

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

**Teacher Strategy; Improving the Teaching of Literacy and  
Numeracy: scoping visit**

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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 <sup>rd</sup> Quarterly Report
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ESSPIN 504	Communication Task Specialist Visit Report Feb. 09
ESSPIN 505	Report on Scoping Visit to Develop BBCWST Communications Strategy for ESSPIN
ESSPIN 506	Education Management Information Systems (EMIS) -May 09
ESSPIN 507	Communications Task Specialist Visit Report April/May. 09
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KW 305	Institutional Strengthening of Oro College
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## Acronyms and Abbreviations

ERC .....	Education Resource Centre
LSS.....	Local School Supervisors
LGEA .....	Local Government Education Authority
SESP .....	State Education Support Project
SSS.....	State School Supervisors
SSIT .....	State School Improvement Team
STL .....	State Team Leader
SUBEB .....	State Universal Basic Education Board
TDNA.....	Teacher Development Needs Assessment
TOR .....	Terms of Reference
TPD.....	Teacher Professional Development Programme
TQI.....	Teacher Quality Improvement Reform Group
VSO.....	Voluntary Service Overseas

## Abstract

1. This report describes a scoping visit to Kwara State to plan strand two, improving the teachers' ability to teach basic literacy and numeracy, of the Kwara State strategy for improving the quality of teachers. A plan of training and support was developed, which links with strand 3, the establishment of a support and advisory system for schools, work on the Teachers' Career Path, and took into account the needs of the teachers and school support staff, as well as recommendations from key stakeholders and other consultants.

## Executive Summary

2. With such large numbers of teachers and low levels of achievement, it is essential that programme of training and support has a clear focus on teaching and learning. The teachers need to be led through a process of learning which gradually develops their skills in small steps.
3. It is apparent many of the Local School Supervisors (LSS) are lacking in the knowledge and skills necessary to be effective supervisors and that they too will need significant training and support to enable them to supervise and support teachers.
4. The LSS and head teachers currently have no job description, which makes it difficult to plan the learning outcomes for the training and support programme and ensure that the work they are doing with the teachers is an integral part of, not an addition to, their job.
5. The schools in the state operate in a variety of circumstances, some with a generous child: teacher ratio and others with large class sizes. Many schools in more rural areas have teachers who teach classes of multiple grades. This has implications for the structure and type of training and support to be offered.
6. The current primary timetable is fragmented in the primary school, often separating two 35 minute lessons of English or Maths in one morning. The introduction of a literacy and numeracy hour has implications for the timetable.
7. In order to ensure that capacity within the State is built, a decision was taken to recruit and develop a State School Improvement Team (SSIT) to lead the development and implementation strategy, from amongst Ministry employees, rather than outsourcing this work. The SSIT are a large team (20-24 persons), who are key to the success of the programme to improve teacher quality. The start date for the SSIT group has been provisionally identified as 13<sup>th</sup> July, with a short, intensive overseas trip provisionally planned for the start of September. If the scheduling stays on track, work with teachers can begin at the start of October. Therefore a speedy recruitment of SSIT is essential.
8. The recruitment of the SSIT is underway. An advertisement was placed in the local newspaper and a timed interview schedule has been drawn up. The interview process was based on that of the recruitment of the Inspectorate. The State - based Advisor for Quality is working closely with the Teacher Quality Improvement Reform (TQI) group to drive the process forward and ensure the recruitment process remains on schedule.



9. The Education Resource Centre (ERC) has been provisionally identified as a base for the SSIT. The Centre has plenty of space to accommodate the team with a large training room and other rooms that could be used to turn into a classroom and workspace. The building needs refurbishment but would provide a good working environment. The team could work closely with the materials development team, and use their skills to produce supplementary materials.

### **Purpose of the Consultancy**

10. This consultancy was a scoping visit to develop an understanding of the context within which the programme will be set. A programme for teacher education had been proposed, and this visit explored that programme in more depth, suggesting plans to develop the strategy further. This includes how teacher education links with the proposed Head teacher/LSS development programme and the work on the teachers' career path which underpins the entire Teacher Strategy. This was done through consultation with key stakeholders, discussions with the STL and the State-based Quality Advisor, visits to schools and reading of key documents.

