

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

**Towards a Transformed Pre-Service Teacher Education
Curriculum for College of Education Oro**

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The documents include:

ESSPIN 001	ESSPIN 1 st Quarterly Report
ESSPIN 002	MTSS Strategy
ESSPIN 003	M&E Strategy
ESSPIN 004	Inception Strategy
ESSPIN 005	Initial Report from the MTSS Task Team Leader
ESSPIN 006	ESSPIN 3 rd Quarterly Report
ESSPIN 201	Analysis of the Role of LGAs and LGEAs in Supporting Basic Education in Nigeria
ESSPIN 501	Communications and Knowledge Management Strategy
ESSPIN 502	Communication Task Specialist Visit Report Dec. 08
ESSPIN 503	Education Management Information Systems (EMIS) - Scoping Mission
ESSPIN 504	Communication Task Specialist Visit Report Feb. 09
Kw 301	An Assessment of the Development needs of Teachers in Nigeria – Kwara State Case Study
Kw 302	Oro College Review of Strategic Priorities
Kw 303	Curriculum Transformation college of Education Oro
Kw 304	Towards a Transformed Pre-Service Teacher Education Curriculum for College of Education Oro

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Acronyms and Abbreviations

FME	Federal Ministry of Education
NCE	National College of Education
NCCE	National Commission for College of Education
CUBE	Capacity for Universal Basic Education
SCTC	Sub committee for the Transformation of the Curriculum
PES	Primary Education Studies
PGDE	Post Graduate Diploma in Education

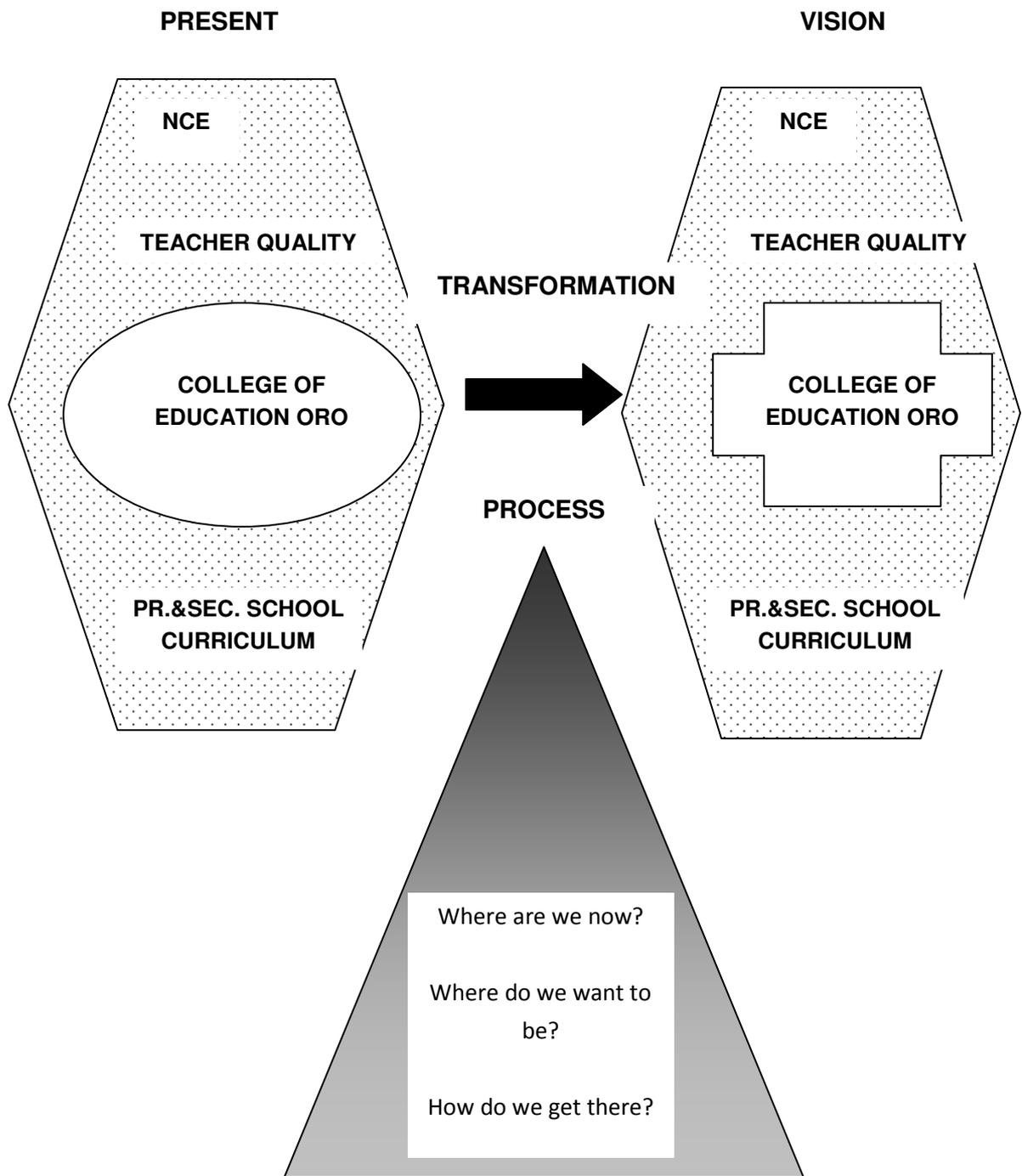
Planning for Curriculum Transformation at Oro

1. In April 2008, CUBE organized a first visit of consultants to do an 'Institutional Review of College of Education Oro.1' Apart from various recommendations regarding institutional financing, management and administrative issues; it also recommended a fundamental overhaul of the curriculum.
2. A recent report from the World Bank² makes similar recommendations for Teacher Education in Nigeria in general:
3. 'The report makes four major recommendations for consideration by Nigerian policy makers regarding the preparation of teachers for responsive engagement with children with diverse learning needs:
 - Review the current teacher education curriculum specifically through the lens of what primary school teachers should know and be able to do if they are to be effective teachers and if students are to learn well.
 - Continue to develop school based teacher mentoring and professional support programs, and build these experiences into career development programs and incentive systems.
 - Develop programs of staff development for colleges of education that address the requirements for training primary school teachers and linking their college work to practice in primary schools
 - Examine the cost and financing of initial teacher education program and upgrading programs for primary school teachers and evaluate the options based on their costs and benefits.'
4. This present report focuses on the first three issues, while a separate report will address the fourth.
5. As a starting point a diagram representing the ingredients and process of Curriculum Transformation at Oro is given below. This diagram is based on the following steps:
 - (i) Environmental Scan: What is the environment in which Oro operates?
Internal Scan: How is Oro doing?
 - (ii) What is the vision for a transformed college/curriculum?
 - (iii) How can Oro transform towards this vision?

1 Kuiper, J. & H. Thomas (2008). Institutional Review of Kwara College of Education Oro.

2 Olatunde A. Adekola (2007). World Bank paper no. 96. Language, Literacy and Learning in Primary Schools.

Curriculum Transformation for College of Education Oro



Quality of Teachers in Kwara State³

[Start of excerpts]

Testing for teacher knowledge and competencies

6. In this study, four interrelated tests were devised to establish the minimum knowledge and capability threshold. Indicators of achievement were developed for each test. The tests and indicators for achievement are given below:

Test A: Basic numerical knowledge for the teaching of primary mathematics.

