

Education Sector Support Programme in Nigeria (ESSPIN)

Input Visit Report

Transforming Teacher Education (Interim Report 2) – Ongoing Transformation of Kwara State College of Education, Oro and Collaboration with National Commission for Colleges of Education

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Jaap Kuiper

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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 regarding Teacher Education during a consultancy visit in the period of December 6-18, 2009. It describes the work done at Oro College, work on the Career Path for Educators, and work done with the NCCE.

Executive Summary

2. Oro College has successfully implemented a new Structure for itself.
3. The Career Path work is progressing, but needs careful management to ensure the complex process remains focused and viable.
4. At this stage, curriculum practice is the focus at Oro, rather than curriculum design. The College will seek to find funds for the acquisition of core texts on education, literacy and numeracy.
5. Further management development and development for Council are planned for next year.
6. NCCE collaboration is still on the cards but needs proper management and coordination.
7. There is a general conceptual problem surrounding Basic Education in Nigeria. There are many primary school buildings, but there is little concept or recognition of primary education.

Purpose of the Consultancy

Supporting the transformation of various aspects of Teacher Education in Nigeria

8. 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:
 1. the transformation of Oro College curriculum;
 2. the transformation of the departmental and school structure at Oro College in line with the curriculum transformation;
 3. the development Teacher Standards as benchmarks for a Teacher Career Path;
 4. the development of a broad vision and implementation strategy for a range of in-service programmes for teachers in Kwara State.
 5. the identification and development of common themes, approaches, instruments, structures and processes in the Transformation of Teacher Education Colleges;
 6. 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)
<p>Continue, through workshops, the development of Learning Programmes, Learning Materials, Assessment Tools and a Teaching Practice Programme at Oro College.</p>	<p>A meeting and workshop with the Academic Board was held and a detailed Learning Programme Exemplar discussed.</p> <p>NCCE has provided the College with the harmonized NCE minimum standards (2008/2009). These are being used to develop the specialised Teacher Education programmes. However, NCCE has already acknowledged that these new Minimum Standards need further reviewing.</p> <p>The idea of acquiring for the lecturers core texts on Early Childhood Development, Primary Education, Numeracy, Literacy etc. was discussed with the College. The Provost is looking into identifying budget parameters for this.</p> <p>Developments in the ECCE section of the College were observed and a brief workshop session with staff was held. A model ECCE school is being constructed and new staff appointed. Materials are being developed. The VSO Andrea Togher is driving this process.</p>	<p>The VSO, Andrea Togher, would be involved to some extent in the development of new Learning Programmes.</p> <p>The College Curriculum Committee will continue to drive the process through the Academic Board and the College Management Committee.</p> <p>The budget for Learning Materials/Library is part of the Institutional Plan. It remains to be seen whether and how this can be operationalised.</p>
<p>Do field-testing of NCCE Teaching Practice materials through Oro College.</p>	<p>No report from Oro was received (or asked for by the consultant).</p>	<p>To be done in next visits.</p>

TOR Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
Develop a Quality Assurance system for the transformed Teacher Education Curriculum at Oro College.	The Quality Assurance of Learning Programmes and of actual lectures was discussed. A rubric for the assessment of Learning Programmes was once more brought to the attention of the college staff. An agreement to for lecturers to observe each others lectures was reached.	The new provost is starting to ensure that basic issues are dealt with: time on task, punctuality, etc. There is also a nascent interest in classroom observation of the staff's lectures. An observation schedule needs to be developed.
Provide a strategy to transform the College departmental and school structure in line with its new curriculum and new role.	<p>Oro College, with the assistance of Dr Harold Thomas and the Task Team for College Reform, has managed to re-allocate staff to the three new Schools according to the strategy paper that was provided in the previous consultancy visit.</p> <p>An Away-Day was held with the Senior Management, organised by Dr Harold Thomas and the Senior Management of the College. This focused on the development of leadership, management information, committees roles, structure and links.</p> <p>A meeting was held with the Chairman of Council, to discuss work with the Council.</p>	<p>The College appears to be satisfied with the allocation of staff, although certain issues still need to be sorted out internally (some staff were not allocated to a new department; not all new departments meet the present (but possibly out-dated) NCE minimum standards for staffing.)</p> <p>Further workshops with Senior Management and Council will be held next year.</p>
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 universities and	Informal discussions continued to be held with all stake holders (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).

