

Education Sector Support Programme in Nigeria (ESSPIN)

Kwara State College of Education, Oro

Colleges of Education Study Visit Information Pack

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Support Programme
in Nigeria

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Note on Documentary Series

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The documentary series is arranged as follows:

ESSPIN 0--	Programme Reports and Documents
ESSPIN 1--	Support for Federal Level Governance (Reports and Documents for Output 1)
ESSPIN 2--	Support for State Level Governance (Reports and Documents for Output 2)
ESSPIN 3--	Support for Schools and Education Quality Improvement (Reports and Documents for Output 3)
ESSPIN 4--	Support for Communities (Reports and Documents for Output 4)
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Reports and Documents produced for individual ESSPIN focal states follow the same number sequence but are prefixed:

JG	Jigawa
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KN	Kano
KW	Kwara
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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

Questions and Issues to Consider

1) The environment of your College:

- a. Presence and effectiveness of State Ministry of Education funding and oversight policies;
- b. Appropriateness of existing NCE Teacher Education Curriculum for State's needs for specific types of Teachers in view of the State's development needs;
- c. Presence of 'Drivers of Reform' in all relevant sectors: State Government, Ministry, College, etc.

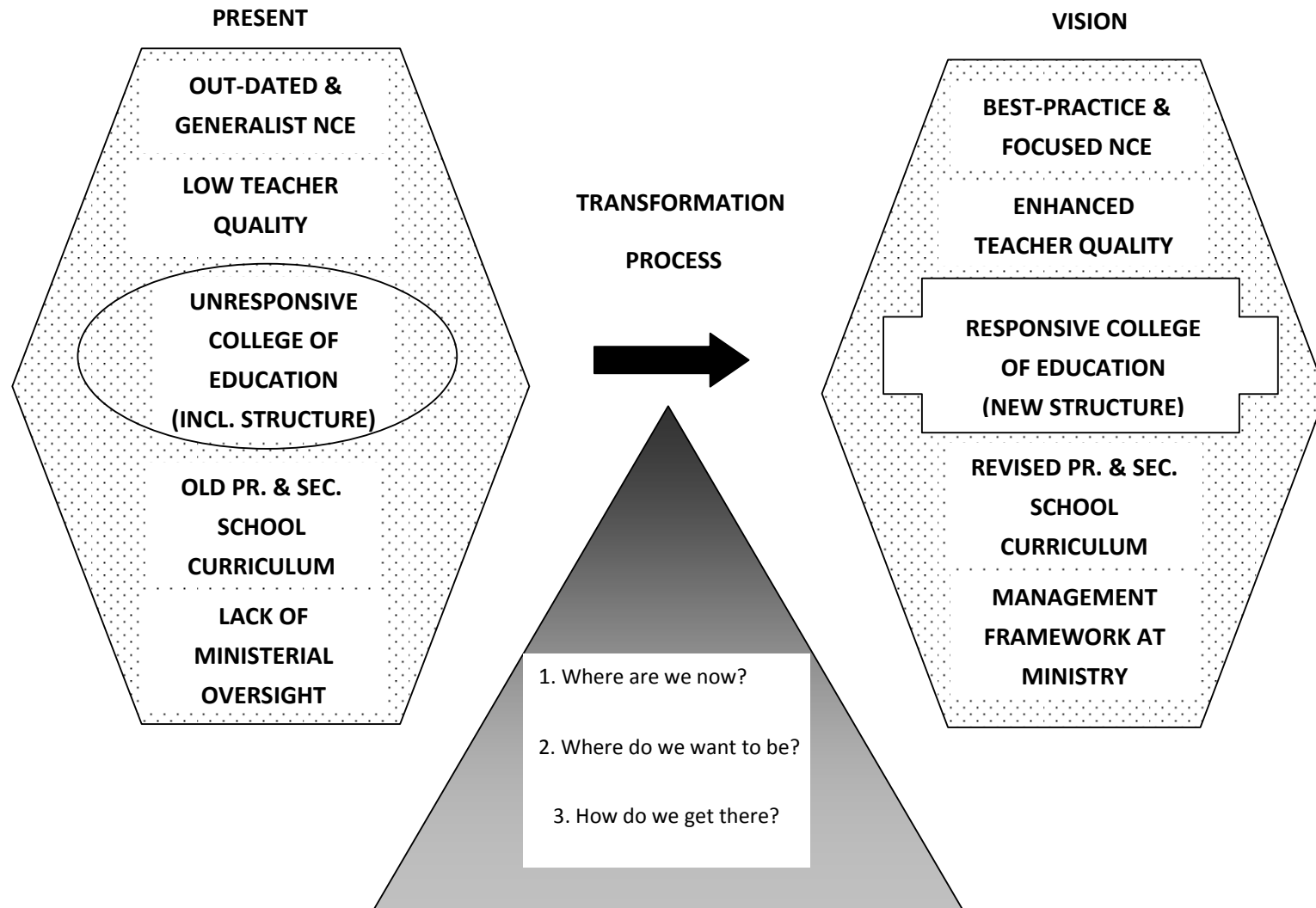
2) The Management of your College:

- a. Effectiveness of managerial and administrative staff and existence of staff development opportunities;
- b. Effectiveness of the institutional planning process and impact on decision-making and implementation;
- c. Effectiveness of institutional structures and processes.

3) The Curriculum and Structure of your College:

- a. Does it take cognisance of the existing and the intended changes to the NCE Curriculum?
- b. Does it present international best-practice for Teacher Education? (i.e. regarding Teacher Professional Standards, Assessment, Teaching Practice, Learning Materials etc.)
- c. Does it respond to the need for teachers for ECCE, Junior Primary and Senior Primary bands in Basic Education in Nigeria?

Reform Framework of Kwara State College Of Education Oro



Staff Development Policy for Administrative Staff

Long-term objectives

The College recognizes that its main resource is its staff and that it has a responsibility to make opportunities available for the professional development of all staff and to encourage staff to avail themselves of those opportunities.

Similarly, staff have a responsibility for their own career progression - which means spending time and effort on acquiring the skills and knowledge necessary to do their jobs well and to prepare themselves for promotion.

The needs of staff are likely to fall into three categories:

- Knowledge-based
- Skills-based
- Experience

Knowledge-based activities may be undertaken through a combination of:

- Tailored professional development programmes
- Relevant academic and/or professional award bearing programmes

Skills-based activities are likely to be undertaken through a combination of:

- Tailored programmes
- On-the-job training

Experience will be addressed through the allocation of duties and delegation of responsibilities.

Line managers will be encouraged:

- to rotate duties between staff as far as the efficiency and effectiveness of the section allows;
- to assume a responsibility for the development of staff in their section;
- to ensure that all staff in their section are issued with a schedule of duties, to monitor the performance of those duties, and to give constructive feedback to staff on their performance as part of an annual appraisal process (and at other times as appropriate).

New staff will be allocated a mentor, who will not necessarily be their line manager.

The needs of staff in terms of both knowledge-based and skills-based activities are likely to depend upon:

- experience
- seniority

In broad terms it might be envisaged that formal professional development programmes might be directed towards:

- an introductory programme for new or relatively new members of staff
(This might be focused on the role of the administrator and knowledge about institutional structures and systems)
- a programme for middle-grade managers
(This might be focused on more managerial and strategic issues)
- a programme for senior managers
(This might be focused on management and leadership)

These general programmes are likely to be supplemented by specific (mainly skills-based) programmes depending upon staff need.

