

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

Input Visit Report

**Teacher Education Reform (Interim Report 4):
Ongoing Transformation of Kwara State College of
Education, Oro and Collaboration with National
Commission for Colleges of Education**

Report Number: KW 317

Jaap Kuiper

May 2010

esspin
Education Sector
Support Programme
in Nigeria

DFID Department for
International
Development
A Programme funded by DFID

Report Distribution and Revision Sheet

Project Name: Education Sector Support Programme in Nigeria

Code: 244333TA02

Report No.: KW 317

Report Title: Transformation of Teacher Education – Interim Report 4

Rev No	Date of issue	Originator	Checker	Approver	Scope of checking
1	June 2010	Jaap Kuiper	John Kay	Steve Baines	Formatting/Checking

Scope of Checking

This report has been discussed with the originator and checked in the light of the requirements of the terms of reference. In addition the report has been checked to ensure editorial consistencies.

Distribution List

Name	Position
DFID	
Kathleen Reid	Human Development Programme Coordinator, DFID
Ian Attfield	Education Adviser, DFID Northern Nigeria Office
Roseline Onyemachi	Education Project Officer, DFID
ESSPIN	
Ron Tuck	National Programme Manager
Kayode Sanni	Deputy Programme Manager
Richard Hanson	Assistant Programme Manager
Steve Baines	Technical Team Coordinator
Gboyega Ilusanya	State Team Leader Lagos
Emma Williams	State Team Leader Kwara
Richard Dalgarno	State Team Leader Kano
Steve Bradley	State Team Leader Kaduna
Pius Elumeze	State Team Leader Enugu
Mustapha Ahmed	State Team Leader Jigawa
John Kay	Lead Specialist, Education Quality
Alero Ayida-Otobo	Lead Specialist, Policy and Planning -Federal Level
Fatima Aboki	Lead Specialist, Community Interaction
Nguyan Feese	Lead Specialist, Inst. Development and Education Mgt
Francis Watkins	Lead Specialist, Social Development
Penny Holden	Lead Specialist, Inspectorate
Abimbola Osuntusa	Education Quality Specialist, Kaduna
Kalli Kori	Education Quality Specialist, Jigawa
Mary Atolagbe	Education Quality Specialist, Kwara
Nurudeen Lawal	Education Quality Specialist, Lagos
Simeon Ogbonna	Education Quality Specialist, Enugu

Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties

Note on Documentary Series

A series of documents has been produced by Cambridge Education Consultants in support of their contract with the Department for International Development for the Education Sector Support Programme in Nigeria. All ESSPIN reports are accessible from the ESSPIN website <http://www.esspin.org/resources/reports>

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)
ESSPIN 5--	Information Management Reports and Documents

Reports and Documents produced for individual ESSPIN focal states follow the same number sequence but are prefixed:

JG	Jigawa
KD	Kaduna
KN	Kano
KW	Kwara
LG	Lagos
EN	Enugu

Contents

Report Distribution and Revision Sheet	ii
Disclaimer	iii
Note on Documentary Series	iii
Acronyms and Abbreviations	v
Abstract	1
Executive Summary	1
Purpose of the Consultancy.....	1
Supporting the transformation of various aspects of Teacher Education in Nigeria.....	1
Achievement of the Terms of Reference	2
Background.....	5
Findings and Issues Arising	5
Options and Next Steps	6
Annexes	7
Annex 1: Career Path Draft General Rules	8
Annex 2: Career Path for Teachers and Advisers (Support Officers)	12
Annex 3: Teaching Practice Policy Format	14
Annex 4: Commissioner’s Briefing on WorkPlan – Harold Thomas and Jaap Kuiper	15
ANNEX 5: Measurable Outputs for Monitoring by Reform Task Team	16
ANNEX 6: NCCE Teacher Education Reform	22
ANNEX 7: Issues related to NCCE Curriculum Review	24
Annex 8: NCCE Minimum Standard for Curriculum Implementation Framework	26
Annex 9: Workplan	29
Annex 10: Presentation to NCCE	30

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
KWASU	Kwara State University
MSRO	Management Services and Reform Office
MTSS	Medium Term Sector Strategy
NCCE	National Commission for Colleges of Education
NCE	Nigeria Certificate in Education
SPARC	State Partnership for Accountability, Responsiveness & Capability
SUBEB	State Universal Basic Education Board
UBE	Universal Basic Education

Abstract

1. The report describes the activities of the consultant in his visit from April 9 – May 8, 2010. Work was done in Kwara State at Oro College of Education; with some members of the Career Path Committee; and at the NCCE (Abuja). The consultant's possible input to Oro College is nearly complete. Work with the Career Path Committee is set to continue for some time. Work at NCCE has now increased sharply and focuses on the development of appropriate minimum standards for: Curriculum Content; an Effective Learning Environment; and Institutional Management. Related Quality Assurance tools are also being developed with the NCCE.

Executive Summary

2. The Visit of the consultant resulted at Oro College in the development of a draft Quality Assurance system for Curriculum Implementation, a draft Policy for Teaching Practice, as well as an enhanced Institutional Plan. Work with the Career Path committee was hampered as an official meeting could not take place; but an informal session was had with the secretary of the committee as well as one member, Mr Woru. Intensive work was done over a two-week period with 5-8 NCCE senior staff from the NCCE; a presentation to all academic staff was also given. The work has resulted in all staff at NCCE agreeing on: the new way forward for Teacher Education Reform in Nigeria; the various steps that need to be taken, as well as a start in producing the required documentation regarding new Minimum Standards and a new Quality Assurance Toolkit.

Purpose of the Consultancy

Supporting the transformation of various aspects of Teacher Education in Nigeria

3. Working with nominated State and Federal representatives, The ESSPIN Institutional Strengthening Specialist, the ESSPIN Kwara National Education Quality Specialist, the ESSPIN School Improvement Adviser, and ESSPIN VSO education placements and focusing mainly on Oro College and Kwara State teacher education in general, to coordinate:
 - (i) the transformation of Oro College curriculum;
 - (ii) the transformation of the departmental and school structure at Oro College in line with the curriculum transformation;
 - (iii) the development Teacher Standards as benchmarks for a Teacher Career Path;
 - (iv) the development of a broad vision and implementation strategy for a range of in-service programmes for teachers in Kwara State.
 - (v) the identification and development of common themes, approaches, instruments, structures and processes in the Transformation of Teacher Education Colleges;
 - (vi) the establishment of effective linkages between Federal processes and structures (especially the NCCE) on the one hand; and Kwara curriculum, career path and in-service programmes on the other.