Indicator of achievement:

Primary school teachers are responsible for teaching primary mathematics. It is reasonable to expect that they have knowledge of those items in the Nigerian Grade 4 syllabus, for students aged ten. This includes a basic manipulation of numbers, place values, time, measurement, and fractions. It is reasonable therefore to expect primary teachers to mark correctly (right or wrong answers) at least 80% of items in a primary mathematics test paper designed for pupils in the 10 year old age group.

Test B: Basic literacy for the teaching of simple language structures (synonyms, opposites, and word meanings).

Indicator of achievement:

Primary school teachers are responsible for teaching basic structures of the English language as given in the Nigerian Grade 6 syllabus, for students aged twelve. It is a reasonable expectation that they have a basic level of English language competence, equivalent to that we would expect from a child aged twelve, to know the meanings of words, pick out of a list words with the same or different meanings, and recognise where in a simple passage, to insert various forms of punctuation (full stops, capitals, marks, and quotation marks).

³ This section contains excerpts from a Draft Report from Teachers' Development Needs Assessment, Kwara. (2008).

Test C: The application of basic literacy to lesson development.

Indicator of achievement:

Primary school teachers are expected to develop lesson plans. At best, these plans include the content of the lesson, an illustration of methods of teaching, identification of resources, learning outcomes, and so forth. At very least, a teacher who is prepared for the task of teaching, will have made some notes on the content of the lesson. This would require a basic capacity to read a one or more texts for information. It is reasonable to expect that at minimum, a teacher capable of planning a lesson should be able to extract information from texts and use this in the writing of teaching notes. It is reasonable to expect that teachers will successfully comprehend simple pieces of writing, equivalent to what we might expect a child of twelve years of age to read, and extract and use information correctly at least 80% of the time.

Test D: The application of basic numeracy to classroom administrative tasks.

Indicator of achievement:

Primary school teachers are expected routinely to make observations about their students' learning (whether students are learning and where the difficulties lie). This might involve an analysis of classroom tests, including adding up marks, turning raw scores into percentages, reading simple bar charts, and making simple charts to show trends in children's test scores or differences between boys and girls. It is reasonable to expect that at minimum, an effective teacher is able to accomplish 80% of such tasks.

7. We have argued that it is reasonable to expect, given that the test material is equivalent to mastery levels we would expect for children in aged 10 to 12 years, that competent teachers achieve scores of at least 80% in each of the four tests, and an average total mean score of 80% or above

Band 1 – The minimum knowledge and competency threshold (test scores in the range of 80% to 100% in each of the four tests, and an average percentage score of 80%)

These are teachers achieving the minimum knowledge and competency threshold. Those towards the top end might be identified as resource teachers

Band 2 – Developmental Group A (test scores in the range of 60% to 79% in each of the four tests, and an average percentage score of at least 60%)

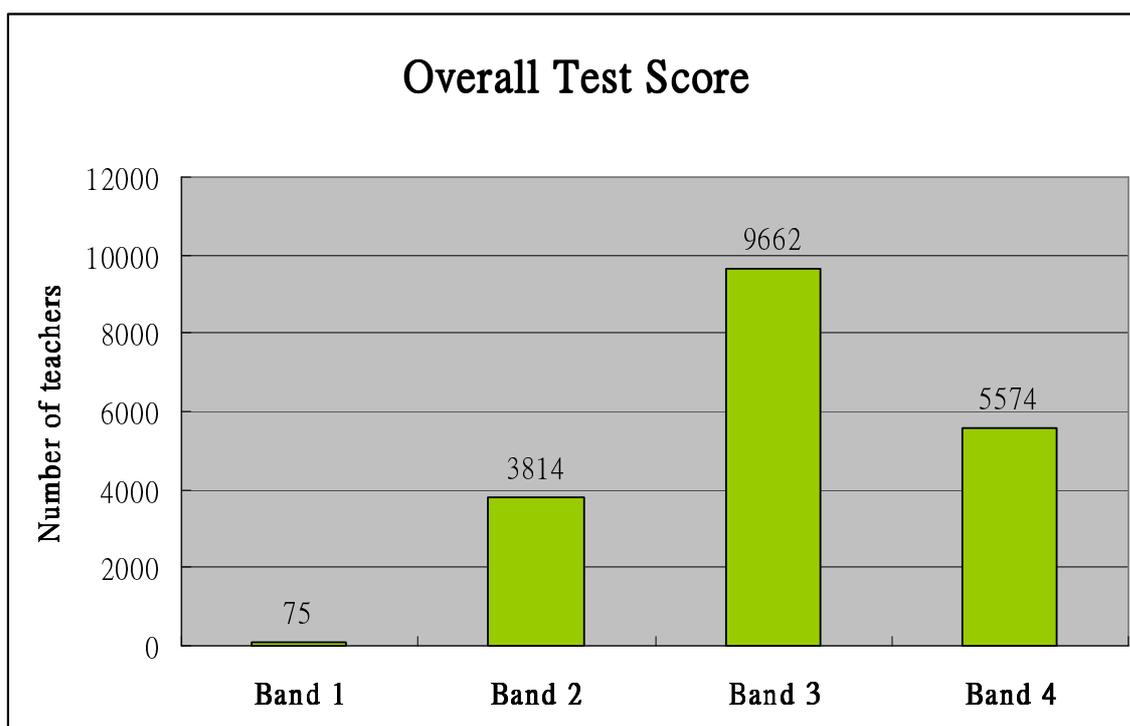
These are teachers falling just short of the minimum knowledge and competency threshold, but could improve with targeted professional development support

Band 3 – Developmental Group B (test scores in the range of 40% to 59% in each of the four tests, and an average percentage score of at least 40%)

These are teachers falling some way short of the minimum knowledge and competency threshold, but could improve with professional development support involving a variety of methods and media (i.e., it may not be useful to provide training in the form of print media and workshops).

Band 4 – Developmental Group C (test scores falling below 40%)

These are teachers falling a long way short of the minimum knowledge and competency threshold. Some improvement may be possible through professional development support involving a variety of methods and media (i.e., it may not be useful to provide training in the form of print media and workshops) but more likely, retraining in a set of specific classroom tasks or redeployment might be considered.



Teacher performance across four interrelated tests

	NUMERACY		LITERACY		LESSON PLANNING		CLASSROOM ADMIN	
	F	%	F	%	F	%	F	%
Below 40%	1447	7.3	9716	49.0	11781	59.4	5692	28.7
40-59%	3385	17.1	7282	36.7	5927	29.9	6675	33.7
60-79%	8674	43.8	2595	13.1	1995	10.1	5576	28.1
80-100%	6317	31.9	230	1.2	120	0.6	1880	9.5
Total	19823		19823		19823		19823	

[End of excerpts]

- From the draft report it is abundantly clear that teachers perform woefully low on tests that measure fundamental aspects of their professional practice.