(For instance, a new member of staff may need to acquire skills on student record keeping. The same requirement may apply to a middle grade member of staff who is transferring from another area to student records.)

It follows from the above that there are a range of activities and modes of delivery that will be appropriate depending upon the circumstances. These could include:

- In-house induction programmes (knowledge-based for new staff)
- On-the-job training
- In-house programmes according to need
- Attendance at periodic seminars and conferences
- Regional programmes to bring together staff from neighbouring institutions to discuss specific issues, to exchange experiences and/or to receive skills-based or knowledge-based instruction
- Formal programmes (at State, national or international level) – likely to be academic or professional award-bearing.

Many of these modes of delivery will be on the basis of workshops and seminars, but some could, with advantage, be accompanied by directed private study or work-based assignments.

Staff should also become familiar with local, regional, national and international networks and professional associations. There are also academic and professional journals which focus on tertiary education management. These can be a source of information. They also welcome contributions from practitioners.

Needs of individual members of staff should be discussed and identified as part of an annual appraisal system. Consistent with staff development being a shared responsibility, the College will create a staff development budget with the intention of making funds available to support staff activities. In approved cases, leave of absence with pay will be authorized and attendance on programmes during working hours will also be authorized. Staff attending programmes, seminars and conferences will be expected to provide a brief report on lessons learned for the benefit of the College as a whole.

Immediate needs

Assessment by staff in the Registry Department indicate the following immediate needs.

Knowledge-based (general)

Exposure to:	Possible modes of delivery
Modern management practices	External programme In-house programme
Educational management theory and practice	External programme In-house programme
Reform process in Kwara State	In-house programme
Education administration as a profession (including relationship with academic colleagues; confidentiality)	External programme In-house programme

Knowledge-based (specific)

Exposure to:	Possible modes of delivery
Institutional systems and structures Administrative procedures (including disciplinary procedures)	In-house programmes accompanied by work-based assignments to have a practical benefit for the College.

Skills-based

Exposure to:	Possible modes of delivery
ICT-based Registry systems	In-house training programme accompanied by practical, directed and supervised work-based assignments aimed at establishing improved systems Infrastructural and equipment support
Filing systems including archiving Role of the committee secretary Use of data for management purposes Communication skills Time management	External programme In-house programme Work-based assignments

Oro College: Draft Job Descriptions for Senior Staff

Provost

The Provost is the Chief Executive Officer and academic head of the College. He/she is statutorily responsible for the execution of the policy decisions of the Council and the day to day administration of the College.

In undertaking these responsibilities the Provost will:

1. Provide transformational leadership of the College within the context of the need to improve the quality of basic education in the State of Kwara.
2. Advise the Council on all academic and management issues relating to the College, including strategic direction of the College.
3. Be an ambassador of the College, including:
 - i. fostering good relationships with government, schools, communities and local enterprises;
 - ii. fostering the reputation of the College at Federal, State and Local level;
 - iii. representation of the College on external bodies;
 - iv. establishment of linkages between the College and external organizations for mutual benefit.
4. Establish the College as a leading institution for the training of teachers for basic education and as an influential voice in the development of teacher education at a State and National level.
5. Foster a culture of quality throughout the College, to be evidenced in the achievements of staff and students and the standards of provision and support.
6. Lead the process of establishing a ten-year vision for the College in terms of pre-service and in-service provision, research and scholarship activities and service to the community and the teaching profession.
7. Encourage the development of staff and students based on principles of equity.
8. Establish and encourage an entrepreneurial approach to the management of the College and establish systems, structures and procedures for effective management, including the monitoring of performance and progress. The Provost has a statutory responsibility for the making of the day to day expenditure for the maintenance of the College in accordance with the approved estimates of the College, and the presentation, with the assistance of the Bursar of the College, of statements of accounts to the College.
9. Maintain good order in the College. The Provost has a statutory responsibility for the maintenance of discipline among the students and members of the staff of the College, including the suspension of any student from classes and recommending to the Council the expulsion of any student.

10. Be the chairman of the Academic Board of the College and chairman / member of other committees as specified in legislation.
11. Undertake such other duties as are specified in legislation, including any other duty which Council may from time to time assign to him/her.

Person Specification

- (i) Have a successful track record of leadership and transformational management in an education context.
- (ii) Have an established academic record with postgraduate qualifications likely to be at doctoral level and publications in refereed journals.
- (iii) Be an established teacher educator at the forefront of curriculum developments and teaching practice innovation.
- (iv) Have strong inter-personal skills with the ability to motivate and inspire staff and students.
- (v) Have experience of interacting with government and representing organizations at a State and National level.

Deputy Provost

The Deputy Provost shall assist the Provost in the day to day administration of the College.

He/she is statutorily a member of the College Council, Academic Board, Appointments and Promotions Committee and Board of Examiners.

The Deputy Provost will act for the Provost in his/her absence.

The Deputy Provost is a member of the senior management team and in this capacity will have a responsibility for the strategic direction and management of the College.

The specific areas of responsibility of the Deputy Provost will be determined at the time of appointment taking account of the needs of the College, the priorities of the Provost and the skills and experience of the Deputy Provost. On the recommendation of the Provost, and subject to ratification by the College Council, the duties may vary during the period of appointment.

It is likely that the specific areas of responsibility of the Deputy Provost will include some of the following:

1. supervision of the Deans of Schools and Heads of Academic Departments;
2. academic-related issues eg examinations, lectures, teaching practice;
3. strategic planning;
4. curriculum development;
5. teaching and learning strategies;
6. research and scholarship initiatives;

7. staff and student welfare, counseling, discipline, study leave, etc;
8. campus services (eg Computer Centre, Library, hostels);
9. support services (including campus information);
10. development of information technology;
11. external relations;
12. chairmanship of committees;
13. such other duties as may be assigned to him/her from time to time by the Provost.

Person Specification

- (i) Have a successful track record of leadership and transformational management in an education context.
- (ii) Have an established academic record with postgraduate qualifications likely to be at doctoral level and publications in refereed journals.
- (iii) Have a strong background in the areas assigned to him/her and the ability to co-ordinate the development of such areas to meet the objectives of the College.
- (iv) Have strong inter-personal skills with the ability to motivate and inspire staff and students.
- (v) Have experience of interacting with government and representing organizations at a State and National level.

Registrar

The Registrar is the senior administrative officer of the College. He/she is statutorily responsible to the Provost for the administration of the affairs of the College except as regards matters for which the Bursar is responsible.

In undertaking these responsibilities the Registrar will:

1. Be the head of the Registry Department and will manage that department efficiently and effectively.
2. Supervise and provide leadership to the staff in the Registry Department and foster their staff development based on principles of equity.
3. Ensure efficient and effective administrative support to the academic and professional activities of the College.
4. Establish systems, structures and procedures, including development and use of information technology, for the efficient and effective management of the functions of the Registry Department, including
 - a. staff administration eg recruitment, appointment, promotion, discipline, development and training, record keeping;

- b. student administration eg recruitment, admission, record keeping, examination arrangements, graduation arrangements, alumni relations;
 - c. student affairs eg discipline, hostels, counseling;
 - d. academic administration eg servicing of committees;
 - e. management information eg annual and ad hoc reports, statistical analyses;
 - f. external relations eg relationships with government, schools, communities and local enterprises;
 - g. ceremonial arrangements and functions;
 - h. legal affairs;
 - i. public relations, campus information, etc
 - j. formulation of administrative strategies to support institutional goals.
5. Be Secretary to the College Council and to the Academic Board and to such other committees as may be specified.
 6. Act as Planning Officer to the College, including co-ordination and procedural arrangements, provision of management information and drafting of documents.
 7. Be a member of the senior management team and in this capacity will have a responsibility for the strategic direction and management of the College.
 8. Co-ordinate administrative activities where effective implementation requires collaboration between the Registry Department and other administrative and academic departments.
 9. Assist the Provost in the day to day administration of the College and perform such other duties as the Provost may assign.