Achievement of the Terms of Reference

Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
1. Continue, through workshops, the development of Learning Programmes, Learning Materials, Assessment Tools and a Teaching Practice Programme at Oro College.	<p>A series of workshops was held with a Teaching Practice Committee (which was set up especially and which is supported by VSO Charlton Johnson).</p> <p>ToRs were written for another consultant (Alison Peareth) to work with selected staff on day-to-day practice of curriculum and learning</p>	<p>Completed.</p> <p>The task has been largely completed as far as the possible input of the consultant is concerned. The Turn Around Task Team - set up by the Honourable Commissioner - as well as the national specialist in the Kwara Esspin office will monitor the process of implementation.</p> <p>The VSO is overseeing completion of the TP Policy. Alison Peareth will do her work in June 2010.</p>
2. Do field-testing of NCCE Teaching Practice materials through Oro College.	It is not clear whether staff are using the NCCE modules that have been provided to them.	<p>Completed.</p> <p>There is not much more that the consultant can do in this area. The TP coordinator at Oro College will introduce the modules once more into the process.</p>
3. Develop a Quality Assurance system for the transformed Teacher Education Curriculum at Oro College.	Various workshops were held with a Quality Assurance Committee (which was set up especially and which is supported by the VSO Andrea Togher).	To be finalised during next visit: July 2010
4. Provide a strategy to transform the College departmental and school structure in line with its new curriculum and new role.	Completed.	Completed.

5. Develop a vision for Kwara In-service Teacher Education, that includes the possibility of in-service qualifications, the potential role of the tertiary sector, i.e. Oro College as well as universities and possible other providers, and links into a Teacher Career Path.	It is as yet difficult to develop a realistic in-service vision. ESSPIN's work with SSIT and such related activities is ongoing. The consultant has been given a visiting appointment at the new Kwara State university. He has also been in e-mail contact with a newly appointed professor for pre- and primary education at KWASU	Partly completed. The situation of colleges and universities is still fluid. Together with the Director of Higher Education, Kwara State, and the Institutional Development consultant, further plans for an integrated HE Teacher Education strategy need to be made.
6. Develop Teacher Standards for different levels of teachers and head teachers to be used as benchmarks for a Teacher Career Path.	Completed.	Completed.
7. Analyse reports on institutional transformation at other colleges of education and identify commonalities and discuss these with the relevant stakeholders.	Completed.	Completed.
8. Work with the identified NCCE staff to ensure that lessons from college transformation will benefit the NCCE itself, in particular its curriculum, quality assurance and teaching practice documents and processes.	Intensive work sessions were held with senior staff from NCCE over a two-week period. A presentation to all NCCE academic staff was given as well. There was significant progress in: developing a vision for Teacher Education Reform; a work plan; production of required documentation	This will also be the focus of the following visit. The Reform at NCCE is now well under way. The next two visits will produce minimum standards for: College Management; Curriculum Implementation; as well as a related QA System.
9. Monitor the College Transformation processes, the In-service development and the Career Path development and	The de-briefing meeting at ESSPIN identified the establishing of contact with NTI and TRCN as a next step.	NCCE will be approached to see how to open channels of communication with NTI and TRCN.

identify links to Federal structures and processes and ensure that there is regular communication and cooperation for the mutually beneficial development of Institutional, State and Federal systems in these areas.		
10.Career Path (not in original ToR)	No official meeting with the new and enlarged Career Path Committee could be held (the planned meeting was cancelled at the last minute). However, draft documentation of the Committees products was received. (see annex 1, 2).	The Career Path Committee still needs to address some of the issues that were raised in the previous visit. The Turn Around Task Team will monitor, together with the national specialist in the Kwara ESSPIN Office. Draft documentation needs some attention.
11.Development of tools for the collection of EMIS data regarding Universities and other higher education institutions (not in original ToR) .	The consultant was approached informally, by a VSO working in the Ilorin ESSPIN Office, to provide assistance in the development of data gathering tools regarding Higher Education Institutions	There is a need for ESSPIN to monitor the development of such instruments and make sure that it will be managed in such a way that a more professional product development process will be established.

Background

4. This reported visit forms part of a long-term intermittent consultancy to help Reform Teacher Education: first of all as it is being delivered at Kwara State College of Education, Oro; secondly to see how lessons learnt could be used to influence Teacher Education at Colleges of Education in other ESSPIN states; and thirdly to see how the Oro experience and general best-practice can inform the Teacher Education Curriculum Review that is being carried out at the Federal level, that is, at NCCE.

Findings and Issues Arising

5. The two weeks of work in Kwara State focused on work with the State College of Education, Oro. Two committees were set up: 1) Quality Assurance (supported by the VSO Andrea Togher) and 2) Teaching Practice (supported by the VSO Charlton Johnson). A number of working sessions were held with these committees. Draft QA and Teaching Practice policies were developed.
6. Sessions on the Institutional Plan were also held, with the Senior Management Team as well as Deans and other members of the Oro Curriculum Committee. This helped to bring the Institutional Plan to a state where actual implementation is now possible and necessary.
7. Meetings with the Honourable Commissioner took place to brief him on developments and alert him to the fact that the consultant's work at Oro has now nearly been completed. This resulted in the Commissioner seeking ways of putting more pressure on the College senior management to produce demonstrable change in its own practice and that of all other academic and non-academic staff in the College.
8. Work on the Career Path could not progress as a scheduled meeting was cancelled without any notification and as the consultant had not been notified of ESSPIN supported and scheduled meetings held by the newly constituted TRAP-Committee during his visit. Draft documentation was received regarding work the Committee had accomplished.
9. The consultant was asked to assist – on an informal basis – with the development of tools to gather data regarding Higher Education Institutions.
10. Work with the NCCE started in earnest this visit. A common visit for Teacher Education Reform was developed; a Work Plan was designed; and a start was made with the development of the various sets of documentation. The NCCE working group will continue work under clear agreements and arrangements for outputs to be delivered. It appeared that the appointed senior NCCE staff were committed to the reform work and good progress could be made.

Options and Next Steps

11. Kwara State College of Education is aware that the ball is in their court and that they now have to start showing practical implementation of the policies, tools and practices that have been developed over the last two years.
12. The Honourable Commissioner is aware that the consultant's work at Oro is now nearing its end; the Task Team has been given a monitoring schedule to assist them in ensuring changes in management and curriculum practices.
13. Alison Peareth will visit Oro College during June to work intensively with selected staff on the development of best-practice regarding curriculum delivery.
14. The Teaching Practice Policy will be refined and finalised during the next visit.
15. Quality Assurance within the College will benefit from inputs being transferred from the NCCE-level discussions and products regarding QA.
16. Career Path work remains a badly coordinated feature. That the consultant was not informed by ESSPIN officers about the TRAPCO meetings held in the ESSPIN Offices was a serious oversight that undermined the process of ensuring that intended reforms are understood appropriately by TRAPCO and applied according to their original intentions.
17. The development of EMIS tools for Higher Education needs to be given appropriate attention; the impression at the moment is that these tools are being developed through a process that does not ensure a quality output, as it is not based on the involvement of the required expertise.
18. NCCE work has taken off very well; there is a need for close follow-up and monitoring by ESSPIN Abuja staff.
19. NCCE needs to be asked how best NTI and TRCN could be brought into the picture regarding the Teacher Education Reform that the NCCE now has embarked on.
20. Discussions were held at ESSPIN Abuja about the consultant's input up to the end of the present contract and the possibility of inputs to be made in a subsequent contract.
21. In view of the positive developments with the collaboration on Teacher Education Reform with the NCCE, there might be a need to consider reflecting this work in the ESSPIN Log Frame.