### Achievement of the terms of reference

	TOR Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
	<p>Become familiar with:</p> <p>The existing documentation on the emerging teacher strategy for Kwara State</p> <p>The current practice in relation to teaching literacy and numeracy, and existing school based systems of teacher support through visits to selected schools, interviews with Head teachers and local school supervisors and reading of key studies</p> <p>Existing programmes of in-service teacher education (especially the SESP Teacher Professional Development Programme).</p>	<p>Existing documentation read, including the Teacher Development Needs Assessment Report, The Kwara State Commissioner's presentation in response to the report, Every Child Counts and A Framework for Teacher Strategy.</p> <p>Current practice on teaching and literacy and numeracy and school utilisation and management of teachers researched through reading documents, carrying out classroom observations in four schools, discussions with teachers, head teachers, and the TQI group, reading text books from grade 1-6</p> <p>SESP documents read, and discussions held with members of the core group, one of the state school supervisors (SSS) and the TQI Group</p> <p>Information gathered, used to inform planning</p>	

	TOR Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
	Prepare a short position paper/presentation on ESSPIN's approach to improving the teaching of literacy and numeracy, and facilitate discussions with key stakeholders on this.	Meetings held with the TQI Reform Group to formulate the strategy for teaching literacy and numeracy. Discussions also held with the Honourable Commissioner. Position paper produced (Appendix B) and information presented to STL, TQI group and 120 representatives of the education system at meeting on 16 <sup>th</sup> April	
	Together with the State Team Leader and nominated State representatives develop ToRs for the State School Improvement Team and agree modalities for their secondment with the Honourable Commissioner or the Permanent Secretary.	Ideas formulated and issues identified through discussion with STL, State Quality advisor and TQI group. Discussions held with STL and TQI about role of SSIT and possible modalities for their secondment ToRs (Appendix C) for their secondment produced and approved by TQI group. Person identified to move the process forward, appropriate permissions for the job advert and using the ERC as a base for the SSIT have been obtained from the Honourable Commissioner	Director School and Colleges, Tayo Adekunle to discuss and agree modalities for secondment with HC/PS by 5 <sup>th</sup> May. State based Advisor on Quality (Eunice) to agree a base for the SSIT in discussions with the TQI group, the State Team Leader and myself. Suggestions taken to the Commissioner for approval and approval obtained.

	TOR Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
	Together with nominated State representatives develop and agree selection criteria and a recruitment process for the State School Improvement Team.	Discussions held with Honourable Commissioner and TQI group about suitable people for recruitment to this SSIT. Selection criteria identified, advert drafted, approved and published in the newspaper (Appendix C). Recruitment process developed, modelled on recruitment process for Inspectorate. Documentation for process drafted.	State based Quality Adviser, Eunice Olademeji, to drive the recruitment process. Produce final documentation for recruitment and email to EO and TA by 29 <sup>th</sup> April. EO to arrange
	Develop a draft training programme for the State School Improvement Team including a short intensive period of overseas study relating to implementing literacy and numeracy programmes and materials design relating to this; ensuring that the design of this training programme links with that for school leadership.	Initial outline of programme content identified and learning objectives drafted for the introductory module	Write a more detailed draft training programme with identified learning objectives and content for SSIT by 15 <sup>th</sup> May Produce initial draft of Teachers' Guide by 15 <sup>th</sup> May Start preparation for writing literacy and numeracy lesson plans. Gather information, observe lessons, and look at sample lesson plans. Read curriculum and text books to identify learning objectives and appropriate teaching strategies. Discuss the possible involvement of a training provider based in Lagos and London in the training of the SSIT; and

			the possible involvement of additional literacy and numeracy specialists in the development of lesson plans with Jaap Kuiper.
	Liaise with Cambridge Education to identify a service provider for the above overseas programme.	Discussions held to identify all possible participants on the programme. Cambridge Education contacted for an initial enquiry.	Hold further discussions with Cambridge Education. Identify learning outcomes and content for the programme. Establish who can be included on the overseas programme
	Together with the State Team Leader, the State-based Adviser on Quality and nominated State representatives develop an operational plan for Strand 2	Liaised with STL and State-based Advisor for Quality and agreed timeframe, structure and content of training and ensured that it links clearly with that for school leadership programme. (Appendix B) Discussed with TQI group. Programme presented to STL	

