic academic subject areas, which however, are not always to be found any longer in up-to-date teacher education programmes.
- Subject areas are described mainly through the listing of content, although a list of objectives preceding the content offers more general skill-oriented aims.
- Subject Methodology – the focused study of teaching methods and approaches in a specific content area such as English, economics, history or physics – is absent in some subject areas (i.e. economics, Islam,) and where given more attention, still rather sparsely represented (i.e. integrated science).
- Teaching Practice is not described in great detail.

As mentioned above, each study course is introduced with ‘Objectives’ that define a relatively useful set of skills, knowledge and attitudes to be achieved through the curriculum. However, it is not clear how assessment will provide explicit evidence for achieving these objectives. There is some likelihood that the students’ learning and the formal assessment both focus on establishing theoretical content knowledge rather than higher cognitive skills or the development of hierarchical conceptual progression in subject area content knowledge as well as up-to-date and subject-area integrated pedagogical approaches.

The NCE document’s foreword quotes the former Minister of Education as saying:

***‘We cannot compromise on accountability and poor quality in teacher education will be a national disaster which we must avoid by insisting on only the best.’***

The present state of teacher education and indeed school education, shows that a lot of work still needs to be done. Most notably, a study of the NCE documents shows the following:

1. The General Education course is designed along lines that to some extent lack up-to-date approaches to educational theories and especially the integration of education theory in context-based, issue-based learning programmes.

2. Objectives of the courses aim at relevant sets of skills, knowledge and attitudes, but the overall course design and the aims of assessment do not provide a helpful base to find evidence of students indeed acquiring such high-level cognitive and pedagogical skills that would make them professional educators.
3. Teaching Practice is not clearly designed as the most important and most suitable point to integrate everything that a student-teacher needs to be able to do, know and show based on all courses followed in his/her study programme.
4. Subject Methodology is underplayed in the NCE design, creating the danger of not developing the essential pedagogical content-knowledge so essential in becoming an effective and professional teacher. There is a minimum of 0 credits and maximum of 8 credits per subject area for methodology; representing a meagre 0-12% of the total 3-year programme.
5. The overall Education Component in the 3-year programme effectively represents around 30% of total study and work load. This is fairly low, especially considering that the NCE prepares students to become teachers for the first 9 years of formal school education. Especially for primary education, pedagogy that is fully integrated in subject knowledge is an essential requirement. The apparent lack of integration between Teaching Practice, Subject Methodology and Education Studies diminishes the effectiveness of the Education Component.
6. Teaching materials described mention library books in a ratio of 10 books per student for courses. However, apart from technical/physical teaching aids (blackboard, tapes, instruments, lab equipment, etc.) there is very little mention of actual student lecture books, study guides etc.
7. The anticipated general academic weakness of entrants into the NCE necessitates the General Education Studies. But it is questionable whether as a relatively small course this is effective. It could be considered whether such a preliminary study course should not be formed into a general preliminary year as the College has indeed already started to offer. This might ensure that, after a year of thorough grounding in the required knowledge and skills, the NCE study is more effective and of a higher cognitive level than it is at present.

### 3.2 Implemented Curriculum

#### *Curriculum's institutional environment*

There is an overly large student population (in terms of demand for new teachers; facilities available, representation in relatively low-need school subjects) at the College. This does not contribute to the overall quality of the curriculum that is being delivered.

Infrastructure is of varying quality. There are some large lecture halls, where public address systems are used, but student benches are old and dilapidated., there are two computer labs with 25 computers each, for a student population of about 8000. There is a library with about 15,000 volumes; this number represents 10% of the NCE aim of 10 books per student.

Student hostels do not meet the demand for accommodation. Many students find rooms in the town of Oro, making it more difficult to study on campus in evenings, use the library, the computer labs etc.

Education Study courses are compulsory for all students. With an enrolment of 2000-3000 in a single year-group this creates huge classes. The year group is divided into 8 or so sub-groups that can then just fit into the largest lecture halls but are taught by different lecturers.

### *Curriculum Organisation*

In general, the structure of the programme in terms of credits and content outline as provided in the NCE is adhered to closely (Oro College Handbook, 2004-2009). But it is not clear how the proscribed minimum standards of the NCE are enriched at the College to attain high-quality learning. One notable difference is that Teaching Practice does not take place in the 3rd year only as one period of 12 weeks, as the NCE document suggests, but that it is split in 6 weeks in year 2 and 6 weeks in year 3.

Heads of Department were also able to show the detailed course outlines as prescribed through the NCE document and which are used as a basis for teaching. They also showed examination papers and moderators' reports. In discussions with Heads of Department both as a group and individually, the following was observed:

- **Course Materials:** There is a heavy reliance on lecturers' individual handwritten notes, and/or reference books available to lecturers only, which are used for lecture preparation. Students are required to copy notes from the blackboard as the main source of building up a knowledge base in any course. Most subject lecturers have written booklets of course content which students are invited to buy from the lecturers, on a voluntary basis, and which cost N150-300 per booklet. About 40-80% of students buy these booklets. Those that cannot afford them do without. There are no course materials offered to all students of any particular course as an integral part of the learning process.
- **Developing a Professional Teaching Praxis:** Staff could not clearly explain how the four main NCE ingredients of General Education, Method Courses (where they exist), Teaching Practice and Content Courses are integrated to provide student teachers with the opportunity to develop a coherent professional teaching praxis.
- **Student and Learning Quality:** the discourse around student and learning quality is contradictory. Emphasis is laid on the lack of knowledge and academic ability of students when they come from secondary schools, yet it is stated that almost all students are generally passing all courses without much difficulty.
- **Teaching Practice:** staff stated that SUBEB (State Universal Basic Education Board) does not allow student teachers to go on TP in primary schools. Student teachers only go to Junior Secondary or Senior Secondary schools to practise how to teach in the 9 years of Basic Education. This puts great pressure on finding places for students. Often students find themselves unable to teach the subject they are studying and land up teaching a cognate subject (i.e. mathematics instead of the physics they study). Moreover students often teach only a handful of lessons. Supervision is not always done by a teacher in the same subject as the student teacher is teaching. There was no clear agreement on whether one period of TP of 12 weeks, or even a year, would be the way to go, or whether the absence of students from the college for an entire semester or more would prevent the delivery of all courses in time.
- **Assessment:** Summative assessment through standard exam papers reflects a uni-dimensional view of learning. A scan of some hundred exam papers shows a predominance of questions that ask students to: 'list,' 'define,' 'describe,' 'contrast,' 'draw,' 'explain'. Continuous assessment in some courses includes a mark for students' attendance, apart from 1 test and 1 piece of practical work or an 'assignment', in some cases also 'fieldwork.' Moderators report for the exam papers are generally positive, but do not provide much guidance to improve the standard of the papers/courses.
- **Primary Education Studies:** only 10% of the college enrolment follows Primary Education Studies. This is the only course that explicitly sets out to prepare students for teaching in the

primary school in an integrated and focused manner. The last accreditation visit has resulted in the suggestion that the Department of Primary Education Studies be enlarged to be given the status of a School and be provided with more resources and staff.

- **Existing Primary School Curriculum:** Staff expressed the opinion that there was not a sufficiently strong link between the presently operating curriculum at primary schools and the NCE curriculum at the College to prepare students to become effective teachers for this curriculum.

### 3.3 Perceived Curriculum

Discussions with other role players in Education in Kwara State reveal the following paradox which militates against the development of a high-quality professional praxis as seen from the students' own perspective:

**Costly Investment:** Students have to pay about N20,000 in annual fees to attend the College (fees are required in order to raise funds for the augmentation of lecturers' salary) and then have to finance their accommodation (mostly in the town of Oro) as well as their food. If they are able to, they will then also buy the booklets that the lecturers themselves have written for sale to students. This is a high cost for students, parents and/or guardians to bear. Most importantly, it severely jeopardises the striving for equity in educational opportunity.

**Status of Tertiary Qualification:** Many students opt to go to a college of education as a last resort. University entrance would be preferable to many. However, any tertiary qualification is thought to be useful in only a formal sense (not because of what is to be learnt, but because of the certificate obtained) as it is believed to open up opportunities for well-paid employment.

**Status of Education:** Primary Education is generally looked down upon as a professional field, and within the last resort option for college education it comes at the end of the queue of favoured choices. All students, moreover, favour the General Education courses least amongst the courses being offered as they perceive General Education to be least valuable for future employment which they anticipate to be outside the education sector.

### 3.4 Summary of findings on the existing curriculum at Oro College

The analysis of the Teacher Education programme reveals the following important issues:

1. The (implementation of the) NCE curriculum requires reviewing with the aim to:
  - Update the General Education course towards an integrated and issues-based understanding of education, specifically in the context of Nigeria;
  - Raise the profile of Methods Courses as well as their link to Content Courses to ensure that a strong pedagogical content-knowledge is developed;
  - Rethink Teacher Practice in terms of total time spent, student supervision, purpose and its contribution to the overall aim of creating professional praxis;
  - Raise the profile of Primary Education Studies so as to become an essential part of the study programme of all students who will become primary school teachers.



- Establish a list of professional competencies which all students need to acquire to become effective teachers and which form the basis for all courses as well as the integrative focus of all assessment, and particularly of Teaching Practice.
2. Assessment needs to be designed with a clearer purpose of requiring and providing an opportunity to students to show evidence of achieving professional skills, knowledge and attitudes grounded in the praxis of education.
  3. Learning Materials are not consistently available (students depend on their own notes copied from the blackboard) and thus written materials do not play a coherent and pervasive role in the provision of a strong cognitive and structure-giving basis for the development of the required professional knowledge, skills and attitudes of an effective teacher.
  4. A stronger link needs to be developed between primary school, and junior secondary school curricula on the one hand and the teacher programme at the college at the other hand.
  5. Many students are willing to incur high costs to enter a field of study that they do not consider of high status or professional interest. Such students hope to gain entrance into the world of work – outside education - with the eventual qualification obtained. There is an over-production of new teachers that have little inclination to enter the field of education. All this severely compromises the quality of the teachers to be employed in schools. Stringent management of the number of students overall as well as in the various specific courses needs to be adopted.
  6. The General Education Studies programme might be seen more useful as part of a preliminary year. This would perhaps best be achieved by considering such a preliminary year as compulsory for all students, as it is generally acknowledged that students come in with a serious lack of basic knowledge and skills.
  7. Infrastructure is outdated in some aspects, especially teaching equipment needs some attention. Once a realistic level of student numbers for the next 10 years has been established a review of infrastructural demands should be done.

#### **4. Vision for Quality Teacher Education**

##### **4.1 International Best Practice in Teacher Education**

The 1990's saw a strong global move away from content-based curricula towards competency-based curricula. This has happened for formal schooling and also to some extent in tertiary education in general, but most notably this has happened in Teacher Education.

This change was largely driven by the realisation that preparation for the workplace was no longer a one-off transfer of basic knowledge that would ensure a person to be effective in a long-term job (i.e. 20-40 years). The job market has changed fundamentally and people are expected to update themselves continuously by having developed skills of independent learning as they will likely have a number of job-changes throughout their career. Moreover, continuing rapid developments in the global knowledge society demand a different understanding of the purpose of education. With much knowledge readily available through the internet, flexible skills, critical appraisal of information as well as professional attitudes have come in to focus strongly as the new purpose of education.

The resultant change in school curricula has naturally been followed by a re-thinking of what appropriate teacher education should look like in order to produce teachers that are able

effectively to design and deliver such flexible context-based learning and acquisition of relevant knowledge, skills and attitudes.

These days, most Teacher Education Programmes start off with a definition of the professional competencies that student teachers eventually will have to demonstrate to be awarded with a professional teacher qualification.

Superficially, such competencies might look quite similar to the ‘general objectives’ that used to preface the classic teacher curricula. However there are a number of crucial differences in the focus of the competencies and in how they have a pervasive influence on everything that happens in a teacher education programme, whether it is the use of teaching materials, academic content, method, assessment, fieldwork, lab-work or teaching practice.

Table 3 provides an overview of the shift from content to competency-based learning.

**Table 3: Shift from content to competency-based learning**

	Classic Programme  INPUT DRIVEN	Competency-based Programme  OUTPUT DRIVEN
<b>Education Course</b>	<b>Separation</b> into sub-courses in sociology, history, philosophy, psychology of education, etc. <b>to transmit theoretical knowledge structure</b> of academic framework.	<b>Integration</b> , around education context-based issues, of different academic education sub-fields <b>to create an applied understanding</b> of education theory, relevant to Nigerian schools.
<b>Learning Materials</b>	Where used, <b>one type of written format</b> that reflects <b>sequenced theoretical content structure</b> to be assimilated by learners.	<b>Varied formats</b> (written, internet, digital, video, etc.) organising varied learning tasks and experiences designed <b>to assist student teachers in developing an effective classroom practice and modelling learning materials they themselves might use/develop in their own teaching.</b>
<b>Teaching Method</b>	<b>Lecturing</b> based on a sequencing of content into appropriate fragments based on <b>behaviourist view of knowledge transmission.</b>	Creation of <b>purposefully designed and varied learning experiences</b> through lecturing, group work, self-learning, self- and peer-assessment, etc. aimed at <b>constructing conceptual knowledge, skills and attitudes directly related to professional competencies and demonstrated concretely and practically.</b>
<b>Teaching Practice</b>	Student-teachers apply their <b>learning of how to transmit clearly defined school-based theoretical knowledge</b> to	Student-teachers further develop their <b>learning of how to design their own learning programmes</b> that aim to create applicable and context-relevant conceptual understanding, skills

	school-students.	and attitudes in their own school-students.
<b>Method Course</b>	Student-teachers <b>learn how to sequence knowledge and how to drill students in standard</b> forms of solving problems, pieces of writing, structured analysis.	Student-teachers <b>learn how to provide open-ended learning experiences, to their own school students</b> , that effectively promote conceptual understanding and the development of practical skills and positive attitudes, rather than rote-learnt theoretical facts
<b>Assessment</b>	Structured and closed questions (in written form, and as standard laboratory or fieldwork exercises) <b>require students to re-state curriculum content knowledge they possess.</b>	Various practical as well as written forms <b>provide students with the opportunity to showcase their conceptual understanding, skills and attitudes, as described in the list of professional competencies</b> , in context-rich and open-ended problem situations.