Person Specification

- (i) Hold at least an undergraduate degree and/or professional qualification and show evidence of continuing professional development.
- (ii) Have a successful track record of achievement in a senior managerial position in an education institution.
- (iii) Ability to operate at a strategic level and to initiate proposals for the development of the College.
- (iv) Proactive approach to institutional management with an ability to identify and implement necessary administrative reforms within the wider context of College transformation.
- (v) Have strong inter-personal skills with the ability to motivate staff.

Bursar

The Bursar is the Chief Financial Officer of the College and is responsible to the Provost for the day to day administration and control of the financial affairs of the College.

In undertaking these responsibilities the Bursar will:

1. Be the head of the Bursary Department and will manage that department efficiently and effectively.
2. Supervise and provide leadership to the staff in the Bursary Department and foster their staff development based on principles of equity.
3. Establish systems, structures and procedures, including development and use of information technology, for the efficient and effective management of the functions of the Bursary Department, including
 - a. collection of income due to the College;
 - b. management of revenue to achieve appropriate levels of investment income;
 - c. payment of expenditure;
 - d. provision of financial management information in a timely manner and appropriate format;
 - e. auditing of income and expenditure;
 - f. formulation of financial strategies to support institutional goals.
4. Provide regular reports on the financial affairs of the College, including annual accounts, and attend meetings of the College Council, Finance and General Purposes Committee and other committees as required.
5. Be a member of the senior management team and in this capacity will have a responsibility for the strategic direction and management of the College.
6. Assist the Provost in the day to day financial management of the College and perform such other duties as the Provost may assign.

Person Specification

- (i) Be a professionally qualified accountant and show evidence of continuing professional development.
- (ii) Have a successful track record of achievement in a senior managerial position, preferably in an education institution.
- (iii) Ability to operate at a strategic level and to initiate proposals to support the development of the College.
- (iv) Proactive approach to institutional management with an ability to identify and implement necessary financial reforms within the wider context of College transformation.
- (v) Have strong inter-personal skills with the ability to motivate staff.

Director of Works

The Director of Works is responsible to the Provost for the maintenance of the College buildings, minor works, security, transport and supervision of the College projects.

In undertaking these responsibilities the Director of Works will:

1. Be the head of the Works Department and will manage that department efficiently and effectively.
2. Supervise and provide leadership to the staff in the Works Department and foster their staff development based on principles of equity.
3. Establish systems, structures and procedures, including development and use of information technology, for the efficient and effective management of the functions of the Works Department, including
 - i. estate management;
 - ii. acquisition, operation and maintenance of College assets;
 - iii. security arrangements;
 - iv. vehicle inventory, maintenance and security;
 - v. preparation, exercise, control and monitoring of departmental budgets;
 - vi. planning and control of the technical activities of the Department;
 - vii. provision of management information in a timely manner and appropriate format;
 - viii. formulation of works and maintenance strategies to support institutional goals.
4. Provide regular reports on works and maintenance and attend meetings of the College Council, Finance and General Purposes Committee and other committees as required.
5. Be a member of the senior management team and in this capacity will have a responsibility for the strategic direction and management of the College.
6. Assist the Provost in the day to day estate and asset management of the College and perform such other duties as the Provost may assign.

PERSON SPECIFICATION

- (i) Be professionally qualified in a discipline relevant to the duties of the post and show evidence of continuing professional development.
- (ii) Have a successful track record of achievement in a senior managerial position, preferably in an education institution.
- (iii) Ability to operate at a strategic level and to initiate proposals to support the development of the College.
- (iv) Proactive approach to institutional management with an ability to identify and implement necessary estate and asset management reforms within the wider context of College transformation.
- (v) Have strong inter-personal skills with the ability to motivate staff.

Librarian

The Librarian is responsible to the Provost for the administration of the College Library and the co-ordination of all library services in the College and its schools, departments or any other unit.

In undertaking these responsibilities the Librarian will:

1. Be the head of the Library Department and will manage that department efficiently and effectively.
2. Supervise and provide leadership to the staff in the Library Department and foster their staff development based on principles of equity.
3. Establish systems, structures and procedures, including development and use of information technology, for the efficient and effective management of the functions of the Library Department, including
 - a. purchase and maintenance of books and journals;
 - b. assessment of departmental requirements;
 - c. monitoring of Library usage by staff and students;
 - d. preparation, exercise, control and monitoring of Library budgets;
 - e. provision of Library information in a timely manner and appropriate format;
 - f. formulation of Library strategies to support institutional goals.
4. Provide regular reports on Library provision and attend meetings of the College Council and other committees as required.
5. Be a member of the senior management team and in this capacity will have a responsibility for the strategic direction and management of the College.
6. Perform such other duties as the Provost may assign.

PERSON SPECIFICATION

- (i) Hold at least an undergraduate degree and a professional qualification in librarianship and show evidence of continuing professional development.
- (ii) Have a successful track record of achievement in a senior library position, preferably in an education institution.
- (iii) Ability to operate at a strategic level and to initiate proposals to support the development of the College.
- (iv) Proactive approach to library management with an ability to identify and implement necessary reforms within the wider context of College transformation.
- (v) Have strong inter-personal skills with the ability to motivate staff.

Oro College: Draft Job Description for School Administrators

School Administrators

The School Administrator will be a member of the Registry Department and, as such, he/she will be professionally responsible to the Registrar, but on a day to day basis will be managed by the Dean.

Any case of ambiguity in responsibilities should be discussed by the Registrar and the Dean.

The duties of the School Administrator will be as follows.

1. To support the Dean in the management of the School including the establishment and development of School systems, structures and procedures.
2. To initiate change and to contribute to the reform process within the School and College. He / she will develop and implement systems that utilize available technology.
3. To foster good relations between staff, students and the community.
4. To have a good understanding of the College's regulations and to advise the Dean and, as appropriate, Heads of Department and staff on those regulations. Should the School Administrator become aware of failure by any person or committee to abide by the College's regulations, notwithstanding his/her advice, the School Administrator should report the fact immediately to the Dean. If the infringement continues the School Administrator has a duty to report to the Registrar.
5. To liaise with other members of the administrative departments to ensure that all activities of the School and all College procedures are undertaken efficiently and effectively.
6. To co-ordinate the administrative functions of the School and to undertake, manage and support as appropriate specific functions within the School, including:
 - a. quality assurance procedures;
 - b. student recruitment and admissions processes;
 - c. student registration procedures;
 - d. student examination processes;
 - e. staff and student record keeping;
 - f. teaching practice arrangements;
 - g. teaching timetable arrangements;
 - h. maintenance of an inventory of equipment and property;
 - i. collect, analyse and disseminate management information;
 - j. receive, prepare and dispatch correspondence;
 - k. maintain a calendar of events;
 - l. collate and submit quarterly reports of events to the Registrar.