TOR Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
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.	Teacher Standards have been developed in the previous visit. Head Teacher Standards have been discussed in general terms at the Career Path meetings. A more detailed document about the HT training has been received and this will be used further to specify HT standards.	The Teacher Standards are now used for Career Path purposes and for further Programme development at Oro College. A meeting for HT Standards and the Career Path had been planned by the relevant committee with the intention of the consultant attending. However, due to some oversight, the consultant himself had not been informed of the meeting.
Analyse reports on institutional transformation at other colleges of education and identify commonalities and discuss these with the relevant stakeholders.	Reports were received and analysed. A meeting was held in Abuja and some general discussion about the other Colleges took place.	With the new scheduling of TA there is still a need to develop a new and appropriate plan on how the Colleges in the other ESSPIN States will be involved.
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 meeting was held in Abuja with on NCCE representative, and ESSPIN staff (John Kay) as well as Dr Harold Thomas and the Oro VSO Andrea Togher. The NCCE representative informed the meeting that the NCCE still intends to introduce specialisation Teacher Education programmes by 2011, and that College restructuring will have to take place. This would all be in	NCCE will inform ESSPIN of future workshops to ensure that ESSPIN consultants can be part of these and that the experience, knowledge and tools develop in the Oro work will inform the overall NCCE Teacher Education transformation. A review of the 2008/2009 Minimum

TOR Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
	line with what is already being done at Oro College.	Standards must be done to re-organise these into appropriate Specialisation Programmes for teachers in ECCE, Junior Primary, Senior Primary etc. (rather than through school subjects as is presently the case).
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.	A meeting was held of combined groups (three committees) on the Kwara State Career Path. The need was identified to continue looking for and inviting representation on the College Task Team led by the NCCE.	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.

Background

9. 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

10. The College has successfully developed a new structure, into three schools:

- a. School of Education
- b. School of ECCE and Primary Education
- c. School of Junior Secondary Education

Not all staff have been allocated to the new Schools and a new Educational Support Unit has been set up, where these staff have found a home. It needs to be seen whether this unit serves a positive purpose. On the whole, it appears that staff allocations have been successful and that College staff and management are satisfied with the outcome of the restructuring.

11. The classroom-based delivery of a quality curriculum is now the priority as far as Oro College is concerned, rather than the design of a curriculum on paper. It remains a protracted process to assist staff to develop a personal professional understanding of best practice in Teacher Education. However progress is being made, and the VSO (Andrea Togher is of great help here). Core texts for staff to help them develop themselves will be sought and the College will seek a budget to require copies for staff. In future attention should be paid to assessment, learning materials for student teachers, teaching practice and micro-teaching.
12. A Quality Assurance system for curriculum design and delivery still needs to be further developed. Its rudimentary design and role has been laid down in the Curriculum Policy. However, the actual tools and processes are not yet developed.
13. Professional development of the Senior Management Team also requires further attention (in collaboration with Dr Harold Thomas). Especially the Deans (and HoDs) will

have to start being able to play a role in staff development and quality assurance regarding the new curriculum.

14. The Career Path work is progressing well. However, it is important to ensure that is rather involved and complex process – requiring a variety of parties and interest to be juggled successfully – remains on track and focused. Standards of Head Teachers will be further developed next year.
15. Meetings were held with the new Vice Chancellor of the Kwara State University. He is in the process of attracting an associate professor for ECCE. Departments of ECCE and of Primary Education might also be established at the University. This will help to open up a Career Path within the Education field, and start changing the very prevalent perception that after an NCE qualification one needs to ‘escape’ into a degree programme that has nothing to do with education.
16. The NCCE is still open for intensive collaboration, but this needs to be planned for, managed and structured well. It has been agreed to have regular communication on workshops that the NCCE plans to hold so as to ensure that ESSPIN can have an input. It is still not quite clear what will be the fate of the Colleges in the other ESSPIN States.
17. It needs to be reiterated that there is a general conceptual problem surrounding Basic Education in Nigeria. There are many primary school buildings, but there is little concept or recognition of primary education.

Options and next steps

18. At Oro College the development of a quality curriculum practice will continue, this will also be enhanced by the development of a QA system for the curriculum.
19. 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 clearer.
20. 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.
21. ESSPIN might want to develop a position on the issue raised in paragraph 15.

Annex 1: Some thoughts regarding the Curriculum for Teachers in the Basic Education Band

1. From Subject representation to Professional Fields

There has been a harmonization of the existing NCE minimum standards with the basic education curriculum. However, there is a general agreement that this harmonization has not yet produced a teacher education curriculum that is fully appropriate. Most notably, the NCCE intends to introduce the following professional teacher specialisations by 2011:

- ECCE
- Junior Primary
- Senior Primary
- (Junior Secondary)
- Adult and non-formal education
- Special education

However, the 2008/2009 NCCE harmonized minimum standards still are presented through subjects and indeed reflect a subject oriented view of a teacher education curriculum. There are separate books for:

- Languages
- Science and Mathematics
- Arts and Social Sciences
- Vocational and Technical Education
- General Education

This presentation per subject area does not tally well with the list of professional teacher specialisations and continues the fragmentation of teacher qualifications into subjects rather than supporting the integrity and coherence of qualifications according to professional fields that the NCCE intends to introduce.