#### 4.2 Competencies for Teachers: Nigerian Teacher Standards

The Federal Ministry of Education of Nigeria has published a document that provides such Teacher Standards and in the document it suggests that (p32):

*‘The curriculum and practicum of initial teacher training programs at certificate (NCE), degree (B.A. & B.Sc., B.Ed.) or postgraduate diploma level (PGDE) should be based on these standards. Therefore existing curricula for these programs need to be revised.’*

Moreover, in the development process for a Teacher Strategy for Kwara State, the initial scoping report also advocates the use of these Teacher Standards to determine present teacher quality and develop professional development programmes. Indeed one must agree with the FME document that (p5):

*‘The document addresses the need to provide a supportive system for improving the quality of teaching and learning in both the public and the private schools, particularly at the basic and secondary education levels. It provides a basis on which to consider what kinds of initial teacher education programmes best suit the preparation of primary and secondary school teachers. It will guide the development of education programmes that will optimize teacher opportunities to demonstrate knowledge and skills designated as important for them to engage with the demands of a highly competitive, rapidly changing and technologically oriented society.’*

It is therefore clear that any review of the curriculum at College of Education Oro, would do well in taking the FME Teaching Standards as a point of departure. The Teacher Standards are organized around three themes that lead to eight professional standards:

##### **A. Professional Knowledge**

- Teachers know how students learn and how to teach effectively
- Teachers know the content they teach
- Teachers know their students

**B. Professional Practice**

- Teachers plan and assess for effective learning
- Teachers create and maintain safe and challenging learning environments
- Teachers use a range of teaching practices and resources to engage students in effective learning

**C. Professional Engagement**

- Teachers reflect on, evaluate and improve their professional knowledge and practice
- Teachers are active members of their profession

An essential aspect of having these kinds of Standards is that they provide a descriptive image of what the profession of teaching aspires to. Rather than merely listing content that is to be learnt through a description of theoretical principles - in, say, science, literature or social studies – Standards set out to establish a context-rich professional practice. The Standards, therefore, must be seen as the end-goal of all teacher education, whether this happens to be a course in mathematics, educational psychology or religious studies. This also means that any and every course in Oro College must explicitly link to the standards; i.e. assessment in each and every course must help provide concrete evidence that students are (starting to) attain the standards in a meaningful and context-rich manner.

**5. The Transformation Processes and Products**

In order to start transforming the curriculum practice at Oro, a number of activities have taken place.

- 1) A series of workshops with all academic staff (about 160 staff) on Teacher Standards, Learning Programmes, Learning Materials, Assessment and Teaching Practice
- 2) A series of meetings with senior management on a new College Structure: new Schools and new Programmes
- 3) A series of meetings with the Federal Teacher Education body, the NCCE in Abuja, to ensure that transformation at Oro College would be still in line with the vision for change as held by the NCCE.

The following will describe these processes and their results.

**5.1 Institutional Curriculum Policy**

Workshops with all staff were held to provide the staff development in important curriculum areas that would be required to formulate a comprehensive curriculum policy based on best-practice in curriculum design, implementation and monitoring.

The workshops dealt first of all with foundational issues such as up-to-date learning theories and curriculum theories and then focused in on six aspects that would form the core of an Institutional Curriculum Policy:

- 1) Teacher Standards as the base for all curriculum design, implementation and monitoring
- 2) Learning Programmes as the required step between a formal curriculum document from the NCCE (that mainly lists content for all academic courses) and a design of a learning path that leads to Teacher Standards;

- 3) Learning Materials to ensure that learning is supported on an appropriate way by a wide variety of materials;
- 4) Assessment that is varied, makes use of rubrics and is able to report student progress in terms of achieving Teacher Standards;
- 5) Teaching Practice that is related to all courses, provides opportunities to 'practice' Teaching Standards and is of sufficient duration;
- 6) Quality Assurance that ensures that all staff and all curriculum processes and products meet the required standards as laid out in the Institutional Curriculum Policy.

The resulting Curriculum Policy provides a clear guideline to all staff in the college for their own daily curriculum practice as well as providing the integrative view and mechanism to ensure that the overall curricula at the college are of quality and based on best-practice in Teacher Education.

## 5.2 New Programmes and new College Structure

The federal Teacher Education body, the NCCE, is making a move towards Teacher Education Programmes that are focused on the professional placement and role that a beginning teacher will have within the overall education system. This means that there is no longer a –one-size-fits-all programme for all teachers, irrespective of whether they will be junior primary, ABET or Senior Secondary School teachers. The aim is to have programmes that provide student-teachers with a focused set of courses, preparing them for their focused professional jobs as junior primary, senior primary, junior secondary, senior secondary or special education and/or ABET teachers. To be a good Junior Primary Teacher requires different knowledge, skills and attributes from those that are relevant to being a good Senior Secondary school teacher. Moreover Early Childhood Care and Education (ECCE) is being promoted strongly in Nigeria, and teachers need to be produced for this as well.

Through a series of meetings with the NCCE as well as with the senior management of the College a set of new programmes was decided upon. Previously, all students would simply get an NCE qualification, without clear specification of the special area they might be qualified in. (Moreover, an additional problem is that teachers tend to be recruited and deployed to schools irrespective of whether they are primary, secondary, maths or English teachers. This is an issue that is also being addressed through ESSPIN through the design of a comprehensive Career Path for Teachers including recruitment, promotion and evaluation of teachers, principals and inspectors).

The new programmes to be offered at Oro College are the following:

- 1) NCE in **ECCE**
- 2) NCE in **Junior Primary Education**
- 3) NCE in **Senior Primary Education**
- 4) NCE in **Junior Secondary Education**

Colleges of Education were originally established to produce teachers for secondary schools, and they were given a structure - in terms of Schools and their Departments - that was relevant to the teaching subjects in secondary school. Now, the College of Education Oro is tasked with

producing teachers for Basic Education. There is a need, therefore, to re-structure the Schools and Departments to reflect the teaching subjects at Basic Education.

At Oro College, historically, there were five schools and relatively many (26) departments. This created a rather fragmented structure that would not easily be related to the more integrated and focused curriculum at primary schools. Table 4a provides the details. The old College structure clearly shows the historical role of the college in providing teacher education for secondary school teachers. The many subjects that would be taught at secondary school are reflected in the various schools and their various departments.

**Table 4a: Old Structure of Oro College**

SCHOOL OF EDUCATION	SCHOOL OF ARTS AND SOCIAL SCIENCES	SCHOOL OF SCIENCE	SCHOOL OF LANGUAGES	SCHOOL OF VOCATIONAL AND TECHNICAL EDUCATION
5 Departments	7 Departments	7 Departments	5 Departments	2 Departments

The new role of the college is to provide teacher education for the Basic Education Band (years 1-9), and this required a drastic change in the college structure. The new structure is provided in Table 4b. The new structure for the college has been agreed upon through a series of meetings with the NCCE as well as with the senior management of the College. The new structure seeks to reflect the new role of the college and seeks also to clarify how the structure relates directly to the programmes that the college will provide.

**Table 4b: New Structure of Oro College**

SCHOOL OF EDUCATION	SCHOOL OF ECCE AND PRIMARY EDUCATION	SCHOOL OF JUNIOR SECONDARY EDUCATION
Departments: <ul style="list-style-type: none"> <li>• Educ. Psychology</li> <li>• Educ. Foundations</li> <li>• Curriculum and Instruction (coordinates TP)</li> </ul>	<p><b><i>The School has two sub-sections to each Department:</i></b></p> <p><b><u>[ECCE/Jnr. Primary]</u> <u>[Senior Primary]</u></b></p> <ul style="list-style-type: none"> <li>• ECCE and Primary School Learning</li> <li>• Numeracy and Mathematics</li> <li>• Literacy and Languages</li> <li>• Science, Technology and Agriculture</li> <li>• Social Studies</li> <li>• Physical and Health Education</li> <li>• Religion, Culture, Arts, Music, and Civic Education</li> </ul>	Departments: <ul style="list-style-type: none"> <li>• Languages</li> <li>• Mathematics</li> <li>• Computer Science</li> <li>• Integrated Science</li> <li>• Social Studies (including history, geography, politics)</li> <li>• Religious Studies and Civic Education</li> <li>• PHE</li> <li>• Vocational, Business and Home Economics</li> <li>• Creative Arts and Culture</li> </ul>

## 6. NCCE involvement and the Way Forward

Throughout the transformation process there has been a keen awareness that whatever is being done at Kwara State College of Education Oro, must be acceptable and in line with thinking at the federal Teacher Education body, the NCCE.

The NCCE has made an official visit to Oro College to familiarise itself with the transformation process that is taking place. The NCCE was of the opinion that the curriculum transformation can be seen as an exemplar of change that is required in colleges of education in Nigeria in general.

Furthermore, meetings with the NCCE in Abuja have also enabled all stakeholders to engage in an ongoing discussion about the new role and new structure and programmes for colleges of education in Nigeria. Moreover, a new curriculum is envisaged for implementation around 2012, and the experiences at Oro College will likely play an important role in determining this new curriculum to some extent.

Transformation processes in some other colleges have already been planned and in some cases have already begun with the assistance and under the umbrella of the ESSPIN programme. The new programmes and the new structure at Oro College are at this stage formally agreed upon, but will still require a lot of effort to put into place. It is envisaged that another two years of transformation will take place. This would focus on the development of appropriate learning programmes, robust and replicable learning materials, good assessment practices, a comprehensive Teaching Practice Model that creates long-term links with selected schools for mutual benefit and development, a Quality Assurance system within the college.

As regards the collaboration with the NCCE, it is envisaged that new policy documents will be written that deal with the issues of an appropriate set of College Programmes, a College Structure as well as a set of processes and tools that will enable the NCCE to enhance its practice in quality assurance and accreditation visits to college of education in Nigeria.

Lastly, it is important to see the efforts described above as an integral part of a much wider education sector transformation programme. Better teachers will only be effective in an education system that is managed effectively and that succeeds in employing teachers according to their specialisation and with appropriate levels of pay. Moreover, schools need to have an appropriate curriculum, and supervision of schools and of colleges needs to be professional, objective and effective. Indeed throughout the transformation at Oro College it has been clear that this transformation cannot occur in isolation. Efforts are underway, therefore, to enhance capacity in State ministries as well as Federal bodies and other state, local government, community and school structures to ensure that there is a synchronised enhancement of educational practice that supports its various individual efforts into a comprehensive and integrated whole that is more than the sum of its parts.

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## Annex 2: COLLEGE OF BASIC EDUCATION ORO STRATEGY DOCUMENT 1

# POPULATING THE NEW COLLEGE STRUCTURE

**AUGUST 2009**

### 1. BACKGROUND

The State College of Education, Oro – now re-named as State College of **Basic** Education, Oro – has been granted the opportunity to be one of the lead players in the transformation of Teacher Education in Nigeria.

Recently, it has successfully designed a new structure for itself, through a series of internal consultations as well consultations with the Kwara State College Reform Task Team, ESSPIN consultants and the National Commission for Colleges of Education (NCCE).

This new structure is now a proper reflection of its role as College of **Basic** Education, and also provides an appropriate basis on which to develop fundamentally new teacher education programmes that aim at the following specialisations:

- NCE (ECCE)
- NCE (Junior Primary)
- NCE (Senior Primary)
- NCE (Junior Secondary, with subject specialisation).

Since the new structure is now an accepted fact, there is the need to allocate existing staff in the College appropriately to the various new schools and their new departments. This document provides the various considerations that need to be taken into account and suggest a way forward towards populating the new College Structure.

### 2. CONSIDERATIONS

#### **a) New and Old Students**

In 2008, a batch of new NCE 1 students was taken into the college. These students represent a careful selection of entrants and they already start to show that both they themselves as well as their lecturers are now able to operate at a more sophisticated cognitive and pedagogical level than was the case with the traditional student intakes. However, up to now this meant that in the College there were two year groups of old students (NCE 2 'Old' and NCE 3 'Old') and only one year group of new students (NCE 1 'New').

However, soon there will be a next batch of new students selected into the College. Once this has been done, there will be two year groups of new students and only one year group of old students. This means that the balance is now changing clearly towards the new students, in that there will be two year groups of new students (even if numerically these new students might be in the minority, when considering the operation of new curricula and programmes, they are in the majority).

The table below provides an overview of this shift in balance:

2008	2009	2010
NCE 1 NEW	NCE 1 NEW	NCE 1 NEW
NCE 2 OLD	NCE 2 NEW	NCE 2 NEW
NCE 3 OLD	NCE 3 OLD	NCE 3 NEW

The table clearly shows that it is no longer very useful to maintain the old structure of the College as the balance is now in favour of the new students and because holding on to the old structure will hamper the development of the new programmes for the new students.

#### ***b) Development of New Teacher Education Programmes***

Staff at the College need to start being engaged constructively in conceptualising a fundamentally new set of Career-Focused Teacher Education Programmes. These new Teacher Education Programmes will take the Nigerian Teacher Standards as both their foundation and ultimate learning goals.

As mentioned before, these programmes are:

- NCE (ECCE)
- NCE (Junior Primary)
- NCE (Senior Primary)
- NCE (Junior Secondary, with subject specialisation).

The development of these new programmes requires the following step-wise development (see also Strategy 2 document: 'Developing Career-Focused Teacher Education Programmes') for more details):

- 1) Overall design of three-year programme: broad outline of programme's content/course areas and weighting of course-times;
- 2) Detailed design of year programmes detailing each and every course and a time-table;
- 3) Developing a learning programme for each and every course;
- 4) Identifying and/or developing learning materials and learning resources.

The important point to be made here is that the development of Career-Focused Teacher Education Programmes is a crucial opportunity for all staff at Oro College of Basic Education. In playing their part, they will add to their own professional development, create an area of expertise and professional niche for themselves in the long-term, and become leaders in the area of transforming Teacher Education and thus secure their long-term employability and career development.

It is expected that ESSPIN, as well as the newly appointed VSO will provide essential support in this area. This will add extra value and opportunity to the exercise. However, it is only possible for all staff to start developing and enhancing areas of expertise as relevant to the new Teacher Education Programmes when they are assigned on a long-term basis to the new departments that will be their new professional home for the foreseeable future.

It is therefore essential that staff be assigned appropriately to the new departments so that they can make a start with programme development and thus be enabled to see how to design a positive future for their professional careers.

**c) *Utilising available expertise in appropriate places and to maximum effect to enhance primary education***

Education in Nigeria has suffered a long decline. Most important in any country is the design of high-quality primary education (including ECCE). Primary education should therefore be provided by high-calibre staff, even more so when considering the staff that offer teacher education programmes for those that will be the future teachers in primary education.