7. To act as secretary to the School Board and to such other committees as the Dean and / or the Registrar shall direct. In this capacity the School Administrator will:
 - a. give adequate notice of meetings
 - b. prepare and circulate agenda and documentation in good time for meetings
 - c. keep minutes of meetings
 - d. circulate minutes of meetings to members
 - e. notify decisions of meetings to all appropriate persons normally within two days of the meeting
 - f. provide reports to the School Board and the Academic Board as appropriate.
8. To undertake staff development activities.
9. To undertake such other duties as may, from time to time, be assigned by the Dean and / or the Registrar.

Oro College: Draft Job Descriptions for Deans of Schools

Deans of Schools

The Dean of a School is appointed by the Council of the College upon the advice of the Appointments and Promotions Committee.

1. The Dean will be a member of the Senior Management Team of the College and in this capacity will:
 - a. represent the views of his/her School
 - b. have a responsibility for the strategic direction of the College
 - c. will support the Provost in maintaining good order in the College, including the maintenance of discipline among students and members of staff
 - d. will support the Provost in the management of the College including the establishment of School systems, structures and procedures for effective management, including the monitoring of performance and progress.
2. The Dean will be responsible to the Provost for the effective management of his/her school. In undertaking these responsibilities the Dean will:
 - a. provide transformational leadership of the School within the context of the need to improve the quality of basic education in the State of Kwara. This will include:
 - i. establishing a vision for the School over the period of his/her deanship, consistent with the Institutional Plan of the College;
 - ii. establishing and implementing a work plan for the School to implement the College's Institutional Plan;
 - iii. establishing and implementing the role of the School in terms of pre-service and in-service provision, research and scholarship activities and service to the community and the teaching profession
 - iv. foster a culture of quality throughout the School, to be evidenced in the achievements of staff and students and the standards of provision and support.
 - v. Encourage the development of staff and students based on principles of equity.
 - b. ensure effective leadership of departments within the School by encouraging, co-ordinating and monitoring the work of Heads of Department within the School. This will include:
 - i. ensuring an equitable distribution of work between members of the department;
 - ii. ensuring that staff appraisal and promotion procedures are conducted effectively and in a timely manner
 - iii. ensuring that the College's agreed "Policy on Design, Delivery and Monitoring of a Quality Teacher Education Curriculum" is delivered effectively and in accordance with the undertakings outlined in that Policy relating in particular to:
 1. teaching standards

2. learning programmes
 3. learning materials
 4. student assessment
 5. teaching practice
 6. quality assurance
- iv. the development of research activities with meaningful outcomes
- c. ensure that all activities of the School operate in accordance with College regulations and are undertaken efficiently and effectively, including:
 - vi. student registration procedures
 - vii. student examination processes
 - v. foster the welfare of students and staff in the School;
 - vi. ensure the efficient and effective use of all resources allocated to the School including financial, staff, equipment and space
3. The Dean will be *ex-officio* a member of the College's Academic Board and the Board of Examiners.
 4. The Dean will be the Chairman of the School Board and will be a member of all committees that are established within the School. The Dean will be the chairman of such committees unless he/she appoints another member of the School to act as chairman.
 5. In his capacity of chairman, the Dean will ensure that the School Board and all committees of the School run efficiently and effectively. The Dean, in conjunction with the Registrar, will manage the work of the School administrator, on a day to day basis, to ensure:
 - a. adequate notice of meetings
 - b. preparation of agenda and documentation in preparation for meetings
 - c. circulation of agenda and documentation in good time for meetings
 - d. the keeping of minutes of meetings
 - e. the circulation of minutes of meetings to members
 - f. notification of decisions of meetings to all appropriate persons normally within two days of the meeting
 - g. provision of reports to the School Board and the Academic Board as appropriate.

(The School Administrator will be a member of the Registry Department and, as such, he/she will be professionally responsible to the Registrar, but on a day to day basis will be managed by the Dean.)
 6. The Dean will be an ambassador of the School and College and, as such, will:
 - h. foster good relationships with government, schools, communities and local enterprises;
 - i. foster the reputation of the School at Federal, State and Local level;
 - j. represent the School on external bodies as appropriate;

- k. establish linkages between the School and external organizations for mutual benefit;
 - l. be an advocate of the School and will establish mechanisms to enhance internal and external communication with a view to marketing the activities of the College and School.
7. Undertake such other duties as are specified in legislation or which the Provost may reasonably from time to time assign to him/her.

Person Specification

- (i) Be committed to the current reform process with evidence of effective involvement in a transformational process.
- (ii) Have a proactive approach to School leadership with an ability to identify, initiate and implement necessary reforms within the wider context of College transformation.
- (iii) Have the ability to work as a member of the Senior Management Team to provide strategic leadership to the College.
- (iv) Have strong inter-personal skills with the ability to motivate and inspire staff and students.
- (v) Have a successful track record of academic achievement.
- (vi) Have demonstrable academic management and leadership skills.

Oro College: Draft Job Descriptions for Heads of Department

Heads of Department

Heads of Department are appointed by the Council of the College upon the advice of the Appointments and Promotions Committee.

1. The Dean will be a member of the Senior Management Team of the College and in this capacity will:
 - a. represent the views of his/her School
 - b. have a responsibility for the strategic direction of the College
 - c. will support the Provost in maintaining good order in the College, including the maintenance of discipline among students and members of staff
 - d. will support the Provost in the management of the College including the establishment of School systems, structures and procedures for effective management, including the monitoring of performance and progress.
2. Heads of Department will be responsible to the Dean of his/her School for the effective management of his/her department. In undertaking these responsibilities the Head of Department will:
 - a. provide transformational leadership of the department within the context of the need to improve the quality of basic education in the State of Kwara. This will include:
 - i. establishing a vision for the department over the period of his/her headship, consistent with the Institutional Plan of the College;
 - ii. establishing and implementing a work plan for the department, as part of a work plan for the School, to implement the College's Institutional Plan;
 - iii. establishing and implementing the role of the department in terms of pre-service and in-service provision, research and scholarship activities and service to the community and the teaching profession
 - iv. foster a culture of quality throughout the department, to be evidenced in the achievements of staff and students and the standards of provision and support.
 - v. Encourage the development of staff and students based on principles of equity.
 - b. ensure effective management of the department. This will include:
 - i. ensuring an equitable distribution of work between members of the department;
 - ii. ensuring that staff appraisal and promotion procedures are conducted effectively and in a timely manner
 - iii. ensuring that the College's agreed "Policy on Design, Delivery and Monitoring of a Quality Teacher Education Curriculum" is delivered effectively and in accordance with the undertakings outlined in that Policy relating in particular to:

1. teaching standards
 2. learning programmes
 3. learning materials
 4. student assessment
 5. teaching practice
 6. quality assurance
- iv. the development of research activities with meaningful outcomes
- c. ensure that all activities of the department operate in accordance with College regulations and are undertaken efficiently and effectively, including:
 - i. student registration procedures
 - ii. student examination processes
 - d. foster the welfare of students and staff in the department;
 - e. ensure the efficient and effective use of all resources allocated to the department including financial, staff, equipment and space
3. Heads of Department will be *ex-officio* a member of the College's Academic Board and the Board of Examiners.
 4. Heads of Department will be the Chairman of the Departmental Academic Board, Departmental Promotions Committee and Departmental Examinations Committee and will be a member of all committees that are established within the Department. Heads of Department will be the chairman of such committees unless he/she appoints another member of the Department to act as chairman.