Annexes

- 22. ANNEX 1: Career Path Draft General Rules
- 23. ANNEX 2: Career Path For Teachers And Advisers (Support Officers)
- 24. ANNEX 3: Teaching Practice Policy Format
- 25. ANNEX 4: Commissioner's briefing on Work Plan Harold Thomas and Jaap Kuiper
- 26. ANNEX 5: Measurable Outputs for Monitoring by Reform Task Team
- 27. ANNEX 6: NCCE Teacher Education Reform
- 28. ANNEX 7: Issues related to NCCE Curriculum Review
- 29. ANNEX 8: NCCE Outline of Minimum Standards for Curriculum Implementation Framework
- 30. ANNEX 9: Work Plan NCCE
- 31. ANNEX 10: Presentation to NCCE

Annex 1: Career Path Draft General Rules

CAREER PATH FOR TEACHERS AND ADVISERS IN KWARA STATE

GENERAL RULES ¹

RECRUITMENT

1. Recruitment will be based on merit and quality of performance with emphasis on specialisation.
2. During the last term of each year, information on available vacancies (for both new recruits and more senior teachers) will be compiled by head teachers, confirmed by SBMCs and submitted to LGEAs for collation and submission to SUBEB to meet the specific needs of each school.
3. To assess priorities and comparative areas of need SUBEB will receive reports from SSOs / QAB officers as collated by LGEAs.
4. SUBEB will agree the number of vacancies to be filled in the light of need and the budgetary situation.
5. In July, SUBEB will advertise vacancies using electronic and print media with a view to presenting to TRAPCO for necessary action. The advertisement will specify the number of vacancies by grade in each LGEA according to specialism (eg ECCE, junior primary, senior primary, junior secondary).
6. The advertisement will request applications by letter specifying information on areas of specialism and preference(s) of LGEA for posting.
7. The selection of applicants will be determined by factors including:
 - (i) strength of application, in particular: performance in NCE examinations at a College / University offering exposure to a modern curriculum and teaching methods;
 - (ii) performance in a written examination and oral interview;
 - (iii) the match between the needs of the school and candidates' specialisms and preferences.
8. Interviewing panels should be in line with TRAPCO specifications.

PROBATION and REGISTRATION

1. All first appointments to the pensionable teaching establishment will be on probation.
2. The period of probation will normally be two years from the assumption of duties in the appointment concerned.
3. Every six months, a progress report will be written on the probationer by the head teacher, confirmed by the SBMC, and submitted to the LGEA and SUBEB. This report will include an assessment of the probationer's progress using the appropriate professional competencies outlined in the National Professional (Teachers) Standards Framework. Assessment forms shall be made available to ensure objectivity.

¹ In these General Rules reference is made to SUBEB. Similar rules will apply to TSC

4. To be eligible for confirmation in the pensionable establishment by the end of the two year probationary period, a probationer shall have received satisfactory progress reports and will have passed an examination.
5. At the end of the period of probation, the teacher shall, unless his/her appointment is terminated or extended, be confirmed in his/her appointment.
6. Upon confirmation of appointment, a teacher will (i) seek registration from the Teacher Registration Council (TRC) and (ii) seek entry to the Kwara State Teacher Registry.

Extension of probationary period

1. If a probationer fails to receive satisfactory progress reports or fails the examination, the probationary period shall be extended for up to one year.
2. During this period of extension, the probationer will remain on the same salary point as during his/her second year of probation (ie there shall be no incremental advancement at the end of the second year of service).
3. During the extended probationary period, the probationer shall be subject to two six monthly progress reports and a further examination.
4. At the end of the period of extension:
 - a. if the probationer receives satisfactory reports and passes the examination, he/she will be confirmed in his/her appointment.
 - b. if the probationer fails to receive satisfactory progress reports or fails the examination, his/her appointment will be terminated.
5. Unless it was otherwise provided at the time of appointment, a probationer whose appointment is terminated for reasons that do not include misconduct will be eligible for:
 - a. one month's salary in lieu of notice;
 - b. leave transport grant.

Payment will be so arranged as to take place within the period of notice and, if possible, to expire on the same day as the notice.

Resignation

A probationer can resign his/her appointment subject to giving a month's notice or paying one month's salary in lieu of notice.

ASSESSMENT and PROMOTION

Assessment

1. All teachers will be subject to an annual assessment, the outcome of which will be used to determine annual incremental progression within a salary grade.
2. The assessment will be carried out by the head teacher who shall complete an assessment form.
3. The report form will include an assessment of the teacher's performance and progress using the appropriate professional competencies outlined in the National Professional (Teachers) Standards Framework (by FME 2007).

4. The assessment form will be countersigned by the teacher who will have an opportunity to comment on the assessment.
5. The assessment will be confirmed by the SBMC and submitted to the LGEA for collation and submission to SUBEB.

Promotion

1. The National Professional (Teachers) Standards Framework has four levels of teacher competency: (i) Newly Qualified Teacher (ii) Confirmed Teacher (iii) Experienced Teacher and (iv) Advanced Skills Teacher (which includes head teachers and Principals).
2. One year after successfully completing their probation, and subject to satisfactory performance and registration, teachers will be eligible for appointment as a Confirmed Teacher. The Confirmed Teacher grade will be the career grade for the majority of teachers.
3. Promotion to the next career grade beyond Confirmed Teacher will be competitive and will be based on:
 - a. availability of posts as determined by SUBEB taking account of pupil numbers, vacancies and available resources (the process of advertisement of vacancies and method of application is explained in the General Rules for Recruitment);
 - b. performance in existing grade as evidenced in the annual assessment process;
 - c. performance in a promotion examination and interview;
 - d. overall performance and potential as judged by the expected competences outlined in the National Professional (Teachers) Standards Framework by FME 2007;
 - e. acquisition of additional qualifications

Appeals

1. A teacher will have the right of appeal against an adverse assessment or decision.
2. SUBEB will establish a Staff Management Committee to consider such appeals.
3. Appeals will be in writing and routed through the Head of Section. A copy of such appeal will be sent to the Chief Executive Officer of SUBEB for notification.

Appointment of Head teachers and Principals

1. Teachers will qualify to become head teachers or principals on attainment of advanced skills teachers grade
2. The appointment will be competitive based on written examination and oral interview
3. Areas where there are no enough advanced skill teacher, those in experienced teacher grade can be considered in acting capacity

Transfer

1. Every four years, SUBEB shall review postings and may transfer teachers between schools. The process shall involve consultation with (i) schools to determine their needs (ii) teachers to determine preferences and (iii) LSSs to determine staff development needs.
2. Teachers shall have the right to apply to SUBEB for transfer. Such requests shall be considered as part of the annual recruitment / posting process taking account of declared vacancies. Consideration may be given to such requests at other times of the year in special cases.

Rural areas

1. In recognition of the need to attract teachers to schools in rural areas:
 - a. one of the conditions for promotion to Confirmed Teacher shall be that, at some point during their career, a teacher will have served a minimum of two years with satisfactory service in a rural school;
 - b. On each occasion that a teacher in a rural school is eligible for incremental progression in his/her salary grade, that teacher shall receive a double increment.