It is most worrisome that the trend in Nigeria has been exactly the reverse: primary education has long been an orphan when considering the appointment and career development of high-calibre educationists. There is an opportunity to change this negative trend.

Moreover, there are developments afoot that will see that universities will provide an appropriate and comprehensive career path for anyone in the field of primary education. Thus, instead of looking for a path out of primary education, teachers, college staff as well as university staff will have the opportunity to develop their own complete career path from NCE, via B.Ed., PGDE etc. to M.Ed. and Ph.D. all within the one area of primary education.

The following table provides a schematic overview of the various career paths that should become available to professionals in the various fields of school education:

	Possible Professional Placements	ECCE	Primary Education	Secondary Education
<b>Initial Qualification</b>	<b>Teacher</b>	<ul style="list-style-type: none"> <li>• NCE (ECCE)</li> <li>• B.Ed. (ECCE)</li> <li>• PGDE (ECCE)</li> </ul>	<ul style="list-style-type: none"> <li>• NCE (Prim. Ed.)</li> <li>• B.Ed. (Prim. Ed.)</li> <li>• PGDE (Prim. Ed.)</li> </ul>	<ul style="list-style-type: none"> <li>• NCE (Subject Sp.)</li> <li>• B.Ed. (Subject Sp.)</li> <li>• PGDE (Subject Sp.)</li> </ul>
<b>Post-Graduate Level 1</b>	<b>College/ University Lecturer</b>	<ul style="list-style-type: none"> <li>• M.Ed. (ECCE)</li> </ul>	<ul style="list-style-type: none"> <li>• M.Ed. (Prim. Ed.)</li> </ul>	<ul style="list-style-type: none"> <li>• M.Ed. (Subject Sp.)</li> </ul>
<b>Post-Graduate Level 2</b>	<b>College/ University Chief or Senior Lecturer, Professor</b>	<ul style="list-style-type: none"> <li>• Ph.D. (ECCE)</li> </ul>	<ul style="list-style-type: none"> <li>• Ph.D. (Prim. Ed.)</li> </ul>	<ul style="list-style-type: none"> <li>• Ph.D. (Subject Sp.)</li> </ul>

As an example, it should therefore be possible for one to advance in one's career to the point where one is a professor of Primary Education, or a Professor of Early Childhood Care and Education (ECCE). The establishment of such professional levels will greatly assist in enhancing the quality, sophistication and academic rigour and foundation of all the various areas of education in ECCE, primary and secondary education in Nigeria.

The lesson to be taken for Oro College is that it will be essential to assign the highest calibre staff to the areas that need most academic and intellectual development, given the historically neglected status of these areas. This means that the areas of ECCE and Primary Education - because their historic neglect makes them most in need of academic and educational development - should enjoy the attention of those most able and willing to provide such groundbreaking work.

In cases where experienced staff cannot immediately be found – and this is very likely the case, again because of the historic neglect of these foundational education areas – staff must be found that are willing to develop themselves professionally and thus become the first to provide a strong academic basis for ECCE and Primary Education. Again, ESSPIN and VSO support will be essential here.

### 3. Proposed Strategy

Oro College of Basic Education now has a viable new College Structure – of three Schools and a relatively small number of Departments that integrate cognate school-subjects – and this provides the correct basis upon which to develop new Teacher Education Programmes.

This new structure is provided below:

**NEW STRUCTURE OF ORO COLLEGE OF BASIC EDUCATION**

SCHOOL OF EDUCATION	SCHOOL OF ECCE AND PRIMARY EDUCATION	SCHOOL OF JUNIOR SECONDARY EDUCATION
Serves all students (3000)	Serves 60% of students (1800)	Serves 40% of students (1200)
DEPARTMENTS	DEPARTMENTS	DEPARTMENTS
1. Educ. Psychology 2. Educ. Foundations 3. Curriculum and Instruction <b>(This department Coordinates TP)</b>	<i>The School has two sub-sections to each Department:</i> <b>[ECCE &amp; Jun. Primary][Senior Primary ]</b> 1. ECCE and Primary School Learning 2. Numeracy and Mathematics 3. Literacy and Languages 4. Science, Technology and Agriculture 5. Social Studies 6. Physical and Health Education 7. Religion, Culture, Arts, Music, and Civic Education	<b>(This School coordinates General Studies Education)</b> 1. Languages 2. Mathematics 3. Computer Science 4. Integrated Science 5. Social Studies (including history, geography, politics) 6. Religious Studies and Civic Education 7. PHE 8. Vocational, Business and Home Economics 9. Creative Arts and Culture

**a) STEP 1: Determining the Staff Profile for each Department**

Each department in the three Schools will need to be provided with a general Staff Profile.

This Staff Profile should provide information on the following for each Department in each of the Schools in the College:

SCHOOL X				
DEPARTMENT A				
	SUBJECT AREA 1	SUBJECT AREA 2	SUBJECT AREA 3	.....
Description of Subject Area				
Description of Academic Staff in Subject Area				
Description of Support Staff in Subject Area				
Other relevant information (if required)				

An exemplar of how this table can be used is found on the following page. This exemplar does not pretend to be the specific solution for the department that it deals with. The college management, and any possible committee that might be established for this purpose, will have provide its own professional view on each department.

**EXEMPLAR:**

<b>SCHOOL OF <u>ECCE AND PRIMARY EDUCATION</u></b>			
<b>DEPARTMENT OF <u>SCIENCE, TECHNOLOGY AND AGRICULTURE</u></b>			
	<b>SCIENCE</b>	<b>TECHNOLOGY</b>	<b>AGRICULTURE</b>
<b>Description of Subject Area</b>	The <b>Science</b> subject area would offer appropriate courses on the teaching and learning in ECCE and Primary School as it relates to biology, chemistry, physics, and geography as found in Nigerian contexts.	The <b>Technology</b> subject area would offer appropriate courses on the teaching and learning in ECCE and Primary School as it relates to the use, development, design etc, of technology in Nigerian society	The <b>Agriculture</b> subject area would offer appropriate courses on the teaching and learning in ECCE and Primary School as it is related to basic agricultural practices in Nigeria
<b>Description of Academic Staff in Subject Area</b>	1 Primary Biology Lecturer 1 Primary Science (Physics and Chemistry) lecturer 1 Primary Geography Lecturer	1 Primary Technology Lecturer	1 Primary Agriculture Lecturer
<b>Number of Support Staff in Subject Area</b>	1 Laboratory Assistant	None	None
<b>Other relevant information (if required)</b>	1) <b><u>Head of Department:</u></b> is this an additional staff member, or is the HoD chosen from amongst the above listed academic staff members?  2) Will a department have a departmental secretary or similar administrative support person?		

The Exemplar above shows how the nature and the various subject areas that are to be offered by the Department should lead to an appropriate and realistic description of the academic and support staff required. This will then be the Staff Profile of the Department.

It needs to be decided whether, and if so how, a head of department would be identified for each department: would the HoD come from one of the academic staff members that are described in the Staff Profile linked to the subject areas or not? It might possibly be preferred that the head of department is listed as an additional academic staff member (with lecturing duties) in any department's Staff Profile.

In all the deliberations it needs to be borne in mind that every staff position created in a department (whether this is academic, HoD or support staff) will have a direct effect on the overall salary bill of the College and thus on the overall budget. It is extremely important, therefore, not to create departments with too large a staff complement, as this will impact seriously and possibly negatively on the overall operations of the College as there might then be insufficient room in the budget to provide the college with learning resources, maintenance, additional infrastructure etc. It does not need saying that there is only one budget, and the more of this will go to staff costs, the less will be available for all other necessary expenses in the College. It is all a matter of setting the right priorities for the College so that it will be able to develop itself further into a centre of quality education.

**b) STEP 2: Staff Self-Selection**

It seems that perhaps the next step should be to offer staff the opportunity to indicate how they see their own future professional career and professional development.

Staff would have the opportunity (assuming they see themselves continuing to work at Oro) to indicate – say, if they are already a lecturer in mathematics – whether they see themselves as able to make the best contribution to Primary Mathematics or to Junior Secondary Mathematics. This would always be considered against the points made under 2c) above, where each field is now accorded a full professional career path that could potentially lead to becoming a professor in Primary Education (Mathematics) or in Junior Secondary (Mathematics).

This would result in a first list of potential staff for each of the Departments in the Schools.

It would also include staff from the School of Education, which might, for instance, want to relocate to the new Department of 'ECCE and Primary School Learning' as this would be a Department that offers courses related to the cognitive and psychological developmental stages, learning habits etc. of the young child.

It is expected that all staff will provide an indication as to their preferences. For practical purposes, it might be useful to ask staff to indicate three possible preferences and do so in order of priority, as indicated in the table below. It would be useful if staff members would provide a brief explanation as to why they consider themselves suitable for their various preferences. This explanation should also indicate what staff development the specific staff member thinks he or she might require in order to become a fully effective staff member of the new department.

Name of Staff Member:	Present Department:
Preference 1:	Brief explanation (including staff development required):
Preference 2:	Brief explanation (including staff development required):
Preference 3:	Brief explanation (including staff development required):

**c) STEP 3: Reconciling the Departmental Staff Profile to Staff Preferences**

The final step would be to reconcile the Staff Profiles to the Staff Preferences.

A committee of appropriate representatives, including senior management, should take each Departmental Staff Profile and see how to populate this according to the Staff Preferences that have been expressed by individual staff members.

This committee should judge the appropriateness of the Explanation for a Preference that a staff member might have given and also consider whether the staff member's expressed need for staff development appears to be accurate or might need some adjustment.

It will be necessary to move back and forth a number of times between first preferences of staff members and the Departmental Staff Profile, until it appears that all staff are allocated as closely as possible according to the dictates of the Departmental Staff Profile and the individual staff members' expressed preferences.

All this might possibly be done with the use of a tool based on the following table (one for each department):

DEPARTMENT: .....		
Staff Member	Allocated Post	Recommended Staff Development
Name 1		
Name 2		
Name 3		
Name 4		
Name 5		
Name 6		

**4. Concluding Remarks**

It is important in all this not to lose sight of the fact that Oro College of Basic Education has been granted room by the NCCE to develop and implement - to the best of its expertise, knowledge and abilities – a new vision and form of Teacher Education that will possibly be rolled out to other Colleges of Education.

The challenge, therefore, is not to be limited by present NCE minimum requirements and thinking. The NCCE itself already has acknowledged the need for and indeed has clear plans for the fundamental transformation of their various standard and policy documents.

It should therefore not be an overriding criterion in designing a departmental Staff Profile to meet the present NCE minimum standards, as the old minimum standards are not all applicable to the new School Structure in any case, nor do they represent what the NCCE would like to see as their long-term vision of quality Teacher Education.



## Annex 3: COLLEGE OF BASIC EDUCATION ORO STRATEGY DOCUMENT 2

# DEVELOPING FOUR NEW COLLEGE PROGRAMMES

**AUGUST 2009**

### 1. BACKGROUND

The State College of Education, Oro – now re-named as State College of **Basic** Education, Oro – has been granted the opportunity to be one of the lead players in the transformation of Teacher Education in Nigeria.

Through collaboration with the Kwara State College Reform Task Team, ESSPIN consultants and the National Commission for Colleges of Education (NCCE) it has identified the need to offer four new programmes of Teacher Education leading to the following qualifications:

- NCE (ECCE)
- NCE (Junior Primary)
- NCE (Senior Primary)
- NCE (Junior Secondary, with subject specialisation).

NCCE itself intends to provide minimum standards of a fully transformed set of Teacher Education Programmes by 2011. Oro College is taking the lead in starting to design such transformed programmes now. The experience gained through this will then be used to develop the official NCCE transformed Teacher Education Programmes, which will all focus on offering qualifications that are directly related to the education band/area a teacher will be working in. (i.e. ECCE, ABET, Special Needs, Junior Primary, Senior Primary, Junior Secondary, Senior Secondary).

### 2. CONSIDERATIONS

#### *a) Best-Practice in Teacher Education*

Workshops with all academic staff have been held in order to develop the understanding of present-day thinking on best-practice in Education in general and on Teacher Education specifically. It is strongly recommended that the manuals that were handed out are used during the process of developing the four new Teacher Education Programmes. Furthermore, the Oro Curriculum Policy that was developed recently also provides clear direction on the issues explained below.

The following issues are core to present-day thinking on best-practice in Teacher Education:

**(i) The focus shifts from *Teaching* to *Learning*:**

What is important, in the end, is what learners (i.e. student teachers) are able to learn; not what teachers (i.e. lecturers) are able to teach.

This is an important shift and it recognises that old practices are often ineffective because they focus on establishing the transmission of curriculum content. It is assumed that this content can be ‘transmitted’ by teaching and that all learners will automatically ‘receive’ the correct content. This has been shown not to be the case. Learners need to be engaged actively in the learning process and learning only becomes meaningful if it is centred on the learner and the development of the learner’s ever-growing understanding and application of professional content knowledge, skills and attitudes.

A Teacher Education Programme needs to contain courses that combine theory and practice and the courses need to be offered by the lecturers not through a ‘Teaching Programme,’ but through the development of a Learning Programme. Such a learning programme sets out what the goals of learning are, what the knowledge, skills and attitudes are that are to be developed in the learner, and what resources and assessment will be used to achieve the learning goals successfully.

**(ii) Not only ‘*content*’ is learnt but also skills and attitudes:**

Especially when developing a programme that aims at producing new Teachers, it is essential to provide content knowledge, but also to provide the skills of a professional teacher, as well as the professional attitudes and engagement that a teacher is expected to have in order to be an effective professional.

This means that a teacher education programme needs to use the learning of content (professional knowledge) in such a way that it also relates to and supports professional skills and professional engagement. For instance, in a mathematics course at Oro College it is not enough to learn to do ‘addition’. What is needed as well is that student teachers learn how to teach ‘addition’. That is: the student teachers themselves need to develop the skills they will require when they will be working in their schools and have to assist their own learners to learn ‘addition’.

This means that every course in the new Teacher Education Programme needs to have a Learning Programme that ensures that student teachers will come out of the course with newly developed professional knowledge, professional skills and professional engagement.

**b) Nigerian Teacher Standards**

The above considerations about professional knowledge, skills and engagement are also supported and indeed embodied by the newly developed Nigerian Standards for Teachers.

The Teacher Standards represent a measurable and public statement of quality and professionalism regarding the required knowledge, skills and attitudes of beginning teachers.