Moreover, the presentation of the minimum standards according to subjects is also related to the structure of colleges into schools that reflect the same subject areas. (For instance, the book on Vocational and Technical Education is actually entitled: 'The School for Vocational and Technical Education.').

At Oro College, through ESSPIN support, there has been a restructuring of the College into the following three schools:

- School of Education
- School of ECCE and Primary Education
- School of Junior Secondary Education.

This structure reflects (some of) the intended professional fields that are to be introduced in 2011. It is envisaged, through consultation with the NCCE, that all colleges will restructure towards a structure that is similar to the new Oro structure.

It is necessary that the curriculum will now also reflect and be represented and organised through **professional fields** rather than subjects.

2. Teacher Standards

A very important and indeed fundamental addition to the area of Teacher Education in Nigeria is represented by the recent introduction of Teacher Standards.

The Teacher Standards present a clear and measurable set of professional competencies that all beginning teachers should be able to demonstrate.

However, the curriculum at present, does not engage with the Teacher Standards. It is therefore unlikely that the curriculum as it stands will support student teachers to demonstrate the Teacher Standards.

Moreover, in Kwara State, a Career Path is being developed that requires Newly Qualified Teachers to demonstrate the Teacher Standards in order to be considered for probationary posting and eventual appointment. Colleges (and universities) must therefore provide their students with a report that indicates that they have achieved the Teacher Standards.

3. Assessment and QA

The need for student teachers to demonstrate the Teacher Standards, and the need for an official and transparent reporting in the final teacher professional qualification document on the Teacher Standards, implies that assessment in Teacher Education needs to provide evidence for the achievement of the Teacher Standards.

From an educational point of view, there is a need to enhance assessment practices at colleges of education as well. At present, assessment focuses mainly on the reproduction of low-level factual bits of information (define ..., list examples of ..., give 3 characteristics of ...) and does not often require student teachers to do problem solving, complex (team) tasks, or integrate different knowledge domains into a coherent contextual and practical project etc.

The Teacher Standards, however, do represent such professional contextual and practical competencies. The (non-)achievement of the Standards by student teachers must therefore be assessed through appropriate assessment tasks, projects, assignments, tests, practical work, fieldwork, micro teaching, teaching practice etc.

A priority should be to develop an appropriate assessment practice at colleges of education.

Furthermore, NCCE is in the process of enhancing its accreditation and QA procedures, tools and processes. It is important that this will acknowledge the Teacher Standards and seek to find evidence that colleges provide appropriate learning programmes for student teachers to attain all the Teacher Standards to satisfactory levels.

ANNEX 2: Some ideas re Colleges of Education

This is a brief document that should be read in conjunction with the document that Dr Harold Thomas has already written on the issue (Colleges of Education – Way Forward).

Considerations/assumptions:

- 1) Sustainability of inputs
- 2) Aim at desired level ('governance')
- 3) Maximise the limited TA input available
- 4) Relate to quality enhancement of basic education
- 5) Build on Oro work
- 6) Relate to the five States and their colleges
- 7) Relate to other ESSPIN activities
- 8) Relate to other donor funded and government initiated changes regarding education, colleges etc.

Much of the above is dealt with in the document from Dr Thomas. Perhaps only a few points need further highlighting:

Sustainability:

DfID is sure to evaluate efforts of ESSPIN in terms of its sustainability (amongst others, such as efficiency, effectiveness, quality, replicability, etc.). College of Education efforts can only be sustainable if they fit within, and/or help change, existing legislative, governing and management policies re colleges, education in general, etc. This points to the importance of work with: State MoE, NCCE, National MoE, possible other bodies.

Aiming at Governance level:

This is directly related to the above.

Maximising TA input available:

Detailed and comprehensive changes in, for instance, curricula for teacher education are likely not achievable within the TA available. Cooperation with VSO will offer some help but not enough. It might be best to focus, as far as curriculum is concerned, on changing the way the curriculum is used rather than changing the curriculum itself. This could be done through the effective use of teacher standards in all curriculum work. This, in fact, has largely been the approach at Oro up to now. This work, which is also being done at NCCE level in parallel with the Oro work, would then form the basis for a renewal of curriculum practices at all colleges.

The same principle should apply for all Oro based achievements and work: translate it into NCCE-driven transformation at other colleges.

This then maximises the effect and impact of the TA work.

Relating to other donor funded and government initiated changes regarding education, colleges etc.

It seems necessary to have a good overview of any other (non-ESSPIN) activities that have a bearing on College of Education work. This would avoid duplication and contradictions and seek for possible added value for ESSPIN through linkages with such 'other' activities.