Appointment, Assessment and Categorisation of Arabic Teachers

In view of the peculiarities of the qualifications of Arabic Teachers especially, those who are not covered under professional standards framework (less than NCE equivalent), their appointment, assessment and categorisation will be based on earlier prescribed benchmarks set up by the MoEST

Annex 2: Career Path for Teachers and Advisers (Support Officers)

Career Path for Teachers and Advisers (Support Officers)

1.0 PREAMBLE:

The Career path committee was set up to provide a sound basis of knowledge to plan and introduce a comprehensive career path for teachers and advisers (SSOs) in the state. The committee reviewed the current recruitment, assessment and promotion system for teachers, head teachers, Principals and School support Officers and recommended series of actions necessary to develop a transparent system of recruitment, appraisal and promotion based on performance.

1.1 RECRUITMENT, ASSESSMENT, PROBATION AND PROMOTION

1.1.1 Current processes: current system is almost devoid of incentives e.g.

- no concept of reward for excellence or additional responsibility
- head teachers are appointed without additional remuneration
- promotion processes
- recently strengthened but
- almost automatic progression from one grade to the next
- no recognition of particular strengths
- no significant hurdles

1.1.2 Assessment processes

- recently strengthened and extensive but
- subjective - no criteria on which to base objective judgments about a teacher's performance
- Ineffective

2.0 RECOMMENDATIONS

- (1) **Registration:** A teacher will seek registration from the Teacher Registration Council (TRC) and seek entry to the Kwara State Teacher Registry upon confirmation of appointment based on the requirements (see Annex 1).
- (2) (a) **Probation:** All new Teachers appointment will be on probation for two years from date of assumption of duties. A progress report will be written every 6 months on the probationer in line with the competencies outlined in the National Professional (Teachers) Standards Framework by the head teacher, confirmed by the SBMC, and submitted to the LGEA and SUBEB.

(b) **Extension of probationary period:** Upon receipt of unsatisfactory report of probation from the probationer or failure in the examination, the probationary period shall be extended for up to one year during which the probationer will remain on the same salary point as during his/her second year of probation (ie there shall be no incremental advancement at the end of the second year of service). The probationer shall be subject to two six monthly progress reports and a further examination. If the probationer fails to

receive satisfactory progress reports or fails the examination, his/her appointment will be terminated.

- (3) **Recruitment:** This will be based on merit and quality of performance with emphasis on specialisation. This will be done by the Teacher Recruitment, assessment, promotion committee (TRAPCO) based on the relevant criteria and specifications
- (4) **Assessment:** An annual assessment of teacher's performance and progress using the appropriate professional competencies outlined in the National Professional (Teachers) Standards Framework (by FME 2007) will be carried out by the Head teachers before annual incremental is given. The assessment form will be countersigned by the teacher and confirmed by the SBMC before submission to the LGEA for collation and submission respectively.
- (5) **Promotion:** The National Professional (Teachers) Standards Framework has four levels of teacher competency: (i) **Newly Qualified Teacher** (ii) **Confirmed Teacher** (iii) **Experienced Teacher** and (iv) **Advanced Skills Teacher (which includes head teachers and Principals)**. Therefore, on successful completion of probation, and subject to satisfactory performance and registration, teachers will be eligible for appointment as a Confirmed Teacher. Promotion to the next career grade beyond Confirmed Teacher will be competitive and will be based on agreed criteria (see annex 1)
- (6) **Resignation:** A probationer can resign his/her appointment subject to giving a month's notice or paying one month's salary in lieu of notice.
- (7) **Appeals:** A teacher's appeal against an assessment or decision will be in writing through the Head of Section (LGEA) to the Chief Executive Officer of SUBEB for action and consideration of the Staff Management Committee.
- (8) **Appointment of Head teachers and Principals:** The appointment will be competitive based on written examination and oral interview, teachers will qualify to become head teachers or principals on attainment of advanced skills teachers grade, where there are no enough advanced skill teacher, those in experienced teacher grade can be considered in acting capacity
- (9) **Transfer:** SUBEB shall review postings and may transfer teachers between schools every four years after consultation with schools and teachers to determine preferences and needs. Consideration may be given to Teachers requests for transfer based on the declared vacancies.
- (10) **Rural areas:** To attract teachers to schools in rural areas, a teacher in a rural school is eligible for a double increment and a condition for promotion of confirmed teachers shall be that, at some point during their career, he or she has served a minimum of two years with satisfactory service in a rural school
- (11) **Appointment, Assessment and Categorisation of Arabic Teachers:** The qualifications of Arabic Teachers especially, those who are not covered under professional standards

framework (less than NCE equivalent), their appointment, assessment and categorisation will be based on earlier prescribed benchmarks set up by the MoEST

Annex 3: Teaching Practice Policy Format

Teaching Practice Policy Format

1. Vision
2. Teacher Standards
3. Role of Micro-teaching
4. Integration with content/method courses
5. Student Portfolio: Becoming a Reflective Teacher
6. Length and timing of TP
7. Mentors
8. Body of TP schools
9. Assessment and Reporting
10. Resource Management and Coordination

Annex 4: Commissioner's Briefing on WorkPlan – Harold Thomas and Jaap Kuiper

1. Oro College

- a. Engaging with College Reform Task Team on the results of their monitoring visits etc.
- b. Oro Law
- c. Institutional Plan
- d. Teaching Practice Model/Policy
- e. Quality Assurance for Curriculum
- f. Overall College Quality Assurance related to NCCE Commonwealth Toolkit
- g. VSO work on development of day-to-day lecturing practices

2. Career Path

- a. Review of progress on list of issues identified in previous visit of consultants
- b. Identify outstanding issues and develop a work plan to address these
- c. Standards for Head Teachers

3. Higher Education

- a. Framework for HE Strategy regarding Teacher Education
- b. Teacher Education at KWASU

4. NCCE

- a. Quality Assurance Toolkit
- b. Curriculum Review

Jaap Kuiper's work at Oro is nearly completed, and will end once a Teaching Practice Model is developed and a Curriculum Quality Assurance System has been developed. Further development of good lecturing practices will be mainly done through VSO support and an ESSPIN consultant who will focus on this issue. Work with the Career Path might continue for some time. In future, Jaap Kuiper will focus more on work with the NCCE.

ANNEX 5: Measurable Outputs for Monitoring by Reform Task Team

Measurable Outputs *for Re-constituted* College Reform Task Team

Background

The Reform of Kwara State College of Education Oro started in April 2008. It has provided staff at the College with inputs that focused on management and curriculum issues. These inputs took the form of capacity building workshops, policy development, the design of planning tools and processes, the streamlining of the annual student intake, and the restructuring of the College from five to three Schools.

The College is now at a crucial juncture in its own Reform. It is at the stage where it moves from capacity building and laying the foundation for the Reform to actual implementation and measurable and observable change in the day-to-day management and curriculum delivery. To achieve this, it has appointed a new Senior Management Team and this SMT is responsible for implementing all aspects of the Reform through the College Institutional Plan.

The College Reform Task Team has first of all played a facilitating role in the work that has been done since 2008. It now is changing its role towards the provision of Monitoring, Support and Governance. This new role reflects the responsibility of the College Reform Task Team to ensure that the Senior Management Team of Oro College delivers effectively and timely on the outputs identified in the College Institutional Plan.