Curriculum for Basic Education

Primary School Curriculum

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

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

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

10. The review report also makes important recommendations regarding assessment, quality assurance, and remedial work for learners and teachers' professional development that all seek to enhance the quality of both the teachers and the learning that takes place in the first two levels of Basic Education. Particularly the quality of mathematics and English teaching is dealt with and it is recommended that teachers are provided with professional development opportunities and that new teachers in these areas should be of a high professional quality. Rote learning is to be avoided and genuine functional literacy and numeracy should be developed.
11. In addition time allocation to the different subjects in primary schools – as taken from a particular school's timetable, which however appears to be standard throughout - shows the following:

Subject	Primary 1-3	Primary 4-6
English	20%	20%
Mathematics	20%	20%
Primary Science	10%	10%
Social Studies	7.5%	8%
Health Education	7.5%	8%
Agricultural Education	5%	5%
Physical Education	5%	5%
Vernacular Language	5%	5%
IRK/CRK	10%	10%
Art	2.5%	3%
Hand writing	2.5%	3%
Craft	2.5%	3%
Music	2.5%	0
TOTAL	40 periods (35 min each)	39 periods (35 min each)

12. It seems that 40% of time is spent on English and maths, which is not a very high proportion. Moreover, it is debatable whether the time spent on these subjects is effective. For instance, the school time table indicates that different lessons deal with a series of disconnected traditional language issues that fragment rather than integrate student learning. It could indeed be argued that subjects such as agricultural education (certainly in urban schools) and religious education might take up a relatively large portion of the time available. Moreover it seems that almost exactly the same time allocation is given throughout primary school, which seems rather odd. Overall, the primary curriculum does not sufficiently differ from a secondary school curriculum: it shows a large list of subjects, and appears to lack focus on the essential basics for all (future) successful learning: literacy and numeracy. If these basics are not achieved by learners at the end of primary school, the rest of their education is likely to suffer in quality and in the level they can successfully attain.
13. In order to create more focus on English and mathematics, it should be considered to introduce in the entire primary school band (years 1-6) a form of a Literacy Hour and a Numeracy

Hour. This would help focus learning activity in an integrative manner, support appropriate resource allocation and raise the profile of these two essential areas of learning.

14. Furthermore, the State provision of textbooks is very low throughout Kwara (about 20 times lower than the recommended 5 books per learner for primary education). This appears to indicate that the use of texts to organise, strategise and stimulate learning in the classroom and through homework is not given the attention it warrants.

15. A positive development recently has been the setting of standard for primary education. These standards provide a much needed vision of the quality of learning that needs to be seen in primary schools. As an indication of this focus an example of some of the standards is provided below.

Primary 1:

Literacy:

Pupils should be able to:

Read, identify and recognise alphabets Aa-Zz both in capital and small letters and match them with objects e.g. A for Apple, B for |Ball etc.

Primary 4:

Numeracy

Pupils should be able to:

- I. Count in tens, hundreds and thousands up to one million.
- II. Differentiate between proper and improper fractions.
- III. Add, subtract, multiply and divide whole numbers, decimals and fractions.
- IV. Measure and solve problems on length, area, weight and capacity of a given object/shape.

16. These Standards clearly transform the idea of learning in primary school away from covering theoretical concepts towards being able to show applicable knowledge and skills. The Standards for Teachers provide a similar transformation (see section 5).

NCE Curriculum and College of Education Oro

Curriculum Structure

17. The NCE Curriculum provides minimum standards for teacher education. However, these ‘standards’ are of a different nature to the Standards described in the previous section, in that they do not necessarily describe an observable demonstration of knowledge, skills and attitudes. The NCE focuses on describing the (content of) subjects that make up the Teacher Education curriculum for Nigeria. Below is given the credit and overall subject structure for the 3-year NCE.

• General Education	36 credits same for all students
• General Studies Education	14 credits same for all students
• Teaching Practice	6 credits same for all students
• Teaching Subject (one or two majors)	74 credits elective
Total	130 credits

18. Student teachers can opt for different studies and therefore different positions in schools by choosing different teaching subjects. General Education aims at providing knowledge and skills specifically related to being a teacher. General Studies Education aims to provide basic knowledge (English, communication, mathematics, science, health, etc.) required for student teachers, while Teaching Practice aims to provide practical experience in developing the profession of being a teacher.

19. A report on primary education and teacher education says the following⁴:

‘The NCE program began as a pre-service training program for subject teachers who would teach in junior secondary schools. In response to feedback from the classroom studies and teacher surveys the National Commission for Colleges of Education. (NCCE) recently modified the NCE curriculum by expanding the Primary Education Studies (PES) component to cover a range of topics related to the primary school curriculum. In this broadened course structure, about 65 percent of course work over the three year program was devoted to a broad range of traditional teacher education subjects. However, the emphasis is on theoretical knowledge and passing examinations in these subjects. School experiences are deferred until the final year of the course when students take a 12 week block of practice teaching.’

⁴Olatunde A. Adekola (2007). World Bank paper no. 96. Language, Literacy and Learning in Primary Schools.

Findings on Oro Curriculum

20. The Oro Review report⁵ states that the analysis of the Oro Curriculum reveals the following important issues:
- The (implementation of the) NCE curriculum requires reviewing (also refer to the remarks made in section 2.8) with the aim to:
 - Update the General Education course towards an integrated and issues-based understanding of education, specifically in the context of Nigeria;
 - Raise the profile of Methods Courses as well as their link to Content Courses to ensure that a strong pedagogical content-knowledge is developed;
 - Rethink Teacher Practice in terms of total time spent, student supervision, purpose and its contribution to the overall aim of creating professional praxis;
 - Raise the profile of Primary Education Studies so as to become an essential part of the study programme of all students who will become primary school teachers.
 - Establish a list of professional competencies which all students need to acquire to become effective teachers and which form the basis for all courses as well as the integrative focus of all assessment, and particularly of Teaching Practice.
 - Assessment needs to be designed with a clearer purpose of requiring and providing an opportunity to students to show evidence of achieving professional skills, knowledge and attitudes grounded in the praxis of education.
 - Learning Materials are not consistently available (students depend on their own notes copied from the blackboard) and thus written materials do not play a coherent and pervasive role in the provision of a strong cognitive and structure-giving basis for the development of the required professional knowledge, skills and attitudes of an effective teacher.
 - A stronger link needs to be developed between primary school, and junior secondary school curricula on the one hand and the teacher programme at the college at the other hand.
 - Many students are willing to incur high costs to enter a field of study that they do not consider of high status or professional interest. Such students hope to gain entrance into the world of work – outside education - with the eventual qualification obtained. There is an over-production of new teachers that have little inclination to enter the field of education. All this severely compromises the quality of the teachers to be employed in schools. Stringent management of the number of students overall as well as in the various specific courses needs to be adopted.
 - The General Education Studies programme might be seen more useful as part of a preliminary year. This would perhaps best be achieved by considering such a preliminary year as compulsory for all students, as it is generally acknowledged that students come in with a serious lack of basic knowledge and skills.