As indicated in the Oro Curriculum Policy, the Teacher Standards form the base upon which the entire Programme will be built. The Teacher Standards are the aim of each of the four new Programmes, and need to be infused throughout every single course, so that together, over a three-year period, all the courses build up professional knowledge, professional skills, and professional engagement.

***c) Existing NCE minimum standards: shift away from one-size-fits-all to Focused Teacher Education Programmes***

The existing NCE minimum standards were designed with aims in mind that largely are no longer relevant to the present-day vision in Nigeria as to what effective and appropriate Teacher Education is.

The old NCE minimum standards were originally designed as a general qualification for any teacher - but largely with secondary education in mind (and not Basic Education) - and did not have as their basis the development of Teacher Standards of professional knowledge, professional skill, and professional engagement. The old NCE standards focused on 'Teaching Content,' and not on 'Learning to be a Professional'.

However, many of the content areas as described in the old NCE minimum standards are still as relevant now as they have always been. Content areas of mathematics, languages, sciences, social studies etc. are all extremely relevant, of course.

However, when designing the four new Programmes, it is now necessary to see how the learning of content can be used and enriched by also aiming at the development of professional knowledge, professional skills and professional engagement. That is at becoming a focused and effective professional teacher for a specific band within the education system.

Most importantly, the new programmes will have a clear focus on the area in which the new teachers will work:

- NCE (ECCE)
- NCE (Junior Primary)
- NCE (Senior Primary)
- NCE (Junior Secondary, with subject specialisation).

Therefore, the design of these Programmes needs to reflect the development of the professional knowledge, professional skills, and professional engagement relevant to these specialisations.

### **3. Strategy**

The development of tested and effective new Teacher Education Programmes will be a long-term task; it cannot be done in a few days.

It is expected that the new Programmes can only be developed through stages of initial development, experimentation, evaluation, adjustment, and finalisation. To reserve one year for this entire process, especially when also considering the development of a full set of learning materials for all courses, might not even be sufficient.

The process of programme development at Oro College will have to be carried out by various committees and staff members, appropriate to each step in the process outlined below.

For **Step 1**, a relatively large overall Programme Development Committee, with representatives of all relevant content areas (i.e. from all departments) needs to be in place.

**Step 2** will require quite a large number of smaller Course Development Committees, made up each of representatives that are experienced in the specific broad content areas they will deal with (i.e. there might be a committee for 'primary mathematics,' another committee for 'Integrated Science at Junior Secondary School' another committee for 'Educational Psychology for Senior Primary Education,' another committee for 'Literacy in ECCE and Junior Primary School,' etc. etc. etc.).

**Step 3** is the development of Learning Programmes for each and every course. This will likely have to be done by individual or small groups of lecturers. (i.e. develop the Learning Programme for a third year course on primary mathematics, etc.).

### **Step 1: Determine main content areas of each new Programme and their weighting**

Depending on the specialisation of the Programme (i.e. ECCE and Junior Primary, or a Subject in Junior Secondary) an overall list of broad content areas needs to be drawn up. It is also necessary to determine the relative importance of each area (in terms of time it will be given within the overall programme).

As a first measure, a total of 130 credits could be given to the new Programme, as was done with the old NCE standards, as the number of credits for a programme is fairly arbitrary and does not represent a particular view of effective Teacher Education. However, these credits will now be used to realise a new view on a teacher education programme's content areas and their specific role in creating professional knowledge, skills and attitudes.

The table below provides a possible tool for the development of an overall Programme:

<b>PROGRAMME: .....</b>		
<b>Broad Content Areas</b>	<b>Brief Description</b>	<b>Weighting in credits (Total 130)</b>
Area 1		
Area 2		
Area 3		
Area 4		
Area 5		
.....		
.....		
.....		

In order to give some further guidance, an exemplar is provided below. It is important to realise that this is merely an exemplar and does not represent a definitive view of the programme that is taken as example.

**EXEMPLAR:**

<b>PROGRAMME: ECCE and Junior Primary</b>		
<b>Broad Content Areas</b>	<b>Brief Description</b>	<b>Weighting in credits (Total 130)</b>
General Education	This area will provide student teachers with knowledge, skills and attitudes related to educational psychology, philosophy, history etc.	20
Theory of Learning in the early childhood years	This area will provide student teachers with knowledge, skills and attitudes related PARTICULARLY to understanding and applying knowledge about learning in early childhood years.	20
Early Childhood development of knowledge, skills and attitudes	This area is concerned with 'content' and the development of knowledge skills and attitudes related to this. It deals with literacy, numeracy, social skills and knowledge, creativity, culture etc.	50
Developing a Professional Practice	This area is concerned with the development of the knowledge, skills and attitudes of a professional teacher in the context of schools in Nigeria. It concerns Teaching Practice, micro-teaching and other issues.	30
Basic Knowledge, Skills and attitudes	In view of the weak schooling that most students have received, it is necessary to develop students' basic knowledge, skills and attitudes as related to being a successful and effective student. This concerns study skills, basic numeracy and literacy skills, professional engagement etc.	10

### Step 2: Determining the courses and their Learning Programmes for each broad content area

Once the broad content areas and their weighting have been determined for each separate new Programme, it is necessary to see what courses need to be designed in the three years that would deal with the content area in an appropriate manner.

The table below provides a possible tool for this:

PROGRAMME: .....	Broad Content Area: .....	Credits
First Year Courses	1 2 3 4 ... ...	
Second Year Courses	1 2 3 4 ... ...	
Third Year Courses	1 2 3 4 ... ...	

### Step 3: Develop Learning Programmes for each of the courses

The development of specific Learning Programmes is the most involved task. The Curriculum Policy at Oro provides a template for Learning Programmes. The use of this template has been practised during the staff development workshops, and would likely not need further explanation.

It is important that all ingredients in a Learning Programme are given very careful attention (i.e. the Teacher Standards, the content and skills to be learnt, the learning materials to be used and the assessment that is to be applied at various stages.)

All lecturers will be involved in developing the learning Programmes related to their own individual and specific area of expertise.

The development of Learning Programmes would then also naturally flow into the development of written and other Learning Materials, as well as examples of assessment tools (rubrics and others) that will be applied.

#### 4. Concluding Remarks

The whole exercise of developing the four new Teacher Education Programmes should follow on from the Populating of the new College Structure (see Strategy document 1).

It is necessary to have staff well-established into their new professional areas first so that they can then start developing their new professional identity through their involvement and design of various aspects of the new Teacher Education Programmes and create an identity for the new department they now work in.

It is important that the various committees and the individual staff members engage their minds in envisioning a New Teacher for Nigeria. This means that one should not base the new Programmes too closely on the old NCE minimum standards. There are various aspects of the old NCE which might be used without compromising the new vision for the New Teacher. However, it is important that the end product indeed represents a bold new vision and will indeed raise the quality of Teacher Education in Nigeria.



## **Annex 4: STANDARDS FOR NIGERIAN TEACHERS**

### **Professional Competencies for the Newly Qualified, Confirmed, Experienced and Advanced Skills Teacher**

**August 2009**

**PREAMBLE**

The Teaching Profession in Nigeria has suffered a decline over the last two decades or so. However, education is one of the main developmental contributors to the wellbeing of Nigeria and its people and it is imperative that the quality of education be enhanced.

This document provides a clear and transparent set of Nigerian Teacher Standards that will assist in enhancing the teaching profession by providing clear guidelines for the quality of professional knowledge, professional practice and professional engagement that is expected of teachers, whether they be 'Newly Qualified,' 'Confirmed,' 'Experienced' or 'Advanced Skills Teachers'.

This set of Teacher Standards will also inform Colleges of Education and Universities as to the expected attainment of measurable outcomes resulting from the learning programmes they design and offer, and it is expected that these institutions can provide clear evidence that all their student teachers meet the professional requirements of 'Newly Qualified Teachers' when they have successfully qualified for their first teaching qualification (i.e. an NCE, B.Ed. or PGDE).

The set of Teacher Standards will also inform policy makers, and the various relevant Local, State and Federal Ministerial sections as to the criteria by which the appraisal and promotion of professional teachers can be done.

The Teacher Standards are based on work done by a variety of groups, starting in 2007, and culminating in the present product. As such they reflect the common and agreed professional vision of a wide range of Nigerian and international education stakeholders and represent and set international standards of established best-practice.

## TERMINOLOGY

The Teacher Standards contain various specific terms which need to be understood appropriately by all those who use the Standards. In order to facilitate this, the list below provides brief explanations of these specific terms.

<ul style="list-style-type: none"> <li>• <b>Registered Teacher</b></li> <li>• <b>Licensed Teacher</b></li> <li>• <b>Mentor Teacher</b></li> </ul>	<p>After completing his/her studies for a first teaching qualification, a Newly Qualified Teacher must be registered as a professional with the appropriate body. Only teachers that registered are allowed to start their teaching career.</p> <p>Upon successfully completing a probationary period, a Newly Qualified Teacher will obtain a professional licence to teach.</p> <p>A Mentor Teacher is someone who will assist the Newly Qualified Teacher throughout the probationary period and ensure that the Newly Qualified Teacher is inducted into the profession in an effective manner. Mentor Teachers would also be expected to assist student-teachers during their teaching practice periods at the school.</p>
<ul style="list-style-type: none"> <li>• <b>Professional Portfolio</b></li> </ul>	<p>A Portfolio contains work of a teacher that he/she considers to be of an exemplary nature, showing professional strengths, products and tools that he/she has developed as part of professional work. It provides a transparent measure of the level and sophistication of the professional knowledge, practice and engagement of the teacher.</p>
<ul style="list-style-type: none"> <li>• <b>Continuous Assessment</b></li> <li>• <b>Assessment Mode</b></li> <li>• <b>Assessment Tool</b></li> <li>• <b>Rubrics</b></li> </ul>	<p>Assessment comes in many forms. The two main modes of assessment are Continuous (Formative) Assessment and Summative Assessment. Continuous assessment indicates the variety of assessment tools in which student learning is monitored to inform the students own future learning and the teacher's future teaching. Summative Assessment measures the final outcome of an extended learning process, such as through an exam or end of term test. Assessment tools can be examinations, test, oral presentations, oral tests, group projects, research projects, creative pieces of work etc. A Rubric presents a table of descriptions of progressively more sophisticated student performance, mostly ranging from unsatisfactory, via satisfactory, good to excellent. The tables below describing progressive teacher competencies can be seen as an example of such a Rubric.</p>
<ul style="list-style-type: none"> <li>• <b>Learning Programme</b></li> <li>• <b>Lesson Plans</b></li> </ul>	<p>A Learning Programme is a comprehensive and full set of lessons plans, mostly for one entire year for a specific subject. It includes the learning outcomes that are aimed at, the content to be taught, learning approaches and techniques to be used, assessment to be done and resources to be used. A Lesson Plan can not stand by itself, but should be seen as part of a larger scheme of work, and should contain specific learning outcomes that are aimed at, the content to be taught, learning approaches</p>

	and techniques to be used, assessment to be done and resources to be used
<ul style="list-style-type: none"> <li>• <b>Pedagogical Approach</b></li> <li>• <b>Learning Goals</b></li> <li>• <b>Learning Models</b></li> <li>• <b>Learning Approaches</b></li> <li>• <b>Learning Techniques</b></li> </ul>	<p>The term Pedagogical Approach is used to describe an overall manner by which learning is being structured. This would include learner-centred approaches, resource-based learning, enquiry approaches, self-directed learning etc. Learning Goals are the measurable outcomes of a learning process, and they could be the development of specific skills (addition of three digit numbers, reading of extended paragraph in English, etc.) or more generic skills (analysing, communicating, summarising, critiquing, etc.). Learning Models are based on theories of learning such as (social) constructivist learning theories, and acculturation and or socialisation learning theories. Learning approaches are similar to a pedagogical approach, while learning techniques refer to specific issues such as questioning, group work, plenary discussions, individual assignment, independent learning etc.</p>
<ul style="list-style-type: none"> <li>• <b>Subject-related Skills</b></li> <li>• <b>Generic Skills</b></li> </ul>	<p>Subject-related skills are skills that are shown and used in specific areas such as mathematics (subtraction, addition, etc.), writing (grammar, sentence construction, design of an argument, etc.), science (observation, measuring, tabulating, etc). They are not entirely different from generic skills, but could be seen as a focused application of generic skills. Generic skills are those that can be applied and used over a variety of contexts, and could relate to analysis, synthesis, communicating, working in a team, leadership, entrepreneurship, etc.</p>
<ul style="list-style-type: none"> <li>• <b>Learning Environment</b></li> <li>• <b>Classroom Environment</b></li> </ul>	<p>A Learning Environment or a Classroom Environment is the whole of the classroom – situated in a school with specific traditions and practices – and would include the teacher, the students, the learning programmes and learning goals as well as the pedagogical approaches and resources that are being designed and used.</p>

## TEACHER STANDARDS FOR NIGERIA

GENERAL DESCRIPTION OF THE FOUR LEVELS OF TEACHER COMPETENCY			
NEWLY QUALIFIED TEACHER	CONFIRMED TEACHER	EXPERIENCED TEACHER	ADVANCED SKILLS TEACHER
<p>The newly qualified teacher will have an NCE, B.Ed. or PGDE and registered with an appropriate professional teacher body.</p> <p>It is expected that every Newly Qualified teacher will undergo a 2-year probationary period under a mentor teacher, after which the teacher will be fully licensed.</p> <p>In the probationary period the teacher should have the opportunity to develop all relevant areas of professional practice, knowledge and engagement. This will be evaluated at the end of the probationary period.</p> <p>A Professional Portfolio of exemplary pieces of work, developed by the teacher, would be an important basis for the evaluation process.</p> <p>The likely salary scale for a Newly Qualified teacher would be GL 07-08</p>	<p>The Confirmed Teacher is fully licensed and registered, holding at least an NCE, B.Ed. or PGDE.</p> <p>It is expected that the majority teachers presently working in schools will fall into this category of Confirmed Teacher.</p> <p>The Confirmed Teacher is a Newly Qualified professional who will show increasing competence in all areas of professional practice, knowledge and engagement.</p> <p>The Confirmed Teacher will maintain and develop a Professional Portfolio which should show over time a genuine professional growth in all areas towards the requirements of an Experienced Teacher.</p> <p>The likely Salary Scale of a Confirmed Teacher would be GL 08-10</p>	<p>The Experienced Teacher is fully licensed and registered and will have at least an NCE, B.Ed, or PGDE.</p> <p>It is expected that about 20-30 percent of teachers would be promoted to this category upon providing satisfactory evidence.</p> <p>The Experienced Teacher is starting to be recognised as a role model for other teachers and students. The Experienced Teacher shows a secure command of all areas of professional practice, knowledge and engagement and is a professional mentor and guide for Newly Qualified teachers.</p> <p>The Portfolio of an Experienced Teacher must show the kind of innovative work that is expected of an educational leader in order to be considered for promotion to Advanced Skills Teacher.</p> <p>The likely Salary Scale of an Experienced Teacher would be GL12-13</p>	<p>The Advanced Skills Teacher is fully licensed and registered and will have at least an NCE, B.Ed, or PGDE.</p> <p>It is expected that only a relatively small minority of teachers would be granted promotion into this category.</p> <p>The Advanced Skills Teacher is recognised as an Education Leader and provides guidance to colleagues in the school and the profession and contributes to education quality development through other State or Federal education committees etc.</p> <p>An Advanced Skills Teacher is expected to continue to maintain a Professional Portfolio. This should show clear leadership roles and contributions to quality in field of education.</p> <p>The likely Salary Scale of an Advanced Skills Teacher would be GL 14 and above</p>