Profile of Expertise required in the College Reform Task Team

In view of the Schedule below it seems that the following expertise should ideally be represented in the Task Team (one person might represent more than one of the areas mentioned below):

- Strategic Planning and Decision Making
- Financial Management
- Institutional Management and Quality Assurance
- Best-Practice in Education
- Best-Practice in Teacher Education

Output Schedule

Institutional Plan	Monitoring Output	Support Output	Governance Output
Objective 1: To deliver high-quality pre-service education College Coordinator: Deputy Provost	<ol style="list-style-type: none"> 1. Task Team ensures that SMT has considered all targets (1.1, 1.2, 1.3 and 1.4) and : <ul style="list-style-type: none"> • has broken these down into manageable steps • set priorities • assigned responsibilities • considered cost implications • set realistic time frames • has its own monitoring system for this objective. 2. Concrete, timely and effective progress is measured and observed on all targets and their steps. 3. Monthly report to the Honourable Commissioner detailing progress and problems. 	<ol style="list-style-type: none"> 1. The Task Team makes a list of areas where support for the achievement of Objective 1 is required (if any). 2. The Task Team ensures that support is provided, either by themselves, or through other expert input as well as possible assistance by the ESSPIN office, and the consultants. 3. The Task Team provides ways to improve the College's own monitoring system for this Objective. 	<ol style="list-style-type: none"> 1. All weekly/bi-weekly/monthly academic reports from HoDs, Deans and the Deputy Provost are scrutinised monthly and a written analysis by the Task Team – detailing strength and weaknesses in the reporting system - is discussed with the Deputy Provost to enhance this reporting system, ensuring it is of a professional standard, focuses on developing best-practice in Teacher Education and has a consistent format. 2. The Task Team analyses and comments on the reported results from classroom visits done by HoDs/Deans/Dep. Provost and ensures it is done fairly, transparently and consistently, focusing on Best-Practice in teacher Education

<p>Objective 2:</p> <p>To develop relevant in-service programmes</p> <p>College Coordinator: Deputy Provost</p>	<ol style="list-style-type: none"> 1. Task Team ensures that SMT has considered all targets (2.1, 2.2) and <ul style="list-style-type: none"> • has broken these down into manageable steps • set priorities • assigned responsibilities • considered cost implications • set realistic time frames • has its own monitoring system for this objective. 2. Concrete, timely and effective progress is measured and observed on all targets and their steps. 3. Monthly report to the Honourable Commissioner detailing progress and problems. 	<ol style="list-style-type: none"> 1. The Task Team makes a list of areas where support for the achievement of Objective 2 is required (if any). 2. The Task Team ensures that support is provided, either by themselves, or through other expert input as well as possible assistance by the ESSPIN office, and the consultants. 3. The Task Team provides ways to improve the College's own monitoring system for this Objective. 	<ol style="list-style-type: none"> 1. The Task Team analyses reports regarding the plans for new in-service programmes and provides and discusses with the Deputy Provost their written feedback, ensuring that the plans are in line with the College mandate and its priorities for resources allocation. 2. The Task Team analyses the College's development and delivery of in-service programmes and provides and discusses with the Deputy Provost their written feedback, ensuring that the development and delivery are in line with the College mandate and uses appropriate levels of human resources.
<p>Objective 3:</p> <p>To promote the intellectual and professional development of Staff</p> <p>College Coordinator: Registrar</p>	<ol style="list-style-type: none"> 1. Task Team ensures that SMT has considered all targets (3.1, 3.2, 3.3 and 3.4) and : <ul style="list-style-type: none"> • has broken these down into manageable steps • set priorities • assigned responsibilities • considered cost implications • set realistic time frames • has its own monitoring system for this objective 2. Concrete, timely and effective progress is measured and observed on all targets and their steps 3. Monthly report to the Honourable Commissioner detailing progress and problems 	<ol style="list-style-type: none"> 1. The Task Team makes a list of areas where support for the achievement of Objective 3 is required (if any) 2. The Task Team ensures that support is provided, either by themselves, or through other expert input as well as possible assistance by the ESSPIN office, and the consultants 3. The Task Team provides ways to improve the College's own monitoring system for this Objective 	<ol style="list-style-type: none"> 1. The Task Team analyses drafts of the new College Staff Development Policy and provides guidance on enhancing its quality ensuring that it is in line with staff's own expressed needs, as well as financial, legal and other requirements. 2. The Task Team ensures that Staff Welfare is in line with the Institutional Plan, resources availability and priority and legal HR requirements 3. The Task Team ensures that Research is allocated appropriate priority in line with the Institutional Plan and the College Mandate and that Public Lectures are in line with staff needs and the College educational focus

<p>Objective 4: To develop effective resources strategies</p> <p>College Coordinator: Bursar</p>	<ol style="list-style-type: none"> 1. Task Team ensures that SMT has considered all targets (4.1, 4.2, 4.3, 4.4, 4.5 and 4.6) and : <ul style="list-style-type: none"> • has broken these down into manageable steps • set priorities • assigned responsibilities • considered cost implications • set realistic time frames • has its own monitoring system for this objective 2. Concrete, timely and effective progress is measured and observed on all targets and their steps 3. Monthly report to the Honourable Commissioner detailing progress and problems 	<ol style="list-style-type: none"> 1. The Task Team makes a list of areas where support for the achievement of Objective 4 is required (if any) 2. The Task Team ensures that support is provided, either by themselves, or through other expert input as well as possible assistance by the ESSPIN office, and the consultants 3. The Task Team provides ways to improve the College's own monitoring system for this Objective 	<p>The Task Team ensures that:</p> <ol style="list-style-type: none"> 1. All committees set up represent priorities of the College, and are in line with the College Law and other requirements 2. (dis)-incentives for staff are in line with resources availability, college priorities, and are related to signed contracts, job descriptions and measurable (non)-performance of staff 3. Communication procedures are transparent and consistent 4. Library is provided with a dependable and realistic annual budget in line with the Institutional Plan and the Library Development Plan 5. Estate Plan is realistic and in line with college mandate and college priorities 6. College Financial System is completely transparent and in line with College Law, the College Institutional Plan and all other requirements for Public Finance
--	---	---	--

<p>Overall Management by College Senior Management Team:</p> <p>Responsible Person: Provost</p>	<p>Task Team ensures that :</p> <ol style="list-style-type: none"> 1. SMT meetings are held regularly 2. SMT meetings ask for and are supported by appropriate documentation, reports, statistics, financial information etc. from all administrative directorates (including the Library) of the College 3. SMT meetings ask for and engage with plans, reports, proposals etc from Departmental, School and Academic Board meetings 	<ol style="list-style-type: none"> 1. The Task Team makes a list of areas where support for the achievement of overall Objectives is required (if any) 2. The Task Team ensures that support is provided, either by themselves, or through other expert input as well as possible assistance by the ESSPIN office, and the consultants 	<p>The Task Team ensures that:</p> <ol style="list-style-type: none"> 1. Overall College Management is done through a comprehensive and coherent set of Committees 2. Committees communicate upwards and downwards in the College hierarchy and have a set format of agenda points 3. Management Information Systems are used when considering proposals and making decisions 4. Management is always in line with College Law, best-practice in management, the College Institutional Plan 5. Annual budgeting, procurement, expenditure and other financial procedures are completely transparent and devolved to directorates and schools as appropriate, based on their annual plans as dictated by the overall College Institutional Plan
--	--	--	---