⁵ Kuiper, J & H. Thomas (2008). Institutional review of Kwara College of Education Oro.

- Infrastructure is outdated in some aspects, especially teaching equipment needs some attention. Once a realistic level of student numbers for the next 10 years has been established a review of infrastructural demands should be done.

At present the elective subjects on offer at Oro are:

PRIMARY 1-3	PRIMARY 4-6	JSS 1-2
English Studies	English Studies	English Studies
Mathematics	Mathematics	Yoruba/Hausa/Igbo Language
Local Language	Local Language	French Language
Religious Studies	Religious Studies	Arabic Language
Basic Science and Technology	Basic Science and Technology	Mathematics
Social Studies	Social Studies	Basic Science
Physical and Health Education	Physical and Health Education	Basic Technology
	Information and Technology Education	Computer Studies
	Creative Arts	Agricultural Science
	French and Arabic	Business Studies
	Physical and Health Education	Christian Religious Studies
		Islamic Studies
		Social Studies
		Home Economics
		Civic Education
		Physical and Health Education
		Cultural and Creative Art
		Physical and Health Education

21. The description of the various subjects leaves room for the development of a detailed learning programme by the College itself. This is very important as it allows one to see how the Teacher Standards can be attained through each subject.

NCE Standards for Staff Numbers

22. Indications for Staff complements per department are also given in the NCE document. They present the following picture:

Elective Subjects:

23. Some departments/subjects (Arabic, Christian Religious Studies, Islamic Studies, others) would typically be assigned 5 academic staff and 3-5 support staff. Other departments (mathematics, Yoruba, Science, Business Studies), either in case of double majors or because of the nature and complexity of the subjects taught would have typically 8 (or even 10) academic staff and 5-8 (or even 10) support staff.

General Education:

24. Staff number based on 1:25 staff-student ratio.

General Studies Education:

25. 6 Academic staff and 3 support staff

Primary Education Studies:

26. 5 academic staff and 4 support staff, additional staff based on 1:25 staff-student ratio.
27. It seems that some consideration must be given to the number of students actual doing a given subject when consider the staff complement of any given department. Uniformly assigning a minimum of 5 staff to any department might well put insupportable pressure on the salary costs of the college.
28. Moreover an important finding in the May report⁶ was that Method Courses - the development of actual professional teaching practice in given subjects - do not enjoy the importance it warrants in the NCE. Particularly in the light of Teacher Standards there is a need to reconsider this aspect carefully and provide more attention and time to developing this essential aspect of becoming an effective and professional teacher.
29. Lastly, Teaching Practice also was identified as not effective in its role to develop professional teacher standards. Teaching Practice needs to be considered carefully and designed to become more effective and integral to the 3 year programme.

⁶Kuiper, J & H. Thomas (2008). Institutional review of Kwara College of Education Oro.

Vision for Student Numbers

30. Oro College has decided to aim for an intake of 1000 students per year into the pre-service education programme. Furthermore, targets for three main areas of study have been set as well as follows:

	Basic Education (Primary 1-6)	Science JSS	Social Studies JSS
	60%	30%	10%
Year 1	600	300	100
Year 2	600	300	100
Year 3	600	300	100
Total=3000	1800	900	300

Professional Standards for Nigerian Teachers

31. In the report based on the April 2008 visit of the consultants⁷, it was proposed that the development of a curriculum for teacher education at College of Education Oro could best be based on a set of Teacher Competencies or Standards.
32. The Federal Ministry of Education of Nigeria has published a document that provides such Teacher Standards⁸ and in the document it suggests that (p32):

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

33. Moreover, in the development process for a Teacher Strategy for Kwara State, the initial scoping report⁹ also advocates the use of these Teacher Standards to determine present teacher quality and develop professional development programmes. Indeed one must agree with the FME document¹⁰ that (p5):

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

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

⁷ Kuiper, J & H. Thomas (2008). Institutional review of Kwara College of Education Oro.

⁸ FME (2007). A National Strategy for Teacher Quality and Development.

⁹ Aarons, Audrey (2008). Draft Scoping Report regarding Teacher Strategy for Kwara State.

⁷ Kuiper, J & H. Thomas (2008). Institutional review of Kwara College of Education Oro.

⁸ FME (2007). A National Strategy for Teacher Quality and Development.

⁹ Aarons, Audrey (2008). Draft Scoping Report regarding Teacher Strategy for Kwara State.

¹⁰ FME (2007).

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

Shift from Content to Standard-based learning

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

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

First Meeting of Sub-Committee on Curriculum Transformation

37. The Task Team College Reform, in consultation with the Honourable Commissioner has set up its own Sub-Committee (SCTC) for the Transformation of the Curriculum at Oro. The SCTC had a first meeting on December 1st, at the Kwara State Library Complex. Appendix 1 contains the membership, workshop programme, and the questions/tasks the SCTC dealt with. Please note that the tables that were unpopulated at the start of the meeting, in this appendix have been updated to contain the results of the deliberations of the meeting as well as further proposed actions *as seen by the consultant at the stage of writing the present report*. These tables will need to be agreed upon and finalised by the SCTC as work progresses.
38. In addition to those forming its membership, the SCTC also enjoyed the presence of the Honourable Commissioner for a significant part of its proceedings. The Honourable Commissioner impressed on the SCTC the fundamental importance of its work in relation to raising the quality of education in Kwara State and that the SCTC should have a long-term perspective on remedying the problems that have originated through a long historical process. Moreover, the Commissioner stressed the fact that Oro should become a fully transformed institution that focuses on preparing quality teachers for the **Basic Education Band** of Kwara State. This would imply a reduction of subjects offered at the college and a striving for a distribution of Students/programmes as follows:
- 60% of students/programmes focusing on **Preparation for Primary 1-6**
30% of students/programmes focusing on **Integrated Science for JSS 1-3**
10% of students/programmes focusing on **Social Studies for JSS 1-3**
39. Discussions during the meeting resulted in the following agreements:

Foundation Year:

- Question 1: What is the function of this year? Is it to provide students with a chance to obtain more credits for NCE entry and/or to provide students with knowledge and skills to succeed in NCE?
- Question 2: In view of answers to Question 1; what would the best curriculum outline be? (i.e. courses and percentage of time spent on each).
- Question 3: What students should be admitted to the Foundation Year, and how should they be selected/identified?
40. **Resolution:** There is a need to re-think the purpose of the pre-NCE year. It should be preparatory to entering NCE, that is: it should be clearly linked to the idea of becoming a teacher, and not be a general year for students to obtain more credits to enter any tertiary institution. Some attention to education courses might be given in this year. The College Provost will provide a more detailed position paper to the SCTC by the end of the second week of December.