In his capacity of chairman, Heads of Department will ensure that all committees of the School are run efficiently and effectively and that decisions are recorded and reported to appropriate persons and authorities.
 5. Heads of Department will be ambassadors of their Department and, as such, will:
 - a. foster good relationships with schools, communities and local enterprises;
 - b. foster the reputation of the Department;
 - c. represent the Department on external bodies as appropriate;
 - d. establish linkages between the Department and external organizations for mutual benefit;
 - e. be an advocate of the Department and will establish mechanisms to enhance internal and external communication with a view to marketing the activities of the Department.
 6. Undertake such other duties as are specified in legislation or which Council or the Dean may reasonably from time to time assign to him/her.

Person Specification

- (i) Be committed to the current reform process.
- (ii) Have a proactive approach to Departmental leadership with an ability to identify, initiate and implement necessary reforms within the wider context of College transformation.
- (iii) Have the ability to work with senior colleagues to provide strategic leadership to their School.
- (iv) Have strong inter-personal skills with the ability to motivate and inspire staff and students.
- (v) Have a successful track record of academic achievement.
- (vi) Have demonstrable academic management and leadership skills.

Staff Profile Form

Kwara State College of Education, Oro

Staff Profile

(Photocopies of certificates will be required to support the information on this form.)

A. PERSONAL DATA

1. Surname:
2. Other names:
3. Current post:
4. Date of birth: (day / month / year)
5. Marital status: Maiden name:
6. Number of children: Age of last child:
7. Home town:
LGA:
State:
8. Language skills: (Mark 1 to 5 for competence, 1= excellent: 5=basic)

<i>Language</i>	<i>Reading</i>	<i>Speaking</i>	<i>Writing</i>

For
official
use only

Sighted
and
verified

B. EDUCATION**1. Summary of institutions attended and qualifications** (all institutions including primary schools)For
official
use
only

Name of institution	Period		Qualification obtain
	From	To	

2. Undergraduate and postgraduate qualifications

Qualification	Date of award	Subjects / dissertation title

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use only**3. Membership of professional bodies (with date of membership)****4. Academic/professional awards and distinctions (Please list with dates)**

5. Training and / or staff development courses / programmes attended

Name of course / programme	Dates	Award (if any), sponsor and brief description of skills / knowledge obtained

For
official
use only**6. Computer literacy**

	Skill level *	Give examples of how you use the facility and indicate any training received (with dates) that it not included in 4 above
Word		
Excel		
Powerpoint		
Other (please specify)		

* Estimate your skill level on a scale: 1 non-existent; 2 basic; 3 proficient; 4 expert

7. Other information

If there is any further information you wish to give in respect of your education and/or qualifications (eg current registration and progress towards further qualifications) please list here.

C. EMPLOYMENT DATA**1. Present employment**

Year of first appointment at the College:

Probable year of retirement:

Appointments held at the College:

Year of appointment (latest first)	Job title	Grade	Duties For each post please include details of: the courses you have (a) taught and (b) designed other roles / duties / responsibilities

For
official
use only

					For official use only
2. Previous employment (List employment with latest dates first)					
Dates		Name of employer	Position	Brief description of duties and experience gained	
From	To				

3. Publications

Please list publications (indicating dates and whether sole or jointly authored) under the headings of: books, book chapters, refereed journal articles, other journal articles, conference papers, other publications.

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4. Academic and/or professional contributions

Please list below (with dates) all academic and / or professional activities that have not been included in other sections of this form eg conferences attended, invited lectures, short courses organized and / or delivered.

5. Academic and professional interests

Briefly state your main academic and professional interests.

D. DECLARATION

I.

(Names in full)

declare that all the information given above is correct and without any falsification whatsoever.

.....

Signature

.....

Date

Head of Department:

.....

Names in full

*Official stamp, signed with date**Dean of School / Director (Academic Staff):*

.....

Names in full

*Official stamp, signed with date**Registrar (Non-teaching Staff):*

.....

Names in full

*Official stamp, signed with date***Verification of documents***Name and position of officer:**Signature and date:*

Oro College: Programmes and Structure

College Programmes:

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

College Structure:

SCHOOL OF EDUCATION	SCHOOL OF ECCE AND PRIMARY EDUCATION	SCHOOL OF JUNIOR SECONDARY EDUCATION
DEPARTMENTS	DEPARTMENTS	DEPARTMENTS
<ul style="list-style-type: none"> • Educational Psychology • Educational Foundations • Curriculum Studies and Educational Technology 	<p><i>The School has two sub-sections to each Department:</i></p> <p>[ECCE & Jun. Prim] [Senior Prim]</p> <ul style="list-style-type: none"> • ECCE and Primary School Learning • Numeracy and Mathematics • Literacy and Languages • Science, Technology (IT) and Agriculture • Social Studies • Physical and Health Education • Religion, Culture, Arts 	<ul style="list-style-type: none"> • Languages • Mathematics • Computer Science • Integrated Science • Social Studies (including history, geography, political science) • Religious Studies and Civic Education • Physical and Health Education • Vocational Education (Business Studies, Home Economics, Agriculture) • Creative Arts and Culture

KWARA STATE COLLEGE OF EDUCATION ORO

Policy on Design, Delivery and Monitoring of a Quality Teacher Education Curriculum

Updated version, February 2010

1. Preamble

The Mission and Vision of Kwara State College of Education Oro state:

Mission:

Production of quality middle level manpower for the basic education in the State education sector.

Vision

To become centre of teacher education par excellence and provide exemplary change in the education sector.

Core to these statements is the development of quality teachers for Kwara State, and the main way by which this can be realised is through a College Curriculum for Teacher Education that has a comprehensive design – including the provision of appropriate resources - an effective delivery, and regular quality assurance.

This document provides an Institutional Policy for the College's Teacher Education Curriculum to support such an endeavour.

This Institutional Policy has been developed through a series of workshops with all academic staff and as such it reflects the common and agreed upon aspirations of the College as a whole.

This means that all staff are committed to ensuring that this Institutional Policy is implemented and adhered to in order to provide the College with a Teacher Education Curriculum of quality that supports student-teachers in becoming effective professionals in Kwara State Schools.

2. Teacher Standards

2.1 Definition:

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

2.2 Objective: To ensure that any new NCE teacher from Kwara State College of Education Oro will be able to demonstrate the successful achievement of all the Teacher Standards at the end of their three-year NCE curriculum at the College.

2.3 Undertaking

The staff of Kwara state College of Education Oro, in the process of designing and delivering a high-quality teaching and learning programme, will place the Teacher Standards at its centre. In this way the College will contribute to the provision of quality teachers for the growth and development of basic education in Kwara state and in Nigeria as a whole. The Teacher Standards are the foundation and ultimate goal of the curriculum of the College.

The Teacher Standards are derived from the Federal Ministry of Education¹ and thus represent a statement of national intent regarding the quality of teachers. The complete set of Teacher Standards and their related characteristics and statements of evidence is found in appendix 1.

The application of the Teacher Standards to all curriculum design and delivery will ensure that:

- Teachers exhibit professional knowledge and competency regarding how students learn and how to teach effectively;
- Teachers have professional skills to plan and assess for effective learning;
- Teachers provide and maintain conducive and enabling learning environments.

In order to ensure that each and every course contributes appropriately to the Teacher Standards, the following table provides a listing of the priority of curriculum areas regarding specific Teacher Standards. This Grid is to be used for the design of Learning Programmes, Learning Materials and to direct the purpose of Assessment. Courses in a curriculum area that has a **High** priority assigned to a specific Teacher Standard must reflect this Standard in a comprehensive and varied way in their Learning Programme, Learning Materials and Assessment. A **Medium** priority means that the specific Teacher Standards must be represented in a number of instances, while a **Low** priority might mean that the Standard is not relevant to the course or that it has only a minimal role to play.