ANNEX 6: NCCE Teacher Education Reform

The deliberations at NCCE have resulted in agreements about the following set of documentation that needs to be produced as the way of implementing the envisaged Teacher Education Reform:

1. Curriculum Documentation

The processes that are in place to review the Curriculum Content Areas (ECCE, PES, JS, Special Needs, Adult/Informal Education) will continue as normal. However, there will be *additional* documentation that *also* formulates Minimum Standards:

- Curriculum Implementation Framework:
 - Minimum Standards for best-practice in Curriculum Implementation

2. Institutional Management Documentation

There is a need to set Minimum Standards for Institutional Management to ensure that Colleges provide the appropriate resource-base for the delivery of quality Teacher Education

- Institutional Management Framework:
 - Minimum Standards for best-practice in College Management

[Because of the necessary restructuring of the colleges, there is also a need for another – ‘temporary’ - document that will guide the transition phase from old Structure to new College Structure:

- College Re-structuring Strategy:
 - The necessary procedures to move to a new College Structure: creating new schools, new departments and assign staff to the new structure.]

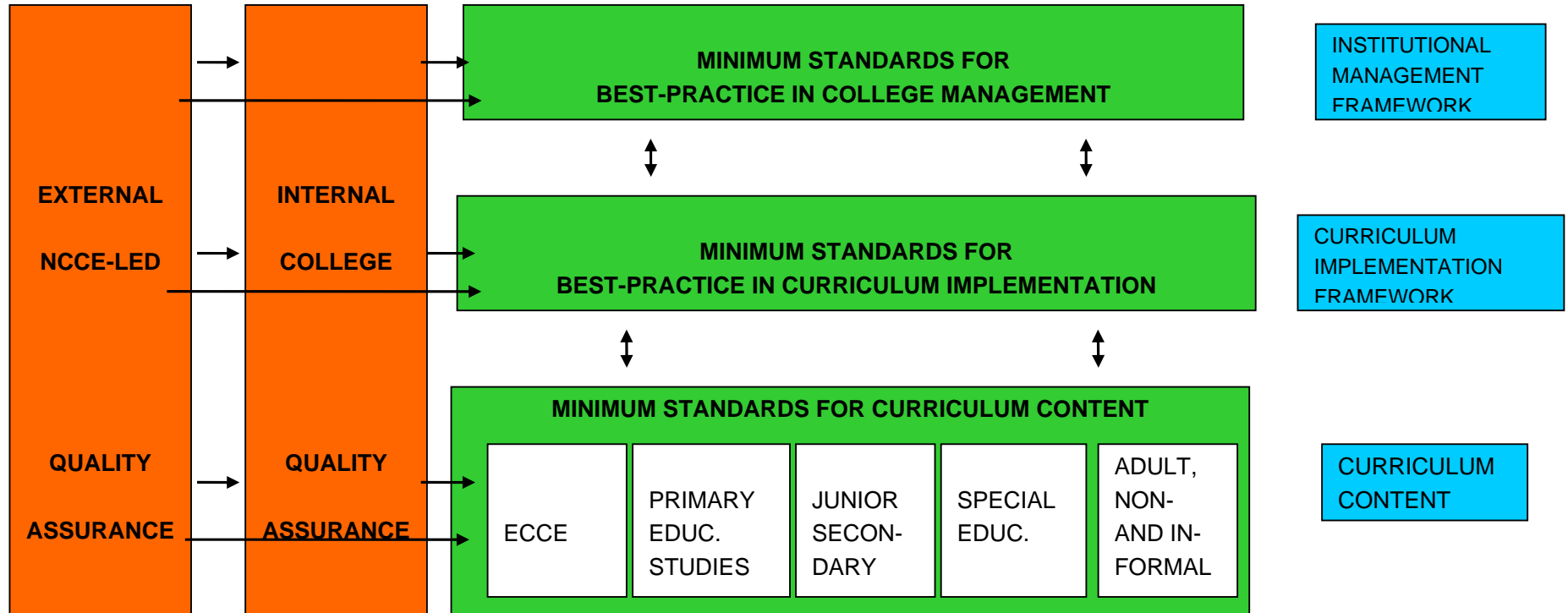
3. Quality Assurance Documentation (Toolkit)

There is a need to ensure that the Reform is reflected in an adjusted Quality Assurance System that focuses on quality Curriculum Implementation and College Management rather than only on checking the availability of minimum levels of staffing and other resources.

- Quality Assurance Toolkit:
 - Internal College Quality Assurance
 - External NCCE-led Quality Assurance

Schematically, the Curriculum Implementation Framework and the Institutional Management Framework as well as the Quality Assurance Toolkit can be represented as below.

NCCE TEACHER EDUCATION REFORM: NEW MINIMUM STANDARDS AND QUALITY ASSURANCE SYSTEM



ANNEX 7: Issues related to NCCE Curriculum Review

1. Problems facing education, teacher education and colleges of education in Nigeria:

- a. Education is based on out-dated practices, child-centered learning is not practised, context-based learning through problem solving approaches does hardly occur, materials are not widely available;
- b. International comparisons put Nigeria very low on table of overall educational achievement;
- c. Education is construed as an academic exercise that is divorced from the daily life-world of learners;
- d. Obtaining education qualifications at any level relies heavily, and primarily, on corruptive practices;
- e. Primary Education is grossly undervalued, and deeply misunderstood;
- f. ECCE is a very new concept and is not generally understood, valued or accepted;
- g. There is not a very strong link between school curricula and College curricula;
- h. There is a serious over-production of teachers, and wrongly qualified teachers;
- i. Colleges produce very weak teachers;
- j. Staff at Colleges are weak, and mostly have a secondary school background (not a primary school, let alone ECCE, background);
- k. Curricula at Colleges focus on theory and not on practice, there is little integration and contextualisation of theory into day-to-day Nigerian education practice;
- l. There is a lack of focus in Colleges;
- m. There is a lack of Ministerial oversight of Colleges;
- n. Financing of Colleges is problematic with IGR not used for development of quality education for students;
- o. Resource Management at Colleges is weak and not geared towards quality;
- p. Intake levels at Colleges are too high and students do not meet entrance requirements, or meet them only through qualifications that were obtained through corruptive processes;
- q. There is a lack of understanding re ECCE and PES by College staff, students, parents, society;
- r. There is no link between College Curricula and the Federal Teacher Standards that Nigeria has formulated;
- s. Quality Assurance of Colleges is weak and focused on quantitative indicators rather than qualitative indicators.