NCE Students that are to be Primary 1-6 teachers

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

41. **Resolution:** The Curriculum Outline as given in the table (see appendix) is appropriate. There must be a difference between programmes for P1-3 and those for P4-6, as learners have different learning requirements and styles in these different age-groups. It can be considered to have at least a first year of Primary Education Studies (PES) the same for everyone, but to provide specialisation later on (i.e. from year 2, or possibly year 3). TP should take place in the band the student-teachers will become qualified for. PES is mandatory for all students studying towards teaching in P1-6. This will leave one elective for them. General Studies Education should be given due attention, while also making sure that the development of students' basic literacy and numeracy skills forms part of every course and responsibility of every lecturer. General Education needs to become integrated and grounded in the reality of Nigeria and its education system from historical, contemporary and future perspectives. Method courses need to be given more prominence being central to achieving the Teacher Standards. The visible attainment of the Teacher Standards must be the focal point for any and all curriculum development and implementation and start being the determinant of assessment from year 1 through to year 3.

NCE Students that are to be JSS 1-3 teachers

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

42. **Resolution:** The Curriculum Outline as given in the table (see appendix) is appropriate. The programme for JSS1-3 differs from that for P1-6 in that there is more emphasis on subject teaching. For instance, Integrated Science is a double major to reflect the more extensive content of this subject. Other subjects must also acknowledge this difference (subject methods, TP, etc.). The change in curriculum outline will have an impact on the structure of the college in terms of schools/departments and staff. Also here, General Education needs to become integrated and

grounded in the reality of Nigeria and its education system from historical, contemporary and future perspectives. Method courses need to be given more prominence being central to achieving the Teacher Standards. The visible attainment of the Teacher Standards must be the focal point for any and all curriculum development and implementation and start being the determinant of assessment from year 1 through to year 3.

School/Department/Staff Structure at College of Education Oro

Question 1: Does the table that uses student credits to develop a staff profile serve its purpose?

43. **Resolution:** Due to time constraints, the issue of student credits was not discussed. However, the SCTC will work on finalising the table in view of the curriculum outline provided. Some initial suggestions were made – i.e. that the relevance and role of the School of Languages and the School of Vocational and Technical Education need to be considered in view of the fact that language and technical education components already form part of Primary Education Studies. In the same way the School of Sciences should be given the mandate of providing an Integrated Science programme, and no longer the preparation of specialised physics, chemistry or biology teachers which historically was intended for Senior Secondary Schools. A new School of Primary Education Studies will have to be established and staff from other Schools might find a place here. The issue of qualification/experience in the field of Primary Education is of great relevance here, and points towards a need for staff development.

Work Plan for Curriculum Transformation at College of Education Oro

Question 1: Please fill in the table as far as possible.

44. Resolution: The SCTC had not sufficient time to discuss all aspects of the table but the first three points were discussed at some length.
- The Provost of Oro will provide a position paper regarding the pre-NCE year and the SCTC has established a working group that will finalise the Curriculum Outline by mid-December.
 - The SCTC will finalise a College School/Department/Staff Structure by mid-December.
 - A review of academic staff is a sensitive and involved process. The SCTC does not want to rush into this process, as it also depends on outcomes of the Teacher Strategy initiative which relates to in-service requirements and the possible role that Oro is to play in this respect. Other processes need to develop further and more detailed tools for staff review will have to be developed. The Teacher Standards for tertiary Educators could be taken as a useful base to develop objective measures against which to review the academic staff.
 - Transformation of the full curriculum at Oro requires that course outlines, learning materials, assessment, learning activities, Teaching Practice are all re-designed in detail. This would involve attention being paid to courses that range from history of education, educational psychology, via primary education method courses to detailed English, Social Science,

Mathematics and Integrated Science content courses. This is a vast task and represents the practical and visible transformation towards education quality.

- Directly related to 4) this will require the identification of staff needs and the matching of this with a range of experts for the transformation of all programmes and products of the wide array of college courses.

In-Service Provision by Oro College of Education

45. The Teacher Needs study has shown indubitably that teachers presently in the system do not have the knowledge and skills required to design and deliver quality learning to their learners in the schools.
46. It is therefore imperative to mount a comprehensive in-service programme for Kwara State.
47. The programme components of such an in-service would likely include:
 - Development of basic Literacy Skills
 - Development of basic Numeracy Skills
 - Development of professional classroom practice
 - Diversification for teachers in different bands of the education system (P1-3., P4-6, JSS, SSS)
 - Development of skills to design learning programmes, lessons plans, etc.
 - Development of skills to develop varied learning materials and learning opportunities
 - Development of appropriate assessment processes and tools
 - Development of a professional understanding of the Standards for Primary Education
 - Development of school management skills
48. Once the staff of Oro has undergone a thorough staff development process and once it has developed its own transformed Pre-Service Teacher Education Curriculum – with its attendant learning programmes, learning materials, assessment, etc. etc. - it would seem that this staff could play a useful role in helping design and deliver such an in-service programme.
49. However, it is important to acknowledge that the priority for the College is to develop its own pre-service education first.
50. At present the Teacher Strategy for Kwara State is still being formulated. Moreover, this study also suggests that classroom observations are required to flesh out the findings of the Teacher Needs analysis. All this will provide more guidance as to what in-service programme will be mounted. Once this has become clear, the role of Oro can be considered.
51. The issue of timing the various development processes is important to consider here. The Staff Review at Oro might indicate that a number of staffs are not required for the pre-service programme. However, some of these might find a role in the in-service programme. However, it would be best to re-structure the college first and foremost as a **Pre-Service College**, not as an in-service college, as this would lead to lack of focus in the important transformation process embarked on now.
52. Once more clarity is obtained on the in-service programme for Kwara it would be possible to see how the re-structured college and its professionally updated staff can contribute from the position of its new structure. It might not be useful to set up an 'in-service half' of the college as this would again open up opportunities of unrealistic increases in student and staff numbers. In-

service will likely have to take place during holidays, which are the same for the College, and therefore existing college staff could largely take care of in-service requirements as well.

Conclusions

Environmental Scan

- The Primary Education Standards provide welcome clarity about what learners in this band are expected to know and do. This provides guidance for the preparation of teachers as well.
- The Teacher Standards provide an appropriate and relevant goal for teacher education in Nigeria and they are of fundamental importance in the Curriculum Transformation for Oro.
- The NCE, by virtue of its presentation of *minimum* standards, allows for sufficient flexibility to build an appropriate and transformed teacher education curriculum for Oro.

Vision for a Transformed Curriculum

- A pre-NCE or Foundation Year must relate to the fact that it aims for entrance into a teacher education course.
- The Teacher Standards represent the overarching goal for all aspects of the Teacher Education Curriculum at Oro.
- General Studies Education needs to be given proper attention and the development of literacy and numeracy skills should be aimed for in all years and by all lecturers of the College Curriculum.
- Primary Education Studies will be a mandatory course for all student-teachers in the P1-6 bands.
- Method Courses and Teaching Practice will need particular attention in order to give them the appropriate role in achieving the Teacher Standards.
- General Education needs to become more integrated, grounded in Nigerian reality (history, present, future) and relevant to the future school-practice of the student-teachers.