¹ Federal Ministry of Education (2007): National Strategy for Teacher Quality Development prepared by the Teacher Quality Task Team, 30th March 2007.

TEACHER STANDARDS PRIORITY GRID				
Curriculum Areas	General Education	Primary Education Studies/Elective	Teaching Practice	General Studies Education
TEACHER'S PROFESSIONAL KNOWLEDGE				
1) Teachers know how students learn and how to teach effectively	HIGH	HIGH	HIGH	LOW
2) Teachers know the content they teach	LOW	HIGH	LOW	MEDIUM
3) Teachers know their students	HIGH	MEDIUM	MEDIUM	LOW
TEACHER'S PROFESSIONAL PRACTICE				
4) Teachers plan and assess for effective learning	HIGH	HIGH	HIGH	LOW
5) Teachers create and maintain safe and challenging learning environments	HIGH	MEDIUM	HIGH	LOW
6) Teachers use a range of teaching practices and resources to engage students in effective learning	HIGH	HIGH	HIGH	LOW
TEACHER'S PROFESSIONAL ENGAGEMENT				
7) Teachers reflect on, evaluate and improve their professional knowledge and practice	HIGH	HIGH	HIGH	LOW
8) Teachers are active members of their profession	MEDIUM	HIGH	LOW	LOW

3. Learning Programme

3.1 Definition:

A Learning Programme aims at effective student-learning for each separate course in the curriculum. A Learning Programme takes the intended students' achievement of Teacher Standards and the acquisition of content knowledge, skills and attitudes as its base and ultimate goal. In

order to achieve this goal successfully, it provides a chronologically and cognitively ordered set of learning activities, including an identification of the required learning material as well as the assessment tasks and activities that are to be used.

3.2 Objective: To base all courses at Kwara State College of Education Oro on a quality Learning Programme so as to enhance an adequate development of knowledge, skills and attitudes in the student-teachers leading to the practising and successful achievement of all Teacher Standards.

3.3 Undertaking:

Any Learning Programme will provide explicit links to specific Teacher Standards that are being worked towards by staff and students during the learning process.

Learning Programmes will ensure that all learning will be based on best-practice in the design of teaching and learning processes and assessment, and specifically that all learning will be student-centered. Moreover, each Learning Programme will provide for a set of learning activities that present an appropriate mix and balance of practical and theoretical work and contexts.

The use of Learning Programmes and the sharing of these with student-teachers will also help student-teachers to become professional teachers involved in their own curriculum design and its effective implementation.

A template for a Learning Programme is found in appendix 2.

4. Learning Materials

4.1 Definition: Learning Materials form the visible and concrete core of an effective curriculum and are of a varying nature in line with their role in supporting the different forms of effective learning of knowledge, skills and attitudes.

4.2 Objective: For Kwara State College of Education Oro to produce and use adequate and appropriate learning materials for all its courses.

4.3 Undertaking:

Learning Materials will include:

- written materials
- specialized equipment
- community resources
- improvised resources

There will be written learning materials for each and every course in the College. Lecturers have the responsibility to produce their own written learning materials for each course they teach. The written materials will exhibit quality in content and layout and provide students with a comprehensive and appropriate representation of the knowledge, skills and attitudes central to the successful completion of a course.

Lecturers will make maximum use of other learning materials, such as (Improvise) equipment, field work, library books, magazines and journals as well as IT and any other general sources of information.

The College will support lecturers in the provision and use of learning materials by ensuring that the College Institutional Plan allocates adequate funding to the development and maintenance of the following resource units:

- Centre for Educational Technology
- Departmental Resource Rooms and Laboratories
- College and Department Library
- ICT

5. Assessment

5.1 Definition: Assessment provides (group) tasks, tests, projects and other activities to students in order to enhance and monitor the effectiveness of the learning process.

5.2 Objective: For Kwara State College of Education Oro to conduct regular and purposeful assessment that is:

- **Formative:** informing the student and teacher whether learning is occurring and is effective and what further learning might need to be provided and/or achieved; and
- **Summative:** informing the student and teacher what has been learnt up to a certain point.

5.3 Undertaking:

Teachers should ensure that their students get feedback after every assessment in order to give room for further improvement in their learning.

Assessment must be designed to reflect the kind of learning that it intends to measure, so that practical learning is not measured by a theoretical test, and that the acquisition of problem solving, creative and other skills is measured through suitably comprehensive and realistic assessment set in day-to-day (school) contexts.

There will be a regular use of rubrics in every course to provide guidance and feedback to students on their performance in assessment tasks.

At the end of a year, an overall assessment report will be provided to each student. This report will state the student's achievement against each of the Teacher Standards, through a rubric.

6. Teaching Practice

6.1 Definition: Teaching Practice provides an in-school experience for student-teachers to acquire a wide range of professional skills necessary to become an effective member of the teaching profession.

6.2 Objective: For Kwara State College of Education Oro to use Teaching Practice and micro-teaching as effective ways of providing student-teachers with opportunities to practise and further develop professional skills they require to become effective teachers in schools.

6.3 Undertaking:

The Kwara State College of Education, Oro is committed to producing competent and professional teachers through the design and implementation of a comprehensive programme of teaching practice exercises. The Teaching Practice programme of College of Education Oro will expose students to practical skill acquisition and the opportunity to obtain the ethics of the profession, and will adhere to the following principles:

- 1) Micro teaching will be coordinated by the School of Education in co-operation with each relevant department and be done:
 - a. ***Twice*** for every student in the ***first year***;
 - b. ***Twice for every student in the second year***;
 - c. ***Twice for every student in the third year***.
- 2) There will be **two** Teaching Practice periods, each of **12 weeks** duration, and scheduled for each student:
 - a. ***Once*** in the ***2nd year***;
 - b. ***Once*** in the ***3rd year***.
- 3) All Teaching Practice should take place in the appropriate school context. Student-Teachers that are preparing themselves for education in Primary 1-3, in Primary 4-6 or in Junior Secondary 1-3, should all be offered experience in the appropriate grades and schools.
- 4) During Teaching Practice, student-teachers should be involved in all activities of the school e.g. morning devotion, classroom teaching; design, administration and marking of assessment; examination supervision; club and society activities; as approved by the school where Teaching Practice takes place.
- 5) Each student-teacher will be visited a minimum of 3 times each Teaching Practice period and will have a de-briefing directly after the observed lesson and will receive a written report on each observed lesson. As much as possible observation of particular subject lessons given by student-teachers will be done by lecturers from related subject areas.

- 6) Supervision of the Teaching Practice exercise should be done by both the qualified internal and external supervisors (from other Colleges of Education or Universities, not below the rank of principal lecturer or senior lecturer) assisted by the class/subject teachers. The heads of Teaching Practice schools or their representatives will also receive relevant professional development and be involved in reporting on the student's performance to complement the supervision done by the college staff.
- 7) During each of the two Teaching Practice periods, every student will be asked to keep a Student Reflective Journal. This Journal should contain the student's personal reflections of positive and negative experiences during Teaching Practice and make explicit links to what has been learnt in specific courses related to Teaching Practice in a direct or indirect way. The completion and handing in of the Journal by each and every student to their zonal coordinator after each Teaching Practice Period will form part of the Teaching Practice Assessment.
- 8) Teaching Practice will be enriched by all relevant academic staff by giving their students appropriate and relevant guidance (including but not limited to a College Template for a Lesson Plan), projects and assessment tasks before, during and after the actual Teaching Practice period.