2. Proposed areas of action:

- a. Establish an agreed Vision of Quality Learning for (teachers at schools and) Colleges as the foundation for the Curriculum Review
- b. Establish agreed profile of an effective and efficient College of Education
- c. Establish guidelines for student profile & staff profile; course intake numbers etc.
- d. Establish appropriate College Structure

- e. Clarify link between 'Specialist Teacher, Class Teacher, Subject Teacher and intended employment, job descriptions, school structure, school management, etc.
- f. Develop a Curriculum Policy for all institutions (design, planning, delivery, monitoring)
- g. Integrate Teacher Standards throughout college curricula and qualification procedures
- h. Develop an appropriate model for Teaching Practice
- i. Establish appropriate credit allocations, and the weighting of core areas for the overall curriculum
- j. Can/should there be courses of a 'cyclical' nature? i.e. Child Psychology could have three courses, one in each year, building up a more and more sophisticated understanding of the field. (This as opposed to dealing with each topic only 'once'). There is this already but perhaps not sufficiently so and not always appropriately.
- k. Link between JSS Curriculum, PES curriculum and existing/revised school curriculum:
STREAMLINING THE CURRICULA
- l. Establish an efficient, practical Quality Assurance System that supports the creation and maintenance of quality
- m. Consider the most appropriate and practically most effective and efficient management of the overall curriculum review process (cf remark in Adult Group: experts should be notified in time and given materials in advance)

Annex 8: NCCE Minimum Standard for Curriculum Implementation Framework

Outline

1. Introduction

This section should explain why it is necessary to have this 'Curriculum Implementation Framework.'

For instance it should explain the following:

- That there always is a 'gap' between describing curriculum content and implementing and creating good curriculum practice.
- That this framework sets minimum standards for curriculum PRACTICE.
- That NCCE will check that colleges implement these minimum standards for curriculum practice, in the same way that it will check implementation of the minimum standards for curriculum content.
- That the minimum standards in this Curriculum Implementation Framework are formulated as MEASURABLE OUTPUTS, and that they can therefore be measured and their achievement will form part of normal Quality Assurance systems, both in the College itself as well as by the NCCE.
- That the most important addition to older versions of the NCE minimum standards are the set of Teacher Standards; all Colleges must take careful note of the Teacher Standards as they are now the most direct and obvious measurable output of the 3-year NCE programme: all student teachers must be assessed explicitly in term of the Teacher Standards.

2. Educational Approach

This section should explain that the new NCE minimum standards (for curriculum content *and* practice) are based on the current views of what constitutes Best Practice in education. It must be explained that education in Nigeria has been based on what educators now consider to be an outdated view of education, particularly on outdated behaviourist thinking. The field of cognitive psychology has moved on and the focus of attention has shifted:

- Education is not just about 'teaching'; these days it is about 'LEARNING';
- Children learn in many ways; through reading, discussions, asking questions, doing group assignments, exploring the outside world etc. Teaching is only one way to assist learning.
- It is no longer a question of teaching and 'covering' the curriculum content; the question all of us should ask ourselves always is: did the students LEARN the appropriate concepts and ideas?
- There is a shift from 'transmitting knowledge' to 'creating understanding'
- Colleges should ensure that student-teachers LEARN and PRACTISE to be an effective teacher themselves, rather than being told or 'taught' what an effective teacher might look like from the outside.
- Education should assist all students in 'LEARNING HOW TO LEARN'; as this will make people independent and effective life-long learners.

3. Teacher Standards

This section should explain that the Teacher Standards are now the one essential focus and vision of the NCE programme and that they thus form the very core of all education offered by Colleges of Education.

The section should explain that:

- Teacher Standards have been developed through several processes since 2007 and that they are a legitimate innovation to education, embraced and promoted by the NCCE;
- They set the vision of the New Teacher that Nigerian needs for all different types of schools and education
- That all curriculum implementation of all courses in the NCE should focus on student-teachers achieving successfully all of the Teacher Standards. There is no course that is not related to the Teacher Standards in some way or other.
- That the new NCE Certificate will demand measurable evidence that a student-teacher has achieved all Teacher Standards to an acceptable level.
- That the Teacher Standards form the basis of the future Career Path of all teachers as well: teachers should continually improve themselves and achieve the Teacher Standards to higher and higher levels, throughout their careers.

4. Learning Opportunities

This section should explain that Learning Opportunities are the essential way through which the effective development of Learning to be a teacher can be assisted.

The section should include the following minimum standards:

- Becoming a good teacher through a 3-year College programme does not so much depend on being taught; but more on BEING GIVEN THE CHANCE TO LEARN;
- Colleges must offer a wide variety of Learning Opportunities to all their student-teachers;
- Learning Opportunities include:
 - i. Lecturers Planning effectively for each course: Designing a Learning Programme that aims at Learning (not just 'teaching');
 - ii. Providing a variety of Learning Materials: not simplistic course books, but genuinely effective and high-quality texts.
 - iii. Student-teachers can ask questions during lectures whenever they need to;
 - iv. Student-teachers are given group assignments
 - v. Student-teachers are given individual assignments
 - vi. Student-teachers are given sufficient opportunities to practice their skills; in micro-teaching and in Teaching Practice
 - vii. Student-teachers are given regular feedback on their performance so that they know where their learning of being an effective teacher is not yet fully developed.
 - viii. Feedback to Student-teachers is always related to the achievement – or lack thereof – of the Teacher Standards.

5. Assessment

This section should explain that Assessment is the most important mechanism to find out whether student-teachers are LEARNING. If assessment shows low results, there has not been successful learning; the lecturer needs to remedy this situation and not simply blame the student-teacher for lack of ability.

Assessment should not focus only on reproducing knowledge, but on finding out whether student-teachers have developed CONCEPTUAL UNDERSTANDING AND PROBLEM SOLVING AND PRACTICAL TEACHING SKILLS.

Minimum Standards for Assessment should include the following:

- Formative Assessment: informing the student and teacher whether learning is occurring and is effective and what further learning might need to be provided and/or achieved;
- Summative Assessment: informing the student and teacher what has been learnt up to a certain point.
- Group Assignments
- Individual Assignments
- Practical work
- Research projects
- Tests and examinations
- Student Reflective Journal on Micro-Teaching and Teaching Practice
- Observation reports of Teaching Practice from school-based and college mentors.

During Accreditation and Quality Assurance visits, the NCCE will require concrete evidence that all student-teachers have been provided with the full array of the above-listed assessment practices and instruments.

6. Teaching Practice

This section should explain that Teaching Practice is a crucial aspect of the 3-year NCE programme; it is the only opportunity where student-teachers have a chance to apply and develop their practical professional skills.

The section should set minimum standards for Teaching Practice as follows:

- Method Courses and their related Content Courses should be planned together, not in isolation of each other. Evidence for this must be available to the NCCE;
- Micro-Teaching should be related to Method Courses and prepare effectively for Teaching Practice. Evidence for this must be available to the NCCE;
- Teaching Practice should be of the following duration: (decide length and whether there should be one or two TP periods in the 3-year NCE Programme;
- Lecturers should coordinate an Overall Teaching Practice Preparation Programme; this should contain a gradual building up of assignments, micro-teaching and classroom observation activities such that student-teachers are prepared through their various courses in a consistent and effective manner for a Teaching Practice experience that adds value and allows them to develop and apply professional skills. Evidence for this must be available to the NCCE.
- Teaching Practice should be assessed by applying the relevant Teaching Standards and providing evidence of how well student-teachers achieve these Teacher Standards.