Pathway

- Curriculum Outline finalised by mid-December.
- College Structure finalised by mid-December.
- A Staff Review to be done in view of the transformed College Curriculum and Structure and the awaited outcome – particularly its attendant in-service implications – of the Teacher Strategy for Kwara State. Teacher Standards for Tertiary Educators could be used as a basis to develop further tools for this exercise. A task could be given to all lecturers to present a report on their most recently completed course, including a reflective self-assessment of their course programme, course materials, assessment tools and students' learning outcomes. This report could then form the basis of the Staff Review of each lecturing staff member.
- The development of a full array of transformed curriculum structures, policies, processes and products should be done as a staff development exercise. The exact intensity and desired level of detail of transformation is to be determined and the appropriate resources and time should then be dedicated to this.

Annex 1 Workshop Programme and Completed Tables

Sub-Committee on Teacher Education Curriculum Transformation

FIRST MEETING OF SUB-COMMITTEE

Date and time: Monday December 1st. from 9.00-14.00 hrs (including lunch).

Venue: Library Complex Ilorin, second floor (ESSPIN Offices).

Programme

(Tea/Coffee at convenient time)

Welcome, Apologies, Purpose of Meeting	Mr MR Bello Task Team Member
Oro Curriculum Transformation: Scan, Vision and Plan	Prof J Kuiper Task team Consultant
Development of a Curriculum Outline for College of Education Oro (Questions A, B and C)	Sub-Committee
Design of a Work-Plan for detailed curriculum transformation process (Tasks D and E)	Sub-Committee
Way Forward	Prof S Jimoh
Closure	Dr Arinde, Provost Oro
13.00 hrs. LIGHT LUNCH	

TASK TEAM COLLEGE REFORM

SUB-COMMITTEE ON TEACHER EDUCATION CURRICULUM REVIEW

After a discussion with the Task Team College Reform, the list of members to be invited onto the Sub-Committee on Teacher Education Curriculum Review is as follows:

1. Prof SA Jimoh (University of Ilorin)	<u>Chairperson</u>	08033824870
2. Prof AS Olurundare (University of Ilorin)		08037438490
3. Dr Mrs. MF Salman (University of Ilorin)		08035725654
4. Dr OW Arinde (Provost College of Education Oro)		08038309806
5. Dr Billy Olajide (University of Ilorin)		08056678616
6. Mr. DB Oderinde (College of Education Oro)		08038088009
7. Mr. M.R Bello	<u>Task Team representative</u>	08034976142
8. Ms Marloes Zewuster VSO at College of Education Oro		07056695625
9. Dr AO Durotolu(College of Education Oro)	<u>Secretary</u>	08034991923

Questions/Tasks

A. Foundation Year:

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

B. NCE Students that are to be Primary 1-6 teachers

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

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

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

D. School/Department/Staff Structure at College of Education Oro

- Question 1: Does the table that uses student credits to develop a staff profile serve its purpose?

E. Work Plan for Curriculum Transformation at College of Education Oro

- Question 1: Please fill in the table as far as possible.

INDICATIVE SCHOOL STRUCTURE AND INDICATIVE STAFF NUMBERS FOR COLLEGE OF EDUCATION ORO

	School of Education		School of Primary Education Studies		School of Arts and Social Sciences (and Languages?)		School of Science		School of Languages	School of Voc. & Tech. Educ.
	Serves: 3000 students (all)		Serves: 1800 P1-6 students 3000 students for Gen. Studies ^{d)}		Serves: 300 JSS students X1,2 ^{b)} elective P1-6students		Serves: 900 JSS students Y1,2 elective P1-6 students			
	COURSE	STUDENT-CREDITS ^{a)}	COURSE	STUDENT-CREDITS	COURSE	STUDENT-CREDITS	COURSE	STUDENT-CREDITS	Consider subsuming these schools into other schools; i.e. into primary education studies, sciences and/or 'social sciences and languages'	
P 1-3	Gen Ed.	12600	PES TP Gen St.	37800 10800 5400	Elective TP	X1* 37 X1* 6	Elective TP	Y1*37 Y1 *6		
P 4-6	Gen Ed.	12600	PES TP Gen St.	37800 10800 5400	Elective TP	X2*37 X2*6	Elective TP	Y2*37 Y2*6		
JSS 1-3	Gen Ed.	16800	Gen St.	8400	El. 1 + 2 or Dbl. Maj. TP	22200 1800	Int. Science TP	66600 5400		
TOTALS	Assume ^{c)} 3250 st.crts = 1 full-time staff	42000		116400		24000 + (X1+X2)*43 = 43350		72000 + (y1+y2) *43= 91350		
No. Staff		13		36		13		28		

- a) Student credits = credits for course x no. of students in course. I.e. a 2 credit course for 250 students would give 500 student credits as measure of staff-load in a given School
 - b) Note that $X1+Y1 = 900$; $X2+Y2 = 900$. For practical purposes in this table values for $X1,2$ and $Y1,2$ are set at 450.
 - c) A general rule in NCE appears to be that 25 students equate to one staff member. 25 students equate $25*130 = 3250$ student credits. The table uses this to calculate staff numbers.
 - d) It is assumed that the School of PES provides also the General Studies Education course. This assumption is open to debate.
- General Remark: the exact profile of staff within a School still needs to be determined. This will require careful consideration to get all required subject expertise represented appropriately in a School. The table **must** be seen as 'INDICATIVE' and requires further deliberation in order to finalise it appropriately.

Work Plan for Curriculum Transformation at College of Education Oro

	By When	By Whom	Processes	Products
1. Finalise Curriculum Outline	Mid December	Sub-Committee	Meetings	Finalised Outline for Curriculum at Oro
2. Finalise School, Department and Staff Profile that is appropriate to deliver Curriculum Outline	Mid-December (end of January?)	Sub-Committee (and Consultant?)	Meetings, calculations based on NCE standards	Staff Profile for each School
3. Finalise Internal staff review and re-organisation to match with final School, Department and Staff Profile that is appropriate to deliver Curriculum	January-February	Sub-Committee and Consultant	Meetings, Teacher Standards translated into criteria and tools	All staff reviewed
4. Develop Curriculum Design Plan for all courses: outlines, learning materials, assessment etc. and its overall integration in view of the Teacher Standards	March – October 2008	Sub-Committee and Consultant and possible other experts	Strategic planning meetings, Workshops to build capacity, workshops to QA draft products and steer them towards finalisation	Full complement of transformed curriculum elements for Oro
5. Develop a Staff Development Plan integrated with Curriculum Design Plan	March – October 2008	Sub-Committee and Consultant and possible other experts	Workshops to build capacity, workshop to QA draft products and steer them towards finalisation	Full complement of expert staff to implement curriculum

DRAFT OUTLINE OF TEACHER EDUCATION CURRICULUM AT ORO COLLEGE: IN-SERVICE - Not Yet Considered										
TEACHER EDUCATION FOR PRIMARY 1 - 3										
	General Studies		General Education		Subject Specialism		Subject Method		Teaching Practice	
	CREDITS/ SUBJECTS	STUDENTS/ STAFF								
TEACHER EDUCATION FOR PRIMARY 4 - 6										
	General Studies		General Education		Subject Specialism		Subject Method		Teaching Practice	
	CREDITS/ SUBJECTS	STUDENTS/ STAFF								
TEACHER EDUCATION FOR JSS 1 - 3										
	General Studies		General Education		Subject Specialism		Subject Method		Teaching Practice	
	CREDITS/ SUBJECTS	STUDENTS/ STAFF								