<b>PROFESSIONAL KNOWLEDGE STANDARD 1:</b> <b>TEACHERS KNOW HOW STUDENTS LEARN AND HOW TO TEACH EFFECTIVELY</b>			
NEWLY QUALIFIED TEACHER	CONFIRMED TEACHER	EXPERIENCED TEACHER	ADVANCED SKILLS TEACHER
<p>Have knowledge and understanding of a range of teaching and learning models, approaches and techniques to support their practice.</p> <p>Understand the developmental stages of children and factors that affect learning, the need for building on students' prior knowledge, active learning and paying positive attention to individual needs.</p> <p>Able to apply such knowledge in teaching in a mostly flexible manner, and largely responsive to the students' requirements leading to acceptable subject-related learning results as well as the development of generic skills for students.</p>	<p>Have a well-practised and established knowledge and understanding of a range of teaching and learning models, approaches and techniques to support their practice.</p> <p>Consistently apply an understanding of the developmental stages of children and factors that affect learning, the need for building on students' prior knowledge, active learning and paying positive attention to individual needs.</p> <p>Able to apply such knowledge in the design of teaching in an innovative and flexible manner, always responsive to the students' requirements leading to good subject-related learning results as well as the development of relevant generic skills for students.</p>	<p>Have a well-practised, established and professionally secure knowledge and understanding of a range of teaching and learning models, approaches and techniques to support their practice.</p> <p>Consistently apply an understanding of the developmental stages of children and factors that affect learning, the need for building on students' prior knowledge, active learning and paying positive attention to individual needs. Is a mentor in this area for Newly Qualified teachers.</p> <p>Able to apply such knowledge in the design of teaching in an innovative and flexible manner, always responsive to the students' requirements and leading to excellent subject-related learning results as well as the development of a wide array of generic skills for students</p>	<p>Have a well-practised, established and professionally sophisticated pedagogical knowledge and understanding of a range of teaching and learning models, approaches and techniques; recognised by all colleagues as a leader in this area.</p> <p>Consistently apply an understanding of the developmental stages of children and factors that affect learning, the need for building on students' prior knowledge, active learning and paying positive attention to individual needs; recognised by all colleagues as a leader in this area.</p> <p>Able to apply such knowledge in the design of teaching in an innovative and flexible manner, always responsive to the students' requirements and leading to excellent subject-related learning results as well as the development of a wide array of generic skills for students; that present a standard for colleagues to strive for.</p>

<b>PROFESSIONAL KNOWLEDGE STANDARD 2:</b> <b>TEACHERS KNOW THE CONTENT THEY TEACH</b>			
<b>NEWLY QUALIFIED TEACHER</b>	<b>CONFIRMED TEACHER</b>	<b>EXPERIENCED TEACHER</b>	<b>ADVANCED SKILLS TEACHER</b>
<p>Have a sound, critical understanding of the content, processes and skills they teach.</p> <p>Can articulate key features and relevance of the content to their students and to others, and can demonstrate how it is applied.</p> <p>Know the pedagogical methodologies which support learning of the content, processes and skills they teach.</p>	<p>Have a well-practised and critical understanding of the content, processes and skills they teach.</p> <p>Can explain and argue for the relevance of key features of the content to their students and to others, and can demonstrate in a variety of ways how it is applied.</p> <p>Able to apply effectively various relevant pedagogical methodologies, including how learning in the subject/content progresses, which support learning of content, processes and skills.</p>	<p>Have a well-practised, professional secure as well as flexible and critical understanding of the content, processes and skills they teach.</p> <p>Can articulate a systematic overview of related concepts and ideas in the content. Can explain and argue for the relevance of key features to their students and to others, and can demonstrate in a variety of ways, relevant to different types of students, how the content is applied.</p> <p>Able to experiment with innovative as well as apply effectively a wide range of relevant existing pedagogical methodologies, including how learning in the subject/content progresses, which support learning of content, processes and skills. Able to apply this in mentoring Newly Qualified teachers.</p>	<p>Have an extensive, deep as well as critical understanding of the content, processes and skills they teach, gained through involvement in professional networks associated with the subjects/curriculum areas.</p> <p>Can articulate a systematic overview of related concepts and ideas in the content. Can explain and argue for the relevance of key features to their students and to others, and can demonstrate in a variety of ways, relevant to different types of students, how the content is applied and has changed and developed over time.</p> <p>Able to design innovative as well as apply effectively a full range of existing relevant pedagogical methodologies, including how learning in the subject/content progresses, which support learning of content, processes and skills. Recognised as a leader in this field.</p>

Are familiar with State and Federal curriculum statements, policies, materials and programs associated with the content they teach.	Are familiar with State and Federal curriculum statements, policies, materials and programs associated with the content they teach.	Are familiar with State and Federal curriculum statements, policies, materials and programs associated with the content they teach. Contribute to development in this area.	Are familiar with State and Federal curriculum statements, policies, materials and programs associated with the content they teach. Contribute in a leading capacity to development in this area.
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<b>PROFESSIONAL KNOWLEDGE STANDARD 3:</b> <b>TEACHERS KNOW THEIR STUDENTS, INCLUDING STUDENTS WITH SPECIAL NEEDS</b>			
<b>NEWLY QUALIFIED TEACHER</b>	<b>CONFIRMED TEACHER</b>	<b>EXPERIENCED TEACHER</b>	<b>ADVANCED SKILLS TEACHER</b>
<p>Understand how children and young people develop and know the learning strengths and weaknesses of their students and are aware of the various factors that influence their learning.</p> <p>Aware of the social, cultural, linguistic and religious backgrounds of the students they teach, design their teaching accordingly and treat students equitably.</p> <p>Know the need to adapt their language to suit the level of students they teach, introducing new ideas and concepts clearly, using explanations, questions,</p>	<p>Apply effectively their understanding of how children and young people develop and know the learning strengths and weaknesses of their students and are aware of the various factors that influence their learning.</p> <p>Apply effectively an awareness of the social, cultural, linguistic and religious backgrounds of the students they teach, design their teaching accordingly and treat students equitably.</p> <p>Adapt their language to suit the level of students they teach, introducing new ideas and concepts clearly, using explanations, questions, group and plenary discussions effectively.</p>	<p>Through a secure depth of practical knowledge on the development and well-being of children, accommodate for and use flexibly and positively the various factors that influence their learning.</p> <p>Apply effectively an awareness of the social, cultural, linguistic and religious backgrounds of the students they teach, design their teaching accordingly and ensure a classroom environment where everyone treats each other equitably.</p> <p>Adapt and change their language to suit the level of students they teach, introducing new ideas and concepts clearly, using explanations, questions, group and plenary discussions effectively.</p>	<p>Have an extensive and well-informed understanding of a range of teaching, learning and behaviour management strategies, providing opportunities for all students fully to achieve their potential.</p> <p>Demonstrate a high level of commitment to students' welfare and learning, by applying effectively an awareness of the social, cultural, linguistic and religious backgrounds of the students and design teaching accordingly ensuring a classroom environment in which everyone treats each other equitably.</p> <p>Adapt and change their language to suit the level of their students, introducing new ideas and concepts clearly, using explanations, questions, group and plenary discussions effectively creating an</p>



<b>PROFESSIONAL KNOWLEDGE STANDARD 3:</b> <b>TEACHERS KNOW THEIR STUDENTS, INCLUDING STUDENTS WITH SPECIAL NEEDS</b>			
<p>group and plenary discussions effectively.</p> <p>Aware of the need to manage student behaviour positively, developing an understanding and respect of their students as individuals, and sensitive to their social needs and the way they interact with others.</p> <p>Understand the need to identify children with special needs and when to refer them to relevant colleagues for special support.</p>	<p>Able to manage student behaviour positively, developing an understanding and respect of their students as individuals, and are sensitive to their social needs and the way they interact with others.</p> <p>Know how to identify children with special needs and when to refer them to relevant colleagues for special support.</p>	<p>Able to manage student behaviour positively, developing an understanding and respect of their students as individuals, and are sensitive to their social needs and the way they interact with others.</p> <p>Provide for those who have special educational needs or disabilities, and take practical account of diversity and promote equality and inclusion in their teaching.</p>	<p>excellent learning environment.</p> <p>Able to manage student behaviour positively, developing an understanding and respect of their students as individuals, and are sensitive to their social needs and the way they interact with others.</p> <p>Make pupils/students with special needs discover their potential, that there is ability in disability, thereby assisting students to face the challenges of life.</p>

<b>PROFESSIONAL KNOWLEDGE STANDARD 4:</b> <b>TEACHERS HAVE PROFESSIONAL LITERACY, NUMERACY AND IT SKILLS</b>			
NEWLY QUALIFIED TEACHER	CONFIRMED TEACHER	EXPERIENCED TEACHER	ADVANCED SKILLS TEACHER
<p>Able to communicate effectively in English as well as at least one other major language of Nigeria.</p> <p>Have all the basic numeracy skills required for their professional work.</p>	<p>Able to communicate effectively in English as well as at least one other major language of Nigeria.</p> <p>Have all the basic numeracy skills required for their professional work.</p>	<p>Able to communicate effectively in English as well as at least one other major language of Nigeria.</p> <p>Have all the basic numeracy skills required for their professional work, able to be a mentor in this respect to Newly Qualified</p>	<p>Able to communicate effectively in English as well as at least one other major language of Nigeria.</p> <p>Have all the basic numeracy skills required for their professional work and provide development, advice and guidance to colleagues in this area.</p>

<b>PROFESSIONAL KNOWLEDGE STANDARD 4:</b> <b>TEACHERS HAVE PROFESSIONAL LITERACY, NUMERACY AND IT SKILLS</b>			
Demonstrate thinking, strategic, and independent learning skills.	Demonstrate thinking, strategic, and independent learning skills and assist students in developing the same skills appropriate within their phase and context.	teachers.  Demonstrate thinking, strategic, and independent learning skills and the ability to assist students in developing the same skills appropriate within their phase and context.	Demonstrate thinking, strategic, and independent learning skills and be a recognised leader in designing ways of assisting students to develop the same skills appropriate within their phase and context.
Able to use IT effectively for professional work.	Able to use IT effectively for professional work, including guiding students in its direct use where this is available.	Able to use IT effectively in various aspects of their professional work and design opportunities for students to develop their IT skills and learn by using IT, where this is available.	Able to integrate IT effectively into all aspects of their professional work and design opportunities for students and colleagues to develop IT skills appropriate within their context, where this is available.

<b>PROFESSIONAL PRACTICE STANDARD 1:</b> <b>TEACHERS PLAN AND ASSESS FOR EFFECTIVE LEARNING</b>			
NEWLY QUALIFIED TEACHER	CONFIRMED TEACHER	EXPERIENCED TEACHER	ADVANCED SKILLS TEACHER
Have knowledge of students, content and pedagogy to establish clear and achievable learning goals for all students.	Apply effectively knowledge of students, content and pedagogy to establish clear and achievable learning goals for all students.	Apply effectively knowledge of students, content and pedagogy to establish clear and achievable learning goals for all students.	Apply effectively knowledge of students, content and pedagogy to establish clear and achievable learning goals for all students.
Able to prepare lesson plans and homework assignments, using a range of activities, resources and materials to provide opportunities for all students to attain the	Able to prepare flexible lesson plans and homework assignments using a range of activities, resources and materials to provide varied opportunities for all students to	Able to prepare flexible lesson plans and homework assignments using a range of activities, resources and materials to provide varied and progressive learning opportunities for all students in different	Able to prepare innovative and flexible lesson plans and homework assignments using a range of own-developed and tested activities, resources and materials to provide varied and progressive learning opportunities for all students in different

**PROFESSIONAL PRACTICE STANDARD 1:****TEACHERS PLAN AND ASSESS FOR EFFECTIVE LEARNING**

learning goals.	attain the learning goals.	ability and age ranges to ensure attainment of all learning goals.	ability and age ranges to ensure attainment of all learning goals.
Consistently monitor all student learning and maintain clear and objective records of all student progress.	Consistently monitor all student learning and maintain clear and objective records of all student progress.	Consistently monitor all student learning in varied ways, and maintain clear and objective records of all student progress.	Consistently monitor all student learning in varied ways, and maintain clear and objective records of all student progress.
Able to inform further planning of teaching and learning based on continuous assessment results.	Use continuous assessment consistently and appropriately to inform further planning of teaching and learning.	Use continuous assessment consistently and appropriately to inform further planning of teaching and learning and the revision of and lesson plans.	Use continuous assessment consistently and appropriately to inform further planning of teaching and learning and the revision of lesson plans.
Able to select appropriate assessment modes and tools to evaluate all types of student learning at the appropriate time.	Applying appropriate assessment modes and tools to evaluate all types of student learning at the appropriate time.	Applying appropriate and self-designed assessment modes and tools to evaluate all types of student learning at the appropriate time.	Applying appropriate and self-designed assessment modes and tools to evaluate all types of student learning at the appropriate time.
Able to provide clear feedback to students and their parents/guardians, using rubrics and other means.	Provide clear and appropriately formulated feedback to students and their parents/guardians, using rubrics and other means.	Design new, and provide clear and appropriately formulated, feedback to colleagues, students and their parents/guardians, using rubrics and other means.	Design innovative, and provide clear and appropriately formulated, feedback to colleagues, students and their parents/guardians, using rubrics and other means.