Annex 9: Workplan

Section A: Minimum Standards

S/№	TASK	TIME	RESPONSIBILITY	OUTPUT
1.	Teacher Standard	6 th – 7 th May 2010	Dr. Alex Maiyanga & Mohammad Sani Aliyu	Final Draft of the Teacher Standard
2.	Develop General Frame Work for Curriculum <ul style="list-style-type: none"> Teaching Standard Learning Opportunity Assessment Teaching Practice 	July & August 2010	Dr. Alex Maiyanga & Mohammad Sani Aliyu	The general frame work for Curriculum is developed
3.	Minimum Standard for Institution + Restructuring strategy	October 2010	Dr. Alex Maiyanga & Mohammad Sani Aliyu	Final Draft of Minimum Standard + Restructuring Strategy developed
4	Share and finalize 2 & 3	December 2010	Dr. Alex Maiyanga & Mohammad Sani Aliyu	NCCE and the Stakeholders discussed and adopted the Minimum Standards
5	Pilot test the Minimum Standards in 6 COEs (USAID)	2011	NCCE & USAID	Minimum Standards pilot tested in 6 COEs.
6	Implementation of 3	September/October 2011	Dr. Alex Maiyanga & Mohammad Sani Aliyu	Implementation of the Minimum Standard commences

Section B: Quality Assurance Tool Kit

S/№	TASK	TIME	RESPONSIBILITY	OUTPUT
1.	Design overall Tool Kits	6 th – 7 th May 2010	Dr. Alex Maiyanga & Mohammad Sani Aliyu	Final Draft of the Tool Kits Designed.
2.	Develop Tool Kits	June 2010	Dr. Alex Maiyanga & Mohammad Sani Aliyu	Final Draft of the Tool Kits Developed
3.	Share and Finalize the developed Tool Kits	July/August 2010	Dr. Alex Maiyanga & Mohammad Sani Aliyu	NCCE and the Stakeholders discussed and adopted the Tool Kits.
4	Pilot tested Tool Kits Adjusted	October 2010	Dr. Alex Maiyanga & Mohammad Sani Aliyu	Pilot tested Tool Kits Reviewed
5	Implementation of 3	September/October 2011	Dr. Alex Maiyanga & Mohammad Sani Aliyu	Implementation of the tool kits commences

Annex 10: Presentation to NCCE

Slide 1

TEACHER EDUCATION REFORM

USING THE *STRATEGIC* ROLE
OF THE NCCE
EFFECTIVELY

Slide 2

LESSONS LEARNT FROM REFORM
AT KWARA STATE COLLEGE OF EDUCATION ORO:

MANAGEMENT

1. Reduce student intake; improve quality of intake; base intake size on systemic demand for new teachers
2. Restructure into new Schools and new Departments and re-assign staff to new Departments
3. Enhance College Management: in order to use all resources to produce quality Learning Opportunities for all student-teachers
4. Develop internal Quality Assurance system in College

Slide 3

LESSONS LEARNT FROM REFORM
AT KWARA STATE COLLEGE OF EDUCATION ORO:

CURRICULUM IMPLEMENTATION

1. The goal of producing a Quality Teacher (Teacher Standards) determines all aspects of programme delivery
2. Provide vision, understanding and tools to plan for and deliver effective Learning Opportunities to attain Teacher Standards
3. Organise new, varied, and effective Assessment related to Teacher Standards
4. Organise coordinated and effective method courses, micro-teaching and Teaching Practice to demonstrate growth in achieving Teacher Standards

Slide 4

NEW VISION FOR EDUCATION I

OUT-DATED PRACTICE	CURRENT BEST-PRACTICE
– PRESCRIBE CONTENT	– FORMULATE DESIRED LEARNING OUTCOMES
– TRANSMIT CONTENT	– PROVIDE LEARNING OPPORTUNITIES
– ASSESS REPRODUCTION OF CONTENT	– MONITOR ACHIEVEMENT OF LEARNING OUTCOMES

Slide 5

NEW VISION FOR EDUCATION II

OUT-DATED PRACTICE	CURRENT BEST-PRACTICE
– FOCUS ON KNOWLEDGE	– FOCUS ON KNOWLEDGE, SKILLS AND ATTITUDES
– REPETITIVE DRILL OF LARGELY INACTIVE STUDENTS	– LEARNERS ASK, INVESTIGATE AND ARE ACTIVELY BUILDING OWN UNDERSTANDING
– ABSTRACT & THEORETICAL	– LEARN IN REALISTIC CONTEXTS

Slide 6

NEW VISION FOR EDUCATION III

OUT-DATED VISION	NEW VISION
<h2 style="margin: 0;">TEACHING</h2> <p style="margin: 0;">LEARN TO LISTEN QUIETLY; (DEPENDENCY)</p>	<h2 style="margin: 0;">LEARNING</h2> <p style="margin: 0;">“<u>LEARN HOW TO LEARN</u>” (BY YOURSELF)</p>

Slide 7

WHAT KIND OF TEACHER DO WE NEED?

WHAT IS OUR VISION OF HIGH TEACHER STANDARDS?

TEACHERS SHOULD BE:

- **KNOWLEDGEABLE** ABOUT CONTENT
- **SKILLED** IN PROVIDING LEARNING OPPORTUNITIES
- PROFESSIONAL IN THEIR **ATTITUDE**

SUCH NIGERIAN TEACHER STANDARDS ARE INDEED AVAILABLE!

Slide 8

TEACHER STANDARDS

- A. Professional Knowledge
 - Teachers know how learners learn and how to facilitate learning effectively
 - Teachers know and understand the curriculum content
 - Teachers know their learners
- B. Professional Practice
 - Teachers plan and assess for effective learning
 - Teachers create and maintain safe and challenging learning environments
 - Teachers use a range of learning techniques and resources to engage learners in effective learning
- C. Professional Engagement
 - Teachers reflect on, evaluate and improve their professional knowledge and practice
 - Teachers are active members of their profession

Slide 9

CREATING EFFECTIVE TEACHER REFORM:

THROUGH FOUR STRATEGIC CHOICES

CREATE A COMMON VISION FOR:

- **TEACHER:**
 - APPLY TEACHER STANDARDS **THROUGHOUT**
- **EDUCATION:**
 - PROVIDE OPPORTUNITIES FOR **LEARNING**
- **LEARNING OUTCOMES:**
 - ASSESS AND MONITOR SO THAT ALL STUDENT-TEACHERS **ACHIEVE TEACHER STANDARDS**
- **PROFESSIONAL PRACTICE:**
 - ORGANISE **EFFECTIVE** TEACHING PRACTICE

Slide 10

QUALITY ASSURANCE

ENHANCING EFFECTIVENESS:

- FORMULATE INDICATORS OF **QUALITY** (NOT QUANTITY)
- FOCUS ON:
 - COLLEGE MANAGEMENT FOR **QUALITY**
 - CURRICULUM IMPLEMENTATION PROCESS FOR **LEARNING**
 - STUDENT **ACHIEVEMENT** OF ALL TEACHER STANDARDS
- INTERNAL QA (BY COLLEGE)
- EXTERNAL QA (BY NCCE)

Slide 11

NCCE DOCUMENTATION REQUIRED

A. MINIMUM STANDARDS FOR:

- COLLEGE MANAGEMENT
- CURRICULUM IMPLEMENTATION
- CURRICULUM CONTENT

B. TOOLKIT FOR:

- INTERNAL QUALITY ASSURANCE
- EXTERNAL QUALITY ASSURANCE

Slide 12