## Background

11. The current situation of teaching and learning in Kwara State has been well documented by Teacher Development Needs Assessment, carried out by David Johnson et al (2008), which highlights the poor levels of knowledge and skills of the majority of teachers throughout the State, and Audrey Aaron's report 'A Framework for Teacher Strategy' (2008), which discusses the complexity of the problem. The key findings, as presented by those reports are:
  - most children are not achieving even the most basic levels of literacy, numeracy and life skills as a result of their schooling
  - few teachers in the state have a command of how to teach primary school subject content
  - few teachers in primary schools meet even the minimum level of knowledge of the primary school curriculum.
12. After the results of the Teacher Development Needs Assessment were publicised by the Honourable Commissioner, he wanted to move as soon as possible to ensure that the children in the State were given access to improved education. A teacher development strategy with four strands was developed and this consultancy started the process of developing an operational plan for strand two 'Improving the Teaching of Literacy and Numeracy.' This strand is strongly linked to strand three 'Developing an Effective Advisory Structure' so part of the work for this consultancy considered issues involving LSS and Head teachers.

## Findings and Issues Arising

13. With such large numbers of teachers and low levels of achievement, it is essential that any proposed programme of training and support has a clear focus on teaching and learning. The teachers need to be led through a process which gradually improves their content knowledge in the basic subjects and their basic teaching skills in a structured way.
14. It is apparent many of the LSS are lacking in the knowledge and skills necessary to be effective supervisors and that they too will need significant training and support to enable them to supervise and support teachers.
15. The LSS and head teachers currently have no job description, which makes it difficult to plan the learning outcomes for the training and support programme and ensure that the work they are doing with the teachers is part , not an addition to their job.
16. The schools in the state operate in a variety of circumstances, some with a generous pupil: teacher ratio and others with large class sizes. Many schools in more rural areas have teachers who teach classes of multiple grades. These differences have implications for the structure and type of training and support to be offered.

17. The current primary timetable is fragmented in the primary school, often separating two 35 minute lessons of English or Maths in one morning. The introduction of a literacy and numeracy hour has implications for the timetable.
18. In order to ensure that capacity within the State is built, a decision was taken to recruit and develop a State School Improvement Team (SSIT) to lead the development and implementation strategy, from amongst Ministry employees, rather than outsourcing this work. The SSIT are a large team (20-24 persons), who are key to the success of the programme to improve teacher quality. The start date for the SSIT group has been provisionally identified as 13<sup>th</sup> July, with a short, intensive overseas training and orientation trip provisionally planned for the start of September. If this schedule stays on track, work with teachers can begin at the start of October. Therefore a speedy recruitment of SSIT is essential.
19. The recruitment of the SSIT is underway. An advertisement was placed in the newspaper and a timed interview schedule has been drawn up. The interview process was based on that of the recruitment of the Inspectorate. The State- based Advisor for Quality is working closely with the TQI group to drive the process forward and ensure it remains on schedule.
20. The ERC has been provisionally identified as a base for the SSIT. It has plenty of space to accommodate the team with a large training room and other rooms that could be used to turn into a classroom and workspace. The building needs refurbishment but would provide a good working environment. The team could work closely with the materials development team, and use their skills to produce supplementary materials.
21. The planned programme is fairly complex and will need detailed organisation. The SSIT will be managed by the TQI Group, one of the four Reform Sub-committees forming part of Every Child Counts, and they will need support in order to help them carry out this role.