<b>PROFESSIONAL PRACTICE STANDARD 2:</b> <b>TEACHERS CREATE AND MAINTAIN SAFE AND CHALLENGING LEARNING ENVIRONMENTS</b>			
<b>NEWLY QUALIFIED TEACHER</b>	<b>CONFIRMED TEACHER</b>	<b>EXPERIENCED TEACHER</b>	<b>ADVANCED SKILLS TEACHER</b>
<p>Know the characteristics of a positive learning environment where respect for individuals is fostered and where learning with high expectations is the focus.</p> <p>Understand the role of a learning environment that engages and challenges students appropriately and encourages them to take responsibility for their own learning and manage themselves responsibly.</p> <p>Are familiar with ways to use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning.</p> <p>Know the need to safeguard the wellbeing of all students, in line with established policy guidelines, so that all students feel secure and sufficiently confident to make</p>	<p>Able to create the characteristics of a positive learning environment where respect for individuals is fostered and where learning with high expectations is the focus.</p> <p>Able to create a learning environment that engages and challenges students appropriately and encourages them to take responsibility for their own learning and manage themselves responsibly.</p> <p>Use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning.</p> <p>Safeguard the general wellbeing of all students, in line with established policy guidelines, so that all students feel secure and sufficiently confident to make an active contribution to</p>	<p>Able to create a positive learning environment that acknowledges and respects individual and groups of students and where learning with transparent and high expectations is the focus.</p> <p>Able to create a learning environment that engages and challenges students appropriately and encourages them to take responsibility for their own learning, manage themselves responsibly, and cooperate positively with others.</p> <p>Design, use and manage existing and new materials and resources as well as the physical space of their classroom to create a stimulating and safe environment for class and group-based learning.</p> <p>Safeguard the emotional, social, cultural and religious wellbeing of all students, in line with established policy guidelines, so that all students feel supported, secure and sufficiently confident to challenge</p>	<p>Able to create a positive learning environment that acknowledges and respects individual and groups of students and where learning with transparent and mutually agreed high expectations is the focus.</p> <p>Able to create varied learning environments that engage and challenge students appropriately and encourage them to take responsibility for their own and each others' learning, manage themselves responsibly, and cooperate positively with others.</p> <p>Provide leadership in the design, use and management of existing and new materials and resources as well as the physical space of the classrooms and school to create a stimulating and safe environment for class, group-based and self-directed learning.</p> <p>Stimulate and safeguard the emotional, social, cultural and religious wellbeing of all students, in line with established policy guidelines, so that all students feel</p>

<b>PROFESSIONAL PRACTICE STANDARD 2:</b>			
<b>TEACHERS CREATE AND MAINTAIN SAFE AND CHALLENGING LEARNING ENVIRONMENTS</b>			
an active contribution to learning and to the school.	learning and to the school.	each other respectfully and make an active contribution to learning and to the school.	supported, secure and sufficiently confident to learn independently and challenge each other respectfully and make an active contribution to learning and to the school.

<b>PROFESSIONAL PRACTICE STANDARD 3:</b>			
<b>TEACHERS USE A RANGE OF TEACHING PRACTICES AND RESOURCES TO ENGAGE STUDENTS IN EFFECTIVE LEARNING</b>			
<b>NEWLY QUALIFIED TEACHER</b>	<b>CONFIRMED TEACHER</b>	<b>EXPERIENCED TEACHER</b>	<b>ADVANCED SKILLS TEACHER</b>
<p>Understand the importance to communicate effectively with students to make the learning programmes and their goals explicit, to build rapport, and to support student learning of content, processes and skills.</p> <p>Aware of the significance of using relevant pedagogical methodologies to provide and manage opportunities for students to explore ideas and develop knowledge and skills, through discussion and other group activities.</p> <p>Aware of a range of teaching and learning strategies, technologies,</p>	<p>Communicate effectively with students to make the learning programmes and their goals explicit, to build rapport, and to support student learning of content, processes and skills.</p> <p>Use relevant pedagogical methodologies to provide and manage opportunities for students to explore ideas and develop knowledge and skills, through discussion and other group activities.</p> <p>Apply a range of teaching and learning strategies, technologies, activities and resources as relevant</p>	<p>Communicate effectively, and through various means, with students to make the learning programmes and their goals explicit, to build rapport, and to support student learning of content, processes and skills.</p> <p>Use a range of varying and relevant pedagogical methodologies to provide and manage opportunities for students to explore ideas and develop knowledge and skills, through self-directed, discussion group and other learning activities.</p> <p>Apply a wide range of teaching and learning strategies, (IT) technologies, activities and resources as relevant to</p>	<p>Communicate effectively, and through various means, with students to make the learning programmes and their goals explicit and designed through negotiation, to build rapport, and to support student learning of content, processes and skills.</p> <p>Use and design a range of varying and relevant pedagogical methodologies to provide and manage opportunities for students to explore and challenge ideas and develop knowledge and skills, through self-directed, independent, discussion, group and other learning activities.</p> <p>Apply a critical understanding of a wide range of teaching and learning strategies, (IT) technologies, activities and resources as</p>

<b>PROFESSIONAL PRACTICE STANDARD 3:</b> <b>TEACHERS USE A RANGE OF TEACHING PRACTICES AND RESOURCES TO ENGAGE STUDENTS IN EFFECTIVE LEARNING</b>			
activities and resources as relevant to different age groups and the idea of conceptual progression through subject/content areas. Understand the need to provide meaningful feedback to students and their parents/ guardians giving direction to the further development of student knowledge and skills.	to different age groups and the idea of conceptual progression through subject/content areas.  Provide meaningful feedback to students and their parents/guardians giving direction to the further development of student knowledge and skills.	different age groups and learning preferences as well as the idea of conceptual progression through subject/content areas.  Provide meaningful feedback and discussion opportunities to students and their parents/guardians giving direction to the further development of student knowledge and skills.	relevant to different age groups and learning preferences as well as the idea of conceptual progression through subject/content areas.  Provide transparent, critical and meaningful feedback and discussion opportunities to students and their parents/guardians giving direction to the further development of student knowledge and skills.

<b>PROFESSIONAL ENGAGEMENT STANDARD 1:</b> <b>TEACHERS REFLECT ON, EVALUATE AND IMPROVE THEIR PROFESSIONAL KNOWLEDGE AND PRACTICE</b>			
NEWLY QUALIFIED TEACHER	CONFIRMED TEACHER	EXPERIENCED TEACHER	ADVANCED SKILLS TEACHER
Know the need to take responsibility for their own professional development by regularly reflecting on and critically evaluating their professional knowledge and the effectiveness of their teaching and showing a willingness to adapt to a creative and constructively critical approach towards innovations and changes.	Take responsibility for their own professional development by regularly reflecting on and critically evaluating their professional knowledge and the effectiveness of their teaching and showing a willingness to adapt to a creative and constructively critical approach towards innovations and changes.	Take responsibility for their own professional development, as well as that of Newly Qualified teachers, by regularly reflecting on and critically evaluating their professional knowledge and the effectiveness of their teaching and showing a willingness to adapt to and share ideas on a creative and constructively critical approach towards innovations and changes.	Take responsibility for their own and colleagues' professional development, by using contemporary research and local and national statistics on student performance to evaluate critically professional knowledge and teaching, and develop and share ideas with colleagues on a creative and constructively critical approach towards innovations and changes.

<b>PROFESSIONAL ENGAGEMENT STANDARD 1:</b> <b>TEACHERS REFLECT ON, EVALUATE AND IMPROVE THEIR PROFESSIONAL KNOWLEDGE AND PRACTICE</b>			
<p>Understand the importance of working collaboratively with school colleagues and other members of the profession and engage in discussion of contemporary issues and research to improve professional practice.</p> <p>Endeavour to identify their own professional learning needs and plan for and engage in professional development activities and act upon advice and feed-back, and be open to coaching and mentoring.</p> <p>Aware of the need to develop organizational and self-management skills to manage their teaching related administrative duties effectively.</p>	<p>Work collaboratively with school colleagues and other members of the profession and engage in discussion of contemporary issues and research to improve professional practice.</p> <p>Identify their own professional learning needs and plan for and engage in professional development activities and act upon advice and feed-back, and be open to coaching and mentoring.</p> <p>Develop organizational and self-management skills to manage their teaching related administrative duties effectively.</p>	<p>Work collaboratively with school colleagues, Newly Qualified teachers and other members of the profession; engage in discussion of contemporary issues and research to improve professional practice.</p> <p>Able to identify their own professional learning needs and those of Newly Qualified teachers, and plan for and engage in professional development activities and act upon advice and feed-back, and be open to coaching and mentoring.</p> <p>Develop organizational and self-management skills to contribute to school-wide and their own management of their teaching related administrative duties effectively.</p>	<p>Work collaboratively with school colleagues, and other members of the profession to lead and initiate discussion of contemporary issues and research to improve general professional practice.</p> <p>Able to identify in a critical and objective way their own professional learning needs and those of their colleagues, and plan for and provide professional development activities knowing how to assist colleagues to act upon advice and feed-back.</p> <p>Develop school-wide organizational and self-management skills to contribute to the effectiveness of the school's management and administration.</p>

<b>PROFESSIONAL ENGAGEMENT STANDARD 2:</b> <b>TEACHERS SET A PROFESSIONAL STANDARD BY BEING ACTIVE MEMBERS OF THEIR PROFESSION</b>			
<b>NEWLY QUALIFIED TEACHER</b>	<b>CONFIRMED TEACHER</b>	<b>EXPERIENCED TEACHER</b>	<b>ADVANCED SKILLS TEACHER</b>
<p>Acknowledge the need to support the school procedures and policies that support the learning and wellbeing of both students and fellow teachers.</p> <p>Aware of the importance to work effectively with other professionals, parents/guardians and members of the broader school community to provide conditions that ensure effective learning for students.</p> <p>Understand the significance of promoting learning, the value of education and the profession of teaching in the professional as well as wider community.</p> <p>Understand and fulfil their legal and statutory responsibilities and share responsibility for the development of the standing and integrity of the profession.</p>	<p>Actively support the school procedures and policies that support the learning and wellbeing of both students and fellow teachers.</p> <p>Work effectively with other professionals, parents/guardians and members of the broader school community to provide and promote conditions that ensure effective learning for students.</p> <p>Promote learning, the value of education and the profession of teaching in the professional as well as wider community.</p> <p>Understand and fulfil their legal and statutory responsibilities and share responsibility for the development of the standing and integrity of the profession.</p>	<p>Actively support and contribute to the enhancement of the school procedures and policies that support the learning and wellbeing of both students and fellow teachers.</p> <p>Work effectively with other professionals, parents/guardians and members of the broader school community to explain, lobby for and provide and promote conditions that ensure effective learning for students.</p> <p>Through being an acknowledged role-model, promote learning, the value of education and the profession of teaching in the professional as well as wider community.</p> <p>Understand and fulfil their legal and statutory responsibilities and share responsibility for the critical appraisal and development of the standing and integrity of the profession.</p>	<p>Through a leadership function, actively support and contribute to the enhancement of the school procedures and policies that support the learning and wellbeing of both students and fellow teachers.</p> <p>Work effectively with other professionals, parents/guardians and members of the broader school community to determine, explain, lobby for and provide and promote conditions that ensure effective learning for students.</p> <p>Through being an acknowledged leader and role-model, promote learning, the value of education and the profession of teaching in the professional as well as wider community.</p> <p>Contribute to the formulation and implementation of legal and statutory responsibilities of professional teachers and share responsibility for the critical appraisal and development of the standing and integrity of the profession.</p>



## Annex 5: NCCE Workshop Programme

### Collaborative Workshops

#### NCCE and ESSPIN

## DEVELOPING QUALITY TEACHER EDUCATION

**August 26 – 28, 2009-08-20**

**ESSPIN Offices, Abuja**

#### Draft Programme

Day and time	Topic	Involvement
<b>Wednesday 26 August</b>  <b>10.00 – 13.00 hrs</b>	1. Welcome  2. The New Teacher for Nigeria: Experiences from Ghana  3. Best-Practice in (Teacher) Education  4. Revised Teacher Standards	Executive Secretary, Prof Junaid and John Kay, ESSPIN  Dr Maiyanga, Mr Aliyu  Jaap Kuiper  All
<b>Thursday 27 August</b>  <b>10.00 – 13.00 hrs</b>	1. Strategy to develop new Teacher Education Programmes  2. Strategy to Restructure Colleges of Education	Introduction by Kuiper; All  Introduction by Kuiper; All
<b>Friday 28 August</b>  <b>10.00 – 13.00 hrs</b>	1. Identifying priorities for accreditation, monitoring and evaluation procedures and tools  2. Developing a year plan for August 2009- July 2010	Jaap Kuiper, Dr Harold Thomas; all  All

## Annex 6: NCCE: FUTURE COLLABORATION PLANNING TOOL

AREA	ISSUES	OUTCOMES	INVOLVEMENT	TIMELINE
<b>Teacher Standards for Nigeria</b>	<ol style="list-style-type: none"> <li>1. Finalise the formulation of Standards</li> <li>2. Engage with all relevant role-players</li> <li>3. Promulgate Standards</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher Standards for four levels in the teaching profession</li> <li>2. Ownership and broad stakeholder representation in final product, including the TRCN</li> <li>3. Public and transparent use of Teacher Standards</li> </ol>		
<b>Development of new Programmes</b>	<ol style="list-style-type: none"> <li>1. Develop strategy to integrate Teacher Standards in all Programmes</li> <li>2. Identify full set of programmes</li> <li>3. Determine broad content areas</li> <li>4. Determine course outlines</li> <li>5. Determine whether or not Learning Programmes for courses should be developed by NCCE.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensuring that Teacher Standards are used appropriately and widely</li> <li>2. All relevant areas of teaching are represented by programmes</li> <li>3. Each Programme has appropriate balance of professional knowledge, skills and engagement</li> <li>4. Courses link Teacher Standards to content etc.</li> <li>5. Practice of teaching and learning at Colleges creates challenging learning environments</li> </ol>		
<b>Development of College Structure</b>	<ol style="list-style-type: none"> <li>1. Determine need for specific types of Colleges (i.e. Basic Education, Special Needs, Nomadic Education, etc.)</li> <li>2. Determine structure in terms of schools for each identified College type</li> <li>3. Determine structure in terms of Departments for each school</li> <li>4. Develop supportive strategy to implement structure, re-allocate staff to new departments</li> </ol>	<ol style="list-style-type: none"> <li>1. All broad teaching areas are appropriately catered for</li> <li>2. School structure that supports delivery of Programmes</li> <li>3. Departments that represent broad content areas of various programmes and appropriate and affordable staffing profile</li> <li>4. Existing staff finds a new professional home and has access to required professional development</li> </ol>		
<b>Monitoring, evaluation, accreditation</b>	<ol style="list-style-type: none"> <li>1. Internal College QA systems</li> <li>2. NCCE accreditation and QA systems</li> </ol>	<ol style="list-style-type: none"> <li>1. List of indicators of quality</li> <li>2. Link between and appropriate functions of internal (institutional) QA and overall Teacher Education College QA.</li> </ol>		

**Annex 7: NCCE COLLEGE PROGRAMME DEVELOPMENT**

**DEVELOPING  
NEW TEACHER EDUCATION  
SPECIALISATION PROGRAMMES**

**AUGUST 2009**

## 1. BACKGROUND

The State College of Education, Oro – now intended to be renamed as State College of **Basic** Education, Oro – has been granted the opportunity to be one of the lead players in the transformation of Teacher Education in Nigeria.