Annex 2 Teacher Standards as Published by the Federal Ministry of Nigeria -2007

1.	PROFESSIONAL KNOWLEDGE	CHARACTERISTICS	EVIDENCE
1.1	Teachers know how students learn and how to teach effectively	<p>Teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their practice.</p> <p>Teachers know the importance of prior knowledge and language for learning, and the impact of discussion, group interaction and reflection in the learning process.</p> <p>Teachers know how to engage students in active learning.</p> <p>Teachers know how classroom and program design, use of materials and resources and the structure of activities impact on learning.</p>	<p>Teacher reinforces good responses; breaks down content into sequential order from known to unknown</p> <p>Teacher draws on the previous knowledge of the learners in the lesson. Teacher uses language pupils are familiar with. Teacher uses a variety of teaching techniques and methods</p> <p>Teacher engages pupils actively in the learning process through group activities, answering and asking questions, debates, role plays, discussions, games & physical exercises, experimentation and problem solving activities</p> <p>Classroom arrangement, timetable and duration of lessons, use of instructional materials including presence of improvised teaching materials in the classroom, sequencing of lessons and learning activities, schemes of work, lesson plans etc.</p>
1.2	Teachers know the content they teach.	<p>Teachers have a sound, critical understanding of the content, processes and skills they teach.</p> <p>Teachers can articulate the key features and relevance of their content to their students and others, and can</p>	<p>Knowledge of subject matter, effective utilization of curriculum guides, alignment of teaching with the curriculum, use of relevant and up-to-date text books</p> <p>Ability to make ideas or content of lessons practical.</p> <p>Using classroom surveys and group work to explore ideas</p>

		<p>demonstrate how it is applied.</p> <p>Teachers know the methodologies which support learning of the content, processes and skills they teach.</p> <p>Teachers are familiar with curriculum statements, policies, materials and programs associated with the content they teach.</p>	<p>and concepts with students</p> <p>Teacher uses divers methods (i.e. role plays, games, discussion etc.) teaching aides, use of ICT, etc.</p> <p>Possession and utilization of curriculum guide, ability to break the curriculum into term, weekly, and daily scheme of work and lesson plans. Alignment of lesson objectives with the goals of the National Policy on education & evidence of their application to teaching.</p>
1.3	Teachers know their students	<p>Teachers know the learning strengths and weaknesses of their students and are aware of the factors that influence their learning.</p> <p>Teachers are aware of the social, cultural, and religious backgrounds of the students they teach, and treat students equitably.</p> <p>Teachers develop an understanding and respect of their students as individuals, and are sensitive to their social needs and the way they interact with others.</p> <p>Teachers know the importance of working with and communicating regularly with students' families to support their learning.</p>	<p>Teacher shows understanding of students' individual differences through the use of individualized and group teaching techniques. Teacher observes pupils at work and keeps profiles of the pupils in his/her class.</p> <p>Teacher shows respect for individual pupils' backgrounds (social, cultural & religious). Teacher teaches pupils to respect one another's social, cultural & religious backgrounds, (i.e. pupils show respect for one another).</p> <p>Teacher uses class survey and questions to explore, compare and contract pupils' opinions and feelings.</p> <p>Ability of the teacher to identify his/her pupils by their names (i.e. individually)</p> <p>Teacher participates in PTAs, open days, inter-house competitions. Records of meetings, correspondences, etc. with parents.</p>
2.	PROFESSIONAL PRACTICE		

<p>2.1</p>	<p>Teachers plan and assess for effective learning</p>	<p>Teachers use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students.</p> <p>Teachers plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all students.</p> <p>Teachers monitor student’s engagement in learning and maintain records of their learning progress. Teachers select assessment strategies to evaluate student learning, provide feedback to students and their parents/guardians and to inform further planning of teaching and learning.</p>	<p>Teacher sets learning & behavioural objectives that take cognizance of pupils abilities, sets learning goals that are achievable Evidence of co-curricular & curricular activities, good lesson plans & variety of teaching aides.</p> <p>Teacher keeps pupils ‘profiles which include progress charts, dossier on each child.</p> <p>Teacher uses variety of evaluation/assessment techniques which may include written or oral, scheduled or impromptu & evidence of feedback (i.e. report cards, grade sheets, etc.)</p> <p>Report cards, grade sheets, folios, continuous assessment files, etc.</p> <p>Report cards, grade sheets, portfolios, continuous assessment files etc.</p>
<p>2.2</p>	<p>Teachers create and maintain safe and challenging learning environments</p>	<p>Teachers develop a positive learning environment where respect for individuals is fostered and where learning is the focus.</p> <p>Teachers provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning.</p> <p>Teachers use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning.</p>	<p>Evidence of pupils’ participation, freedom to express opinions, activities which enable the pupils to discover who they are (their potentials) and respect one another.</p> <p>Evidence of project, class surveys and group work (assignments).</p> <p>Evidence of classroom management, use of a variety of teaching aids, resources materials, exhibition of projects & student work.</p>

		Teachers establish and maintain clear and consistent expectations for students as learner and for their behaviour in the classroom	Evidence of good pupils-teacher rapport. Evidence of mutual trust between teacher & pupils.
2.3	Teachers use a range of teaching practices and resources to engage students in effective learning.	<p>Teachers communicate effectively with students to make their learning programs explicit, to build rapport, and to support their learning.</p> <p>Teachers provide and manage opportunities for students to explore ideas and develop knowledge and skills, through discussion and group activities.</p> <p>Teachers use and manage a range of teaching and learning strategies, technologies, activities and resources.</p> <p>Teachers provide meaningful feedback to students and their parents/guardians about their developing knowledge and skills.</p>	<p>Evidence of accessibility of the teacher to pupils, openness to teacher & to pupils, minimal level of conflict, effective use of instructional language, fluency in the language of instruction.</p> <p>Group work, group techniques, pupils-centered activities which will include debates, excursions, field trips.</p> <p>Ditto.</p> <p>Evidence of feedback to students about their performances by returning marked scripts. Evidence of feedback tom parents, evidence of pupils making corrections, open day & PTA, and through report cards.</p>
3	PROFESSIONAL ENGAGEMENT		
3.1	Teachers reflect on, evaluate and improve their professional knowledge and practice.	<p>Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching.</p> <p>Teachers work collaboratively with other members of</p>	<p>Results of opinion survey of pupils about the teacher.</p> <p>Results of students' performance, comments & assessment by peers and superior officers. Results of internal and external enumerations and competitions of</p>