7. Quality Assurance

7.1 Definition: Quality Assurance is a process - enhanced by various instruments - to monitor and ensure that the agreed upon and publicly available quality standards are met by every staff member at the College in the process of fulfilling their assigned role.

7.2 Objective: For Kwara State College of Education Oro to have a system that will ensure that all academic staff contribute effectively to the design and delivery of a quality teacher education curriculum for the college as a whole.

7.3 Undertaking:

The College Academic Board will oversee the Quality Assurance process and will put in place appropriate instruments and processes to monitor that all aspects of the Teacher Education Curriculum at Oro exhibit acceptable quality.

The Academic Board will establish sub-committees from its members that will engage with specific aspects of the Quality Assurance of the curriculum, and these sub-committees will provide the required reports to the Academic Board.

As and where possible, there will be an inclusion of representatives from the appropriate sections in the Kwara State Ministry of Education in relevant Quality Assurance processes. Standards and benchmarks will be developed and agreed upon in advance by the parties concerned. These benchmarks will be in the public domain and provide transparent measures for the monitoring of the quality of the College's Teacher Education Curriculum.

The Quality Assurance system for the Curriculum will provide the following:

- 1) Bi-annual review of the total Teacher Education Curriculum to ensure that the entire 3-year programme contains only relevant and necessary courses – without any unnecessary duplication - and that all courses are consistent with the effective preparation of professional teachers for the (changing) Basic Education school context.
- 2) Bi-annual review of all course ***Learning Programmes*** against the policy benchmarks.
- 3) Bi-annual review of all course ***Learning Materials*** against the policy benchmarks.
- 4) Annual review of all course ***Assessment*** results and investigation of anomalous results.
- 5) Annual review of the ***achievement of the Teacher Standards*** of each third-year student.
- 6) Annual review of ***Teaching Practice*** programme logistics, materials and learning results.

8. Policy Review

This policy was last reviewed in May 2009.

The policy will be reviewed every year, through the appropriate academic processes.

Appendix 1: Learning Programme Template

Course Name: Credits: Year:				
Teacher Standards	Descriptors	Course Content	Learning Activities and Materials: rich variety offering different kinds of learning opportunities	Assessment Formative: types and frequency Summative: types and frequency
Relevant Teacher Standards that are the goal of this Learning Programme with priority assigned according to Teacher Standard Priority GRID.	Relevant descriptors of evidence that show what to look for as a lecturer in determining whether a student is successful or not in achieving the identified Teacher Standard	Describe the 'content': Facts Concepts Problems Issues Skills Attitudes Etc.	Describe activities that are actually going to be taking place (not what looks nice on paper but will never be done). Activities must be appropriate for the type of content/learning that is expected. Describe different learning materials that will be developed/used/accessed: Written, worksheets, group work, projects, problem solving, creative work, research projects, library searches, internet searches, community interviews, etc. etc.	Assessment refers back to the evidence descriptors of the Teacher Standards: they must be measured/ seen/ observed and reported on to students: where the student is showing good learning where the student is un-satisfactory.

Learning Programme Exemplar

<p>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</p>				
<p>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</p>				
Teacher Standards	Descriptors	Course Content	Learning Activities and Materials: rich variety offering different kinds of learning opportunities	Assessment: Formative & Summative
<p>Main Teacher Standards: PK1: Teachers know how students learn and how to teach effectively PK2: Teachers know the content they teach</p> <p>Related Teacher Standard: PK4: Teachers have professional literacy, numeracy and IT skills</p>	<p>For PK2:</p> <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. 	<p>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.</p> <p>SPS113: Could be focused on Numeracy for Primary 4-6: Children's learning of:</p> <ul style="list-style-type: none"> • place value • addition of one, two and three digit numbers • subtraction of one, two and three digit numbers 	<p>For all content: Go through the new curriculum for primary school, levels 4-6 regarding place value, addition and subtraction (see 4th bullet under column headed Descriptors). This could be a group work activity.</p> <ul style="list-style-type: none"> • place value: (see also bullets 1-3; Descriptors) <ol style="list-style-type: none"> 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) <ol style="list-style-type: none"> 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. 	<p>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</p> <p>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.</p>

Appendix 2: Rubric To Evaluate A Learning Programme

	Excellent	Good	Acceptable	Unsatisfactory
Teacher Standards	<u>All</u> the relevant Teacher Standards are defined and described in the Learning Programme for this course.	<u>Most</u> , but not all, of the relevant Teacher Standards are defined and described in the Learning Programme for this course. There are <u>no</u> Teacher Standards that are not relevant to the course.	<u>Most</u> , but not all, of the relevant Teacher Standards are defined and described in the Learning Programme for this course. There are also <u>one or more</u> Teacher Standards that are not relevant to the course.	<u>None, or only one</u> of the relevant Teacher Standards are identified in the Learning Programme for this course. <u>Most</u> Teacher Standards that are identified in the Learning Programme are not relevant to the course.
Evidence Descriptors (see app. 1 in Curriculum Policy for correct evidence descriptors)	For <u>each</u> identified Teacher Standards <u>all</u> the Evidence Descriptors that are relevant to the course have been identified and copied from the table with all the Teacher Standards.	For <u>most</u> identified Teacher Standards <u>all</u> the Evidence Descriptors that are relevant to the course have been identified and copied from the table with all the Teacher Standards.	For <u>most</u> identified Teacher Standards <u>some</u> of the Evidence Descriptors that are relevant and <u>some</u> that are not relevant to the course have been identified and copied from the table with all the Teacher Standards.	For <u>most or all</u> of the identified Teacher Standards <u>most</u> of the Evidence Descriptors that have been identified and copied from the table with all the Teacher Standards are <u>not relevant</u> to the course. Or: <u>No</u> Evidence Descriptors have been identified at all.
Course Content	The Content is described <u>in full detail</u> , including <u>all</u> the main facts, concepts and theories; as well as <u>all</u> the skills to be developed, and <u>all</u> the professional attitudes to be engendered.	The Content is described <u>in detail</u> , including <u>most</u> of the main facts, concepts and theories; as well as <u>most</u> of the skills to be developed, and <u>most</u> of the professional attitudes to be engendered.	The Content is described, including <u>most</u> of the main facts, concepts and theories; <u>only some</u> of the skills to be developed, and/or <u>only some</u> of the professional attitudes to be engendered.	The Content is described <u>very briefly</u> , including <u>some</u> of the main facts, concepts and theories; but <u>missing out most</u> of the skills to be developed, and/or <u>most</u> of the professional attitudes to be engendered.
Learning Materials	The description of the Learning Materials includes <u>full</u> details on <u>all</u> written material, <u>all</u> special	The description of the Learning Materials includes details on <u>all</u> written material, and <u>most</u> of the	The description of the Learning Materials includes <u>some</u> written material, and <u>some</u> minimal	The description of the Learning Materials includes <u>none or minimal</u> written material, and <u>none or minimal</u>