Through collaboration with the Kwara State College Reform Task Team, ESSPIN consultants and the National Commission for Colleges of Education (NCCE) it has identified the need to offer four new programmes of Teacher Education leading to the following qualifications:

- NCE (ECCE)
- NCE (Junior Primary)
- NCE (Senior Primary)
- NCE (Junior Secondary, with subject specialisation).

NCCE itself intends to provide minimum standards of a fully transformed set of Teacher Education Programmes by 2011. The set of new programmes could include:

- NCE (ECCE)
- NCE (Junior Primary)
- NCE (Senior Primary)
- NCE (Junior Secondary, with subject specialisation)
- NCE (ABET)
- NCE (Special Needs)
- ... **OTHERS?**

So far, Oro College – to some extent - is taking the lead in starting the design of such transformed programmes. The experience gained through this will then be used to develop the official NCCE transformed Teacher Education Programmes.

However, at this stage it is also necessary for the NCCE itself to start developing a clear conception of the new programmes it wishes to see for Teacher Education in Nigeria. This will enable the NCCE to judge the work done at Oro College and contribute to, review and improve on the programmes that are being developed at Oro.

## 2. CONSIDERATIONS

### *a) Best-Practice in Teacher Education*

A visit was made to a Teacher Education Conference in Ghana, and some brief workshops with some NCCE staff have been held in order to develop the understanding of present-day thinking on best-practice in Education in general and on Teacher Education specifically.

It is strongly recommended that the brief background document that was handed out during the NCCE workshop, as well as the Oro Curriculum Policy are used as reference material during the process of developing the four new Teacher Education Programmes as they provide additional direction on the issues explained below.

The following issues are core to present-day thinking on best-practice in Teacher Education:

**1) The focus shifts from *Teaching* to *Learning*:**

What is important, in the end, is what learners (i.e. student teachers) are able to learn; not what teachers (i.e. lecturers) are able to teach.

This is an important shift and it recognises that old practices are often ineffective because they focus on establishing the transmission of curriculum content. It is assumed that this content can be ‘transmitted’ by teaching and that all learners will automatically ‘receive’ the correct content. This has been shown not to be the case. Learners need to be engaged actively in the learning process and learning only becomes meaningful if it is centred on the learner and the development of the learner’s ever-growing understanding and application of professional content knowledge, skills and attitudes.

A Teacher Education Programme needs to contain courses that combine theory and practice and the courses need to be offered by the lecturers not through a ‘Teaching Programme,’ but through the development of a Learning Programme. Such a learning programme sets out what the goals of learning are, what the knowledge, skills and attitudes are that are to be developed in the learner, and what resources and assessment will be used to achieve the learning goals successfully.

**2) Not only ‘content’ is learnt but also skills and attitudes:**

Especially when developing a programme that aims at producing new Teachers, it is essential to provide content knowledge, but also to provide the skills of a professional teacher, as well as the professional attitudes and engagement that a teacher is expected to have in order to be an effective professional.

This means that a teacher education programme needs to use the learning of content (professional knowledge) in such a way that it also relates to and supports professional skills and professional engagement. For instance, in a mathematics course it is not enough to learn to do ‘addition’. What is needed as well is that student teachers learn how to teach ‘addition’. That is: the student teachers themselves need to develop the skills they will require when they will be working in their schools and have to assist their own learners to learn ‘addition’.

This means that every course in the new Teacher Education Programme needs to have a Learning Programme that ensures that student teachers will come out of the course with newly developed professional knowledge, professional skills and professional engagement.

**b) Nigerian Teacher Standards**

The above considerations about professional knowledge, skills and engagement are also supported and indeed embodied by the newly developed Nigerian Standards for Teachers.

The Teacher Standards represent a measurable and public statement of quality and professionalism regarding the required knowledge, skills and attitudes of beginning teachers.

As indicated in the Oro Curriculum Policy, the Teacher Standards form the base upon which the entire Programme will be build. The Teacher Standards are the aim of each of the four new Programmes, and need to be infused throughout every single course, so that together, over a three-year period, all the courses build up professional knowledge, professional skills, and professional engagement.

***c) Existing NCE minimum standards: shift away from one-size-fits-all to Focused Teacher Education Programmes***

The existing NCE minimum standards were designed with aims in mind that largely are no longer relevant to the present-day vision in Nigeria as to what effective and appropriate Teacher Education is.

The old NCE minimum standards were originally designed as a general qualification for any teacher - but largely with secondary education in mind (and not Basic Education) - and did not have as their basis the development of Teacher Standards of professional knowledge, professional skill, and professional engagement. The old NCE standards focused on 'Teaching Content,' and not on 'Learning to be a Professional'.

However, many of the content areas as described in the old NCE minimum standards are still as relevant now as they have always been. Content areas of mathematics, languages, sciences, social studies etc. are all extremely relevant, of course.

However, when designing the four new Programmes, it is now necessary to see how the learning of content can be used and enriched by also aiming at the development of professional knowledge, professional skills and professional engagement. That is at becoming a focused and effective professional teacher for a specific band within the education system.

Most importantly, the new programmes will have a clear focus on the area in which the new teachers will work:

- NCE (ECCE)
- NCE (Junior Primary)
- NCE (Senior Primary)
- NCE (Junior Secondary, with subject specialisation)
- NCE (ABET)
- NCE (Special Needs)
- ... ***OTHERS?***

Therefore, the design of these Programmes needs to reflect the development of the professional knowledge, professional skills, and professional engagement relevant to these specialisations.

### **3. Strategy**

The development of tested and effective new Teacher Education Programmes will be a long-term task; it cannot be done in a few days.

It is expected that the new Programmes can only be developed through stages of initial development, experimentation, evaluation, adjustment, and finalisation. To reserve one year for this entire process, especially when also considering the development of a full set of learning materials for all courses, might not even be sufficient.

The process of programme development by the NCCE (if seen as relevant and required) will have to be carried out by various committees and perhaps college representatives, appropriate to each step in the process outlined below.

For **Step 1**, a relatively large overall Programme Development Committee, with representatives of all relevant content areas needs to be in place.

**Step 2** will require quite a large number of smaller Course Development Committees, made up each of representatives that are experienced in the specific broad content areas they will deal with (i.e. there might be a committee for 'primary mathematics,' another committee for 'Integrated Science at Junior Secondary School' another committee for 'Educational Psychology for Senior Primary Education,' another committee for 'Literacy in ECCE and Junior Primary School,' etc. etc. etc.).

**Step 3** is the development of Learning Programmes for each and every course. The Learning Programmes would form the main part of the new NCE Minimum Standards. This will likely have to be done by NCCE staff in collaboration with small groups of college lecturers. (i.e. to develop the Learning Programme for a third year course on primary mathematics, etc.). ESSENTIAL here is that the new Teacher Standards be clearly integrated into each and every Learning Programme. This would ensure that each new Programme will indeed lead to student-teachers acquiring all the prescribed Teacher Standards in terms of professional knowledge, professional practice and professional engagement.

### **Step 0: Questions**

Before the various steps are undertaken, it might be useful to consider the following questions:

#### **A. Foundation Year:**

- |             |   |
|-------------|---|
| Question 1: | What is the function of a College Foundation (Pre-lim) year and is it necessary? Is it to provide students with a chance to obtain more credits for NCE entry and/or to provide students with knowledge and skills to succeed in NCE? |
| Question 2: | In view of answers to Question 1; what would the best curriculum outline be? (i.e. courses and percentage of time spent on each). How does this relate to General Studies Education?  |
| Question 3: | What students should be admitted to the Foundation Year, and how should they be selected/identified?  |

**B. NCE Students that are to be ECCE, or Primary 1-3, Primary 4-6 teachers**

- Question 1: It is suggested that there be a difference between the programme for those intending to teach at ECCE, the programme for those teaching at Primary 1-3 and the programme for those intending to teach at Primary 4-6? What would this mean for: General Education; Subject Specialism; Subject Method and Teaching Practice?
- Question 2: Should all those intending to teach at Primary ECCE, 1-3, 4-6 do (sufficient) courses from all primary school subject areas?
- Question 3: How would concrete and verifiable evidence be generated that all students attain the Teacher Standards? In this respect what is the role of each and every course - its learning programme, materials, and assessment - and how would this be implemented, visible and verifiable?

**C. NCE Students that are to be JSS 1-3 teachers**

- Question 1: Should there be a special programme (different from ECCE and Primary 1-6) for: General Education; Subject Specialism; Subject Method and Teaching Practice?
- Question 2: How would concrete and verifiable evidence be generated that all students attain the Teacher Standards? In this respect what is the role of each and every course - its learning programme, materials, and assessment - and how would this be implemented, visible and verifiable.

**D. NCE Students that are to be ABET or Special Needs teachers**

- Question 1: Should there be a special programme for: General Education; Subject Specialism; Subject Method and Teaching Practice?
- Question 2: How would concrete and verifiable evidence be generated that all students attain the Teacher Standards? In this respect what is the role of each and every course - its learning programme, materials, and assessment - and how would this be implemented, visible and verifiable.

**Step 1: Determine main content areas of each new Programme and their weighting**

Depending on the specialisation of the Programme (i.e. ECCE and Junior Primary, or a Subject in Junior Secondary) an overall list of broad content areas needs to be drawn up. It is also necessary to determine the relative importance of each area (in terms of time it will be given within the overall programme).

As a first measure, a total of 130 credits could be given to the new Programme, as was done with the old NCE standards, as the number of credits for a programme is fairly arbitrary and does not represent a particular view of effective Teacher Education. However, these credits will now be used



to realise a new view on a teacher education programme's content areas and their specific role in creating professional knowledge, skills and attitudes.

The table below provides a possible tool for the development of an overall Programme:

<b>PROGRAMME: .....</b>		
<b>Broad Content Areas</b>	<b>Brief Description</b>	<b>Weighting in credits (Total 130)</b>
Area 1		
Area 2		
Area 3		
Area 4		
Area 5		
.....		
.....		
.....		

In order to give some further guidance, an exemplar is provided below.

It is important to realise that this is merely an exemplar and does not represent a definitive view of the programme that is taken as example.

**EXEMPLAR:**

<b>PROGRAMME: Junior Primary (year 1-3)</b>		
<b>Broad Content Areas</b>	<b>Brief Description</b>	<b>Weighting in credits (Total 130)</b>
General Education	This area will provide student teachers with knowledge, skills and attitudes related to educational psychology, philosophy, history etc.	20
Theory of Learning in the early childhood years	This area will provide student teachers with knowledge, skills and attitudes related PARTICULARLY to understanding and applying knowledge about learning in early childhood years.	20
Early Childhood development of knowledge, skills and attitudes	This area is concerned with 'content' and the development of knowledge skills and attitudes related to this. It deals with literacy, numeracy, social skills and knowledge, creativity, culture etc.	50
Developing a Professional Practice	This area is concerned with the development of the knowledge, skills and attitudes of a professional teacher in the context of schools in Nigeria. It concerns Teaching Practice, micro-teaching and other issues.	30
Basic Knowledge, Skills and attitudes	In view of the weak schooling that most students have received, it is necessary to develop students' basic knowledge, skills and attitudes as related to being a successful and effective student. This concerns study skills, basic numeracy and literacy skills, professional engagement etc.	10

**Step 2: Determining the courses and their Learning Programmes for each broad content area**

Once the broad content areas and their weighting have been determined for each separate new Programme, it is necessary to see what courses need to be designed in the three years that would deal with the content area in an appropriate manner.

The table below provides a possible tool for this:

<b>PROGRAMME:</b> .....	<b>Broad Content Area:</b> .....	<b>Credits</b>
First Year Courses	1 2 3 4 ...	
Second Year Courses	1 2 3 4 ...	
Third Year Courses	1 2 3 4 ...	

### **Step 3: Develop Learning Programmes for each of the courses**

The development of specific Learning Programmes is the most involved task. The Curriculum Policy at Oro provides a template for Learning Programmes. It might be necessary to provide a further workshop session with NCCE\staff in order to develop an appropriate and practical understanding of the nature, content and function of a Learning Programme.

It is important that all ingredients in a Learning Programme are given very careful attention (i.e. the Teacher Standards, the content and skills to be learnt, the learning materials to be used and the assessment that is to be applied at various stages.)

A variety of NCCE staff and possibly college lecturers will be involved in developing the Learning Programmes related to their own individual and specific area of expertise. The Learning Programmes would form the main part of the new NCE Minimum Standards.

### **4. Concluding Remarks**

The whole exercise of developing new Teacher Education Programmes will also inform and relate to the document/strategy for the development of a new College Structure (see NCCE Strategy Document 2).

It is important that the various committees, i.e. the NCCE staff members, and possibly additional college lecturers that might be identified, engage their minds in envisioning a New Teacher for Nigeria. This means that one should not base the new Programmes too closely on the old NCE minimum standards. There are various aspects of the old NCE which might be used without compromising the new vision for the New Teacher. However, it is important that the end product indeed represents a bold new vision and will indeed raise the quality of Teacher Education in Nigeria.

**Annex 8: NCCE COLLEGE STRUCTURE DEVELOPMENT**

**DESIGNING A  
NEW COLLEGE STRUCTURE**

**AUGUST 2009**

## 1. BACKGROUND

The State College of Education, Oro – now intended to be renamed as State College of **Basic** Education, Oro – has been granted the opportunity to be one of the lead players in the transformation of Teacher Education in Nigeria.