		<p>the profession and engage in discussion of contemporary issues and research to improve professional practice.</p> <p>Teachers identify their own professional learning needs and plan for and engage in professional development activities.</p> <p>Teachers develop organizational and administrative skills to manage their non-teaching duties effectively.</p>	<p>the pupils, & self-evaluation by the teacher.</p> <p>Level of participation in professional organizations and activities such as teacher associations and professional publications. Attendance to conferences and workshops. Results of teachers' self needs assessment. Evidence of collaboration with other teachers and peers e.g. team teaching and team research.</p> <p>Evidence of plan to engage in professional development and evidence of professional development and evidence of professional development currently engaged in.</p> <p>Level of participation (membership, patronage, financing, advisory etc) in extra-mural activities in the school.</p> <p>Attendance and certification of some requisite courses in administration as prescribed by the Teaching Council.</p>
3.2	Teachers are active members of their profession	<p>Teachers contribute to the development of the school communities that support the learning and well being of both students and fellow teachers.</p> <p>Teachers work effectively with other professionals, parents/guardians and members of the broader community to provide effective learning for students.</p> <p>Teachers promote learning, the value of education and the profession of teaching in the community.</p> <p>Teachers understand and fulfil their legal responsibilities and share responsibility for the</p>	<p>Participation in the Social & Civic life in the school. PTA in particular, and community services on collective or individual basis.</p> <p>Teacher utilizes other professionals and community members as resources persons.</p> <p>Teacher serves as role model and possession of certain virtues such as honesty, discipline etc.</p> <p>Non-involvement in criminal activities, proper registration and licensing with regulatory and supervisory authorities, participation in civic responsibility like voter</p>

		integrity of the profession	registration, population census, etc. Punctuality at school, familiarity with the relevant laws within the community.
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Annex 3 Standards for Tertiary Institutions (Lecturers at Oro)

1.	PROFESSIONAL KNOWLEDGE	CHARACTERISTICS	EVIDENCE
1.1	Teachers know how students learn and how to teach effectively	<p>Teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their practice.</p> <p>Teachers know the importance of prior knowledge and language for learning, and the impact of discussion, group interaction and reflection in the learning process.</p> <p>Teachers know how to engage students in active learning.</p> <p>Teachers know how classroom and program design, use of materials and resources and the structure of activities impact on learning.</p>	<p>Stimulate students to become active and participatory in the classroom</p> <p>Have clear and demonstrated empathy for students and encourage their participation in the classroom</p> <p>Match learning materials with the style of students' learning</p> <p>Show creativity through research and providing solutions to difficult topics</p> <p>Source and utilize/improvise appropriate teaching materials, where necessary.</p>
1.2	Teachers know the content they teach.	<p>Teachers have a sound, critical understanding of the content, processes and skills they teach.</p> <p>Teachers can articulate the key features and relevance of their content to their students and others, and can demonstrate how it is applied.</p> <p>Teachers know the methodologies which support learning of the content, processes and skills they teach.</p> <p>Teachers are familiar with curriculum statements, policies, materials and programs associated with the content they teach.</p>	<p>Utilize discovery, curiosity, questioning and reinforcement techniques</p> <p>Provide scholarly explanation in a lucid, clear and down to earth language</p> <p>Have mastery over their content area</p> <p>Present fact sequentially and fluently</p> <p>Source various teaching methods such as demonstration method etc. and utilize appropriate teaching materials such as audio visual aids, overhead projectors</p> <p>Versed on curriculum development and conversant with the</p>

			minimum academic standard documents
1.3	Teachers know their students	<p>Teachers know the learning strengths and weaknesses of their students and are aware of the factors that influence their learning.</p> <p>Teachers are aware of the social, cultural, and religious backgrounds of the students they teach, and treat students equitably.</p> <p>Teachers develop an understanding and respect of their students as individuals, and are sensitive to their social needs and the way they interact with others.</p> <p>Teachers know the importance of working with and communicating regularly with students' families to support their learning.</p>	<p>Pay equitable and adequate attention to individual differences among students</p> <p>Develop and maintain rapport and understanding with students</p> <p>Conduct continuous research and show innovation for change in teaching methodologies in line with the change in the students' population and their learning style</p> <p>Provide guidance and follow-up to students for learning based on the teacher's clear understanding of students' academic backgrounds and abilities as well as suggest suitable methods for their learning</p>
2.	PROFESSIONAL PRACTICE		
2.1	Teachers plan and assess for effective learning	<p>Teachers use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students.</p> <p>Teachers plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all students.</p> <p>Teachers monitor student's engagement in learning and maintain records of their learning progress.</p> <p>Teachers select assessment strategies to evaluate student</p>	

		learning, provide feedback to students and their parents/guardians and to inform further planning of teaching and learning.	
2.2	Teachers create and maintain safe and challenging learning environments	<p>Teachers develop a positive learning environment where respect for individuals is fostered and where learning is the focus.</p> <p>Teachers provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning.</p> <p>Teachers use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning.</p> <p>Teachers establish and maintain clear and consistent expectations for students as learner and for their behaviour in the classroom</p>	<p>Have mastery of academic programmes and provide counselling services to students as per their aptitudes, interests and abilities.</p> <p>Very much aware of the available appropriate methods and tests as well as their utility and undertake students' evaluation for competitive scholarships and selection or placement</p> <p>Conduct appropriate evaluation of their students through quizzes, tests and assignments and advice students and parents on outcome.</p>
2.3	Teachers use a range of teaching practices and resources to engage students in effective learning.	<p>Teachers communicate effectively with students to make their learning programs explicit, to build rapport, and to support their learning.</p> <p>Teachers provide and manage opportunities for students to explore ideas and develop knowledge and skills, through discussion and group activities.</p> <p>Teachers use and manage a range of teaching and learning strategies, technologies, activities and resources.</p> <p>Teachers provide meaningful feedback to students and</p>	<p>Effectively communicate in an audible voice, plain language with a reasonable level of speed</p> <p>Stimulate students' interest in respective of their learning peculiarities</p> <p>Conversant with and utilize the modern methodologies of teaching such as computer, radio and other information and communication facilities that aid modern teaching</p>

		their parents/guardians about their developing knowledge and skills.	
3	PROFESSIONAL ENGAGEMENT		
3.1	Teachers reflect on, evaluate and improve their professional knowledge and practice.	<p>Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching.</p> <p>Teachers work collaboratively with other members of the profession and engage in discussion of contemporary issues and research to improve professional practice.</p> <p>Teachers identify their own professional learning needs and plan for and engage in professional development activities.</p> <p>Teachers develop organizational and administrative skills to manage their non-teaching duties effectively.</p>	<p>Evaluate and reflect on their teaching performance</p> <p>Undertake collaborative research and workshop on continuous professional development</p> <p>Initiate research and participate on other scholarly activities for professional development</p> <p>Collaborate with other teachers for managerial skill development workshop</p>
3.2	Teachers are active members of their profession	<ul style="list-style-type: none"> • Teachers contribute to the development of the school communities that support the learning and well being of both students and fellow teachers. • Teachers work effectively with other professionals, parents/guardians and members of the broader community to provide effective learning for students. • Teachers promote learning, the value of education and the profession of teaching in the community. • Teachers understand and fulfil their legal responsibilities and share responsibility for the integrity of the profession 	<ul style="list-style-type: none"> • Clearly identify and actively participate in community development activities • Embark on programmes and projects that have bearing towards community fulfilment and development • Undertake research on community problem solving • Extend knowledge and skill in helping the community and get feedback from each extension activity