	equipment, library, IT use.	special equipment, library, IT use.	description of special equipment, library, IT use.	special equipment, library, IT use.
Learning Activities	The Learning Activities described provide an <u>appropriate balance</u> between theory and practice and are an <u>appropriate mix</u> of lecturing, group work, individual work and possible other activities (field trips, laboratory work, library searches, etc.).	The Learning Activities described provide <u>some balance</u> between theory and practice and <u>some mix</u> of lecturing, group work, individual work and possible other activities (field trips, laboratory work, library searches, etc.).	The Learning Activities described provide <u>little balance</u> between theory and practice and only a <u>small mix</u> of lecturing, group work, individual work and possible other activities (field trips, laboratory work, library searches, etc.).	The Learning Activities described provide <u>no balance</u> between theory and practice and are <u>not a mix</u> of lecturing, group work, individual work and possible other activities (field trips, laboratory work, library searches, etc.).
Assessment	The assessment that is described is an <u>appropriate balance</u> of formative and summative assessment and includes <u>all</u> of these items: quick oral class tests, formal class tests, group work assignments, individual assignments and a final examination.	The assessment that is described is an appropriate balance of formative and summative assessment and includes <u>most of</u> these items: quick oral class tests, formal class tests, group work assignments, individual assignments and a final examination.	The assessment that is described has some <u>minimal balance</u> of formative and summative assessment and includes <u>only two or three</u> of these items: quick oral class tests, formal class tests, group work assignments, individual assignments and a final examination.	The assessment that is described has <u>no</u> balance of formative and summative assessment and <u>only one or two</u> of these items: quick oral class tests, formal class tests, group work assignments, individual assignments and a final examination.

Standards for Teachers in Kwara State

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

December 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"> • Registered Teacher • Licensed Teacher • Mentor Teacher 	<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"> • Professional Portfolio 	<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"> • Continuous Assessment • Assessment Mode • Assessment Tool • Rubrics 	<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"> • Learning Programme • Lesson Plans 	<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 and techniques to be used, assessment to be done and resources to be used</p>

<ul style="list-style-type: none"> • Pedagogical Approach • Learning Goals • Learning Models • Learning Approaches • Learning Techniques 	<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.).</p> <p>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"> • Subject-related Skills • Generic Skills 	<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"> • Learning Environment • Classroom Environment 	<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. (Possibly a Master's).</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</p>	<p>The Advanced Skills Teacher is fully licensed and registered and will have at least an NCE, B.Ed., or PGDE. (Possibly a Master's).</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>

PROFESSIONAL KNOWLEDGE STANDARD 1: TEACHERS KNOW HOW STUDENTS LEARN AND HOW TO TEACH EFFECTIVELY			
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 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>

<u>PROFESSIONAL KNOWLEDGE STANDARD 2:</u> TEACHERS KNOW THE CONTENT THEY TEACH			
Newly Qualified Teacher	Confirmed Teacher	Experienced Teacher	Advanced Skills Teacher
<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>Are familiar with State and Federal curriculum statements, policies, materials and programs associated with the content 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>Are familiar with State and Federal curriculum statements, policies, materials and programs associated with the content they teach.</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>Are familiar with State and Federal curriculum statements, policies, materials and programs associated with the content they teach. Contribute to development in this area.</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> <p>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.</p>

PROFESSIONAL KNOWLEDGE STANDARD 3: TEACHERS KNOW THEIR STUDENTS, INCLUDING STUDENTS WITH SPECIAL NEEDS			
Newly Qualified Teacher	Confirmed Teacher	Experienced Teacher	Advanced Skills Teacher
<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, group and plenary discussions effectively.</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>Able to manage student behaviour positively, developing an understanding and respect of their students as individuals, and are</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>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</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 excellent learning environment.</p> <p>Able to manage student behaviour positively, developing an understanding and respect of</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>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>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>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>
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<u>PROFESSIONAL KNOWLEDGE STANDARD 4:</u> <u>TEACHERS HAVE PROFESSIONAL LITERACY, NUMERACY AND IT SKILLS</u>			
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>Demonstrate thinking, strategic, and independent learning skills.</p> <p>Able to use IT effectively for 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>Demonstrate thinking, strategic, and independent learning skills and assist students in developing the same skills appropriate within their phase and context.</p> <p>Able to use IT effectively for professional work, including guiding students in its direct use where this is available.</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 teachers.</p> <p>Demonstrate thinking, strategic, and independent learning skills and the ability to assist students in developing the same skills appropriate within their phase and context.</p> <p>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.</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> <p>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.</p> <p>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.</p>

PROFESSIONAL PRACTICE STANDARD 1: TEACHERS PLAN AND ASSESS FOR EFFECTIVE LEARNING			
Newly Qualified Teacher	Confirmed Teacher	Experienced Teacher	Advanced Skills Teacher
<p>Have knowledge of students, content and pedagogy to establish clear and achievable learning goals for all students.</p> <p>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 learning goals.</p> <p>Consistently monitor all student learning and maintain clear and objective records of all student progress.</p> <p>Able to inform further planning of teaching and learning based on continuous assessment results.</p> <p>Able to select appropriate assessment modes and tools to evaluate all types of student learning at the appropriate time.</p> <p>Able to provide clear feedback to students and their parents/guardians, using rubrics and other means.</p>	<p>Apply effectively knowledge of students, content and pedagogy to establish clear and achievable learning goals for all students.</p> <p>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 attain the learning goals.</p> <p>Consistently monitor all student learning and maintain clear and objective records of all student progress.</p> <p>Use continuous assessment consistently and appropriately to inform further planning of teaching and learning.</p> <p>Applying appropriate assessment modes and tools to evaluate all types of student learning at the appropriate time.</p> <p>Provide clear and appropriately formulated feedback to students and their parents/guardians, using rubrics and other means.</p>	<p>Apply effectively knowledge of students, content and pedagogy to establish clear and achievable learning goals for all students.</p> <p>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 ability and age ranges to ensure attainment of all learning goals.</p> <p>Consistently monitor all student learning in varied ways, and maintain clear and objective records of all student progress.</p> <p>Use continuous assessment consistently and appropriately to inform further planning of teaching and learning and the revision of lesson plans.</p> <p>Applying appropriate and self-designed assessment modes and tools to evaluate all types of student learning at the appropriate time.</p> <p>Design new, and provide clear and appropriately formulated, feedback to colleagues, students and their parents/guardians, using rubrics and other means.</p>	<p>Apply effectively knowledge of students, content and pedagogy to establish clear and achievable learning goals for all students.</p> <p>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 ability and age ranges to ensure attainment of all learning goals.</p> <p>Consistently monitor all student learning in varied ways, and maintain clear and objective records of all student progress.</p> <p>Use continuous assessment consistently and appropriately to inform further planning of teaching and learning and the revision of lesson plans.</p> <p>Applying appropriate and self-designed assessment modes and tools to evaluate all types of student learning at the appropriate time.</p> <p>Design innovative, and provide clear and appropriately formulated, feedback to colleagues, students and their parents/guardians, using rubrics and other means.</p>

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

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

PROFESSIONAL ENGAGEMENT STANDARD 1:			
TEACHERS REFLECT ON, EVALUATE AND IMPROVE THEIR PROFESSIONAL KNOWLEDGE AND PRACTICE			
Newly Qualified Teacher	Confirmed Teacher	Experienced Teacher	Advanced Skills Teacher
<p>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.</p> <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>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.</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>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.</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>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.</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>

PROFESSIONAL ENGAGEMENT STANDARD 2:			
TEACHERS SET A PROFESSIONAL STANDARD BY BEING ACTIVE MEMBERS OF THEIR PROFESSION			
Newly Qualified Teacher	Confirmed Teacher	Experienced Teacher	Advanced Skills Teacher
<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>