Recently, it has successfully designed a new structure for itself, through a series of internal consultations as well consultations with the Kwara State College Reform Task Team, ESSPIN consultants and the National Commission for Colleges of Education (NCCE).

This new structure is now a proper reflection of its role as College of **(Basic)** Education, and also provides an appropriate basis on which to develop fundamentally new teacher education programmes that aim at the following specialisations:

- NCE (ECCE)
- NCE (Junior Primary)
- NCE (Senior Primary)
- NCE (Junior Secondary, with subject specialisation).

The NCCE itself will likely want to develop its own position as to the structure that Colleges of Education in Nigeria might need to have. This Strategy Document seeks to develop a step-wise progression that aims at developing such a new College Structure.

Once the new structure is an accepted fact, there is the need to allocate existing staff in the College appropriately to the various new schools and their new departments. This document also provides a suggested way forward towards populating the new College Structure by re-assigning existing college staff the new Departments in the new Schools.

## 2. CONSIDERATIONS

### *a) New and Old Students*

The introduction of new programmes into Colleges of Education will need to have some form of a phased-approach.

Let us assume a new programme is introduced in Year 1, with ‘New Students’, and that year 2 and year 3 will still have ‘Old Students.’ After one year, however, another batch of New Students will be taken in, and there will then only be one year of Old Students. This means that the balance is now changing clearly towards the new students, in that there will be two year groups of new students.

The table below provides an overview of this shift in balance:

YEAR 1	YEAR 2	YEAR 3
NCE 1 NEW	NCE 1 NEW	NCE 1 NEW
NCE 2 OLD	NCE 2 NEW	NCE 2 NEW
NCE 3 OLD	NCE 3 OLD	NCE 3 NEW

The table clearly shows that by Year 2 it is no longer very useful to maintain the old structure of the College as the balance is now in favour of the new students and because holding on to the old structure will hamper the development of the new programmes for the new students.

***b) Development of an effective approach to implement New Teacher Education Programmes***

Staff at a College needs to start to engage constructively in conceptualising their approach and the use of new Learning Materials for the fundamentally new set of Career-Focused Teacher Education Programmes. These new Teacher Education Programmes will take the Nigerian Teacher Standards as both their foundation and ultimate learning goals.

These programmes are:

- NCE (ECCE)
- NCE (Junior Primary)
- NCE (Senior Primary)
- NCE (Junior Secondary, with subject specialisation)
- NCE (ABET)
- NCE (Special Needs)
- ... ***OTHERS?***

The important point to be made here is that the implementation of Career-Focused Teacher Education Programmes is a crucial opportunity for all staff at a College. In playing their part, they will add to their own professional development, create an area of expertise and professional niche for themselves in the long-term, and become leaders in the area of transforming Teacher Education and thus secure their long-term employability and career development.

It is therefore essential that staff be assigned appropriately to the new departments so that they can make a start with programme implementation and thus be enabled to see how to design a positive future for their professional careers.

***c) Utilising available expertise in appropriate places and to maximum effect to enhance primary education***

Education in Nigeria has suffered a long decline. Most important in any country is the design of high-quality primary education (including ECCE). Primary education should therefore be provided by high-calibre staff, even more so when considering the staff that offer teacher education programmes for those that will be the future teachers in primary education.

It is most worrisome that the trend in Nigeria has been exactly the reverse: primary education has long been an orphan when considering the appointment and career development of high-calibre educationists. There is an opportunity to change this negative trend.

Moreover, there are developments afoot that will see that universities will provide an appropriate and comprehensive career path for anyone in the field of primary education. Thus, instead of looking for a path out of primary education, teachers, college staff as well as university staff will have the opportunity to develop their own complete career path from NCE, via B.Ed., PGDE etc. to M.Ed. and Ph.D. all within the one area of primary education.

The following table provides a schematic overview of the various career paths that should become available to professionals in the various fields of school education:

	Possible Professional Placements	ECCE	Primary Education	Secondary Education
<b>Initial Qualification</b>	<b>Teacher</b>	<ul style="list-style-type: none"> <li>• NCE (ECCE)</li> <li>• B.Ed. (ECCE)</li> <li>• PGDE (ECCE)</li> </ul>	<ul style="list-style-type: none"> <li>• NCE (Prim. Ed.)</li> <li>• B.Ed. (Prim. Ed.)</li> <li>• PGDE (Prim. Ed.)</li> </ul>	<ul style="list-style-type: none"> <li>• NCE (Subject Sp.)</li> <li>• B.Ed. (Subject Sp.)</li> <li>• PGDE (Subject Sp.)</li> </ul>
<b>Post-Graduate Level 1</b>	<b>College/ University Lecturer</b>	<ul style="list-style-type: none"> <li>• M.Ed. (ECCE)</li> </ul>	<ul style="list-style-type: none"> <li>• M.Ed. (Prim. Ed.)</li> </ul>	<ul style="list-style-type: none"> <li>• M.Ed. (Subject Sp.)</li> </ul>
<b>Post-Graduate Level 2</b>	<b>College/ University Chief or Senior Lecturer, Professor</b>	<ul style="list-style-type: none"> <li>• Ph.D. (ECCE)</li> </ul>	<ul style="list-style-type: none"> <li>• Ph.D. (Prim. Ed.)</li> </ul>	<ul style="list-style-type: none"> <li>• Ph.D. (Subject Sp.)</li> </ul>

As an example, it should therefore be possible for one to advance in one's career to the point where one is a professor of Primary Education, or a Professor of Early Childhood Care and Education (ECCE). The establishment of such professional levels will greatly assist in enhancing the quality, sophistication and academic rigour and foundation of all the various areas of education in ECCE, primary and secondary education in Nigeria.

The lesson to be taken for any College is that it will be essential to assign the highest calibre staff to the areas that need most academic and intellectual development, given the historically neglected status of these areas. This means that the areas of ECCE and Primary Education - because their historic neglect makes them most in need of academic and educational development - should enjoy the attention of those most able and willing to provide such groundbreaking work.

In cases where experienced staff cannot immediately be found – and this is very likely the case, again because of the historic neglect of these foundational education areas – staff must be found that are willing to develop themselves professionally and thus become the first to provide a strong academic basis for ECCE and Primary Education.

### 3. Proposed Strategy

A new College Structure – of three Schools and a relatively small number of Departments that integrate cognate school-subjects – has been suggested (and is being implemented at Oro College). This new Structure is thought to provide an appropriate basis upon which to develop new Teacher Education Programmes.

This new structure is provided below:

### POSSIBLE NEW COLLEGE STRUCTURE

SCHOOL OF EDUCATION	SCHOOL OF ECCE AND PRIMARY EDUCATION	SCHOOL OF JUNIOR SECONDARY EDUCATION
DEPARTMENTS	DEPARTMENTS	DEPARTMENTS
<p><b>(This School could coordinate General Studies Education, through one coordinating person in a special section)</b></p> <ol style="list-style-type: none"> <li>1. Educ. Psychology</li> <li>2. Educ. Foundations</li> <li>3. Curriculum Studies and Educational Technology</li> </ol> <p><b>(This department could Coordinate TP)</b></p>	<p><i>The School has two sub-sections to each Department:</i></p> <p><b>[ECCE &amp; Jun. Primary] [Senior Primary]</b></p> <ol style="list-style-type: none"> <li>1. ECCE and Primary School Learning</li> <li>2. Numeracy and Mathematics</li> <li>3. Literacy and Languages</li> <li>4. Science, Technology (IT) and Agriculture</li> <li>5. Social Studies</li> <li>6. Physical and Health Education</li> <li>7. Religion, Culture, Arts</li> </ol>	<ol style="list-style-type: none"> <li>1. Languages</li> <li>2. Mathematics</li> <li>3. Computer Science</li> <li>4. Integrated Science</li> <li>5. Social Studies (including history, geography, political science)</li> <li>6. Religious Studies and Civic Education</li> <li>7. Physical and Health Education</li> <li>8. Vocational Education (Business Studies, Home Economics, Agriculture)</li> <li>9. Creative Arts and Culture</li> </ol>

#### QUESTIONS:

- a. Is the above structure workable for all Colleges of Education? How does it need to be adapted?
- b. What should be the designation of a College? Should one College provide for all NCE Teacher Education? Or should there be the following types, perhaps:



**1) COLLEGE OF BASIC EDUCATION;****2) COLLEGE OF ADULT AND SPECIAL NEEDS EDUCATION?*****STEP 1: Determining the Staff Profile for each Department***

Each department in the three Schools will need to be provided with a general Staff Profile.

This Staff Profile should provide information on the following for each Department in each of the Schools in the College:

<b>SCHOOL X</b>				
<b>DEPARTMENT A</b>				
	<b>SUBJECT AREA 1</b>	<b>SUBJECT AREA 2</b>	<b>SUBJECT AREA 3</b>	<b>.....</b>
<b>Description of Subject Area</b>				
<b>Description of Academic Staff in Subject Area</b>				
<b>Description of Support Staff in Subject Area</b>				
<b>Other relevant information (if required)</b>				

An exemplar of how this table can be used is found on the following page. This exemplar does not pretend to be the specific solution for the department that it deals with. NCCE, and any possible committee that might be established for this purpose, will have provide its own professional view on each department.

**EXEMPLAR:**

<b>SCHOOL OF <u>ECCE AND PRIMARY EDUCATION</u></b>			
<b>DEPARTMENT OF <u>SCIENCE, TECHNOLOGY (IT) AND AGRICULTURE</u></b>			
	<b><i>SCIENCE</i></b>	<b><i>TECHNOLOGY</i></b>	<b><i>AGRICULTURE</i></b>
<b><i>Description of Subject Area</i></b>	The <b>Science</b> subject area would offer appropriate courses on the teaching and learning in ECCE and Primary School as it relates to biology, chemistry, physics, and geography as found in Nigerian contexts.	The <b>Technology</b> subject area would offer appropriate courses on the teaching and learning in ECCE and Primary School as it relates to the use, development, design etc, of technology and technological processes in Nigerian society. It would also provide Information Technology studies.	The <b>Agriculture</b> subject area would offer appropriate courses on the teaching and learning in ECCE and Primary School as it is related to basic agricultural practices in Nigeria
<b><i>Description of Academic Staff in Subject Area</i></b>	1 Primary Biology Lecturer 1 Primary Science (Physics and Chemistry) lecturer 1 Primary Geography Lecturer	1 Primary Technology Lecturer 1 Primary Information Technology Lecturer	1 Primary Agriculture Lecturer
<b><i>Number of Support Staff in Subject Area</i></b>	1 Laboratory Assistant	None	None
<b><i>Other relevant information (if required)</i></b>	1) <b><u>Head of Department:</u></b> is this an additional staff member, or is the HoD chosen from amongst the above listed academic staff members?  2) Will a department have a departmental secretary or similar administrative support person?		

The Exemplar above shows how the nature and the various subject areas that are to be offered by the Department should lead to an appropriate and realistic description of the academic and support staff required. This will then be the Staff Profile of the Department.

It needs to be decided whether, and if so how, a head of department would be identified for each department: would the HoD come from one of the academic staff members that are described in the

Staff Profile linked to the subject areas or not? It might possibly be preferred that the head of department is listed as an additional academic staff member (with lecturing duties) in any department's Staff Profile.

In all the deliberations it needs to be borne in mind that every staff position created in a department (whether this is academic, HoD or support staff) will have a direct effect on the overall salary bill of the College and thus on the overall budget. It is extremely important, therefore, not to create departments with too large a staff complement, as this will impact seriously and possibly negatively on the overall operations of the College as there might then be insufficient room in the budget to provide the college with learning resources, maintenance, additional infrastructure etc. It does not need saying that there is only one budget, and the more of this will go to staff costs, the less will be available for all other necessary expenses in the College. It is all a matter of setting the right priorities for the College so that it will be able to develop itself further into a centre of quality education.

#### **d) STEP 2: Staff Self-Selection**

It seems that perhaps the next step should be to offer staff the opportunity to indicate how they see their own future professional career and professional development.

Staff would have the opportunity (assuming they see themselves continuing to work at Oro) to indicate – say, if they are already a lecturer in mathematics – whether they see themselves as able to make the best contribution to Primary Mathematics or to Junior Secondary Mathematics. This would always be considered against the points made under 2c) above, where each field is now accorded a full professional career path that could potentially lead to becoming a professor in Primary Education (Mathematics) or in Junior Secondary (Mathematics).

This would result in a first list of potential staff for each of the Departments in the Schools.

It would also include staff from the School of Education, which might, for instance, want to relocate to the new Department of 'ECCE and Primary School Learning' as this would be a Department that offers courses related to the cognitive and psychological developmental stages, learning habits etc. of the young child.

It is expected that all staff will provide an indication as to their preferences. For practical purposes, it might be useful to ask staff to indicate three possible preferences and do so in order of priority, as indicated in the table below. It would be useful if staff members would provide a brief explanation as to why they consider themselves suitable for their various preferences. This explanation should also indicate what staff development the specific staff member thinks he or she might require in order to become a fully effective staff member of the new department.

Name of Staff Member:	Present Department:
Preference 1:	Brief explanation (including staff development required):
Preference 2:	Brief explanation (including staff development required):
Preference 3:	Brief explanation (including staff development required):

**e) STEP 3: Reconciling the Departmental Staff Profile to Staff Preferences**

The final step would be to reconcile the Staff Profiles to the Staff Preferences.

A committee of appropriate representatives, including senior management, should take each Departmental Staff Profile and see how to populate this according to the Staff Preferences that have been expressed by individual staff members.

This committee should judge the appropriateness of the Explanation for a Preference that a staff member might have given and also consider whether the staff member's expressed need for staff development appears to be accurate or might need some adjustment.

It will be necessary to move back and forth a number of times between first preferences of staff members and the Departmental Staff Profile, until it appears that all staff are allocated as closely as possible according to the dictates of the Departmental Staff Profile and the individual staff members' expressed preferences.

All this might possibly be done with the use of a tool based on the following table (one for each department):

DEPARTMENT: .....		
Staff Member	Allocated Post	Recommended Staff Development
Name 1		
Name 2		
Name 3		
Name 4		
Name 5		
Name 6		

#### 4. Concluding Remarks

The restructuring of a College of Education is an involved process and it needs to be approached with due care.

The lessons from Oro College of (Basic) Education will be useful in instructing the NCCE as to the various problems that arise in such an exercise.

It is suggested that the NCCE continues to monitor development at Oro carefully to inform itself of what appear to be appropriate steps to take to restructure a College of Education.

## References

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