ANNEX 3: LEARNING PROGRAMME EXEMPLAR

COURSE NAME: Mathematics in Primary Education Studies I: PES113 (NEW COULD BE SPS113) (Related Courses : PES122; PES212; PES222; PES324) Credits: 2 Compulsory. Year: First Year Course, first Semester			These are OLD courses. NEW courses would perhaps be: Junior Primary Studies: JPS113, JPS122, JPS212, JPS222, JPS324 Senior Primary Studies: SPS113, SPS122, SPS212, SPS222, SPS324	
Teacher Standards	Descriptors	Course Content	Learning Activities and Materials: rich variety offering different kinds of learning opportunities	Assessment: Formative & Summative
Main Teacher Standards: PK1: Teachers know how students learn and how to teach effectively PK2: Teachers know the content they teach Related Teacher Standard: PK4: Teachers have professional literacy, numeracy and IT skills	For PK2: <ul style="list-style-type: none"> Have a sound, critical understanding of the content, processes and skills they teach. Can articulate key features and relevance of the content to their students and to others, and can demonstrate how it is applied. Know the pedagogical methodologies which support learning of the content, processes and skills they teach. Are familiar with State and Federal curriculum statements, policies, materials and programs associated with the content they teach. 	The mathematics courses are not just <i>content of mathematics</i> . They are courses to learn how children learn mathematics and what this mathematics is about . SPS113: Could be focused on Numeracy for Primary 4-6: Children's learning of: <ul style="list-style-type: none"> place value addition of one, two and three digit numbers subtraction of one, two and three digit numbers 	For all content: Go through the new curriculum for primary school, levels 4-6 regarding place value, addition and subtraction (see 4 th bullet under column headed Descriptors). This could be a group work activity. <ul style="list-style-type: none"> place value: (see also bullets 1-3; Descriptors) 1) Ask all students in pairs to explain to each other (10 minutes) what Place Value means. Discuss this as a whole class afterwards. 2) Provide explanation of Place Value according to course textbook. 3) Individual assignment on developing a simple Place Value set of exercises for Grade 5 children <ul style="list-style-type: none"> addition of one, two and three digit numbers (see also bullets 1-3; Descriptors) 1) Discuss with all students what are the differences of one, two and three digit addition. 2) Provide concrete objects with which to do one and two digit addition 3) Ask two-three students to do a micro-teaching session on addition with one, two, three digit numbers <ul style="list-style-type: none"> subtraction of one, two and three digit numbers: etc. 	Assess the third activity with a Rubric that uses the desirable features of the exercises as criteria for excellent/good/unsatisfactory work by the student teachers Let all students assess the micro-teaching, using a rubric or other set of criteria that describes what is excellent/good/unsatisfactory in this particular micro-teaching exercise. Over the year all students should have done such a micro-teaching activity, so they all will be marked on this area.

Annex 4: Some thoughts regarding Head Teacher Standards

The Standards for Teachers have been produced and will be used, certainly within Kwara State, as a basis on which to build a Career Path.

However, there is not as yet a set of standards for Head Teachers.

Such standards require some preparatory thinking and discussion as they should acknowledge and reflect a number of issues that are not without their own problematic aspects:

1. Do Head Teachers also teach?
 - a. Will they have to demonstrate the competencies of the teacher standards?
 - b. At which level: Confirmed, Experienced or Advanced Skills?
 - c. Should anything on teaching be incorporated in HT Standards?
2. How does the Institutional Development Task Team's work relate to HT responsibilities?
 - a. Is there a shift in responsibility level and scope for HT in Kwara, if so where to is this shift?
 - b. By when would such a shift, if there is one envisaged, be formulated and approved?
 - c. Presumably there should be job descriptions for HTs. There will need to be linkages between these and HT standards (from which it might be assumed that HT Standards should form a separate document – see 4c below).
3. In which salary scale(s) should HT be appointed?
 - a. What scale(s) are HT in at present?
 - b. Should it be running parallel to the Advanced Skills Teacher (i.e. 14 and above)?
 - c. Should the HT scale perhaps start at Experienced Teacher level (for HT of small schools, see below), or should it only start beyond the Advanced Skills Teacher?
4. What is the Scope of the Career Path?
 - a. Will it include LSSs?
 - b. Will it include any further positions, i.e. related to LGEAs etc.?
 - c. Should this be one continuum from Newly Qualified Teacher to HT, LSSs, and ... ? or should there be separate Career Paths?
5. Should there be a differentiation between small school and large school HT, and rural/urban schools, and if so how?
 - a. What determines a school being 'small school'/'big school'?
 - b. What determines a school being a 'rural'/'urban' school?
 - c. What does it mean for the responsibilities of the HT?
 - d. Rural appointments of teachers are being made more attractive/compulsory; what about HT?
6. Who/what should be involved in appointment, appraisal and promotion for HT?
 - a. Is it the same body as that for Teachers?
 - b. How does this relate to (present training and) professional development for HT?
 - c. What process and tools will be used?