## Options and next steps

22. Plan a series of literacy and numeracy hours which lead the teachers through a process of learning which gradually and incrementally develops their skills.
23. Explore the possibility of working with VSO volunteers or the National Youth Corps supported by VSO to help support the LSS so that they are able to fulfil their role of supervising teaching and learning.
24. Job descriptions for head teachers and LSS need to be negotiated and drafted so that the training and support programme can be planned to fit with their jobs. This is a fairly urgent requirement.
25. A training, coaching and mentoring programme has been planned which contains a significant amount of workplace support at all levels so that it can be tailored to individual needs. This will need a careful planning at an operational level to ensure its effectiveness.
26. Permission to use the ERC as a base has been obtained. An estimate of cost needs to be gained fairly swiftly, along with agreement on meeting the costs of upgrading the premises, so that an early decision can be made as to whether it is a viable venue.
27. The primary timetable for grades 1-3 needs changing so that there is an allocated hour every day for maths and English. The TQI group need to be mobilised to start this process so that the timetable is ready for start of the next term in September
28. A decision needs to be taken about who will do all the administration and organisation of training and network group workshops. The Director of Schools and Colleges has initially identified this as her department's responsibility, but further discussions need to take place.



## **Annex A    Terms of reference**

**Title of the assignment: Teacher strategy; improving the teaching of literacy and numeracy: international specialist scoping visit**

### **Duration and dates of the assignment**

Six weeks between March and May; three of which will be in Kwara State and three of which will be UK-based.

### **Background**

Despite the possession of considerable oil wealth, a rising population, inefficient government investment in front line public services and years of neglect have left the Nigerian education system in a poor state. Education indicators are amongst the lowest in Sub-Saharan Africa, particularly for girls. Currently it is estimated that there are 7-9 million school aged children not attending school, a disproportionate percentage of whom are girls.

Since legislation was passed in 2004 establishing nine-year compulsory Universal Basic Education, the main sectoral focus of Federal and State governments has been an expansion of basic education to meet the Millennium Development Goals. There has been a significant increase in investment in the basic education sector through State governments and through Federal sources such as the Universal Basic Education Commission (UBEC). Access remains a problem, as do the low quality of education outcomes and the stark inequities in the system.

The Education Sector Support Programme in Nigeria (ESSPIN) is a six year DFID programme of education development assistance and is a part of a suite of programmes aimed at improvements in governance and the delivery of basic services. ESSPIN's aim is to have a sustainable impact upon the way in which government in Nigeria delivers education services and is directed at enabling institutions to bring about systemic change in the education system, leveraging Nigerian resources in support of State and Federal Education Sector Plans and building capacity for sustainability. It is currently operating in five States (Kano, Kaduna, Kwara, Jigawa and Lagos) and at the Federal level. ESSPIN builds upon previous technical assistance projects in education, in particular the Capacity for Universal Basic Education Project (CUBE). ESSPIN will run in parallel with World Bank credit-funded projects in four of the States (the State Education Sector Project (SESP) in Kano, Kaduna and Kwara and SESP II in Lagos).

## Education in Kwara State

Located in western Nigeria, Kwara State has a population of 2,371,089 (2006) with 48% of its population being under 15. Its economy is based on subsistence farming, with some small-scale manufacture, and government-driven economic activity. Its capital, and only sizable city, is Ilorin. It is among the six poorest states in Nigeria and is also characterised by a substantial poverty gap, again being among the six worst States; additionally it is among the few States to experience a worsening incidence of poverty between 1996 and 2004.

In common with the situation in the rest of Nigeria, education in Kwara is in a state of crisis, which has resulted from a long period of cross the board systemic failure.

The major issues are well known, but have been further illuminated by evidence gathered during the Baseline Survey into the conditions of teaching and learning, and learning outcomes (2007), the Education Sector Analysis (ESA) (2008) and the Teacher Quality Assessment (2008). Although enrolment and survival rates tell a promising story - Kwara is enrolling high numbers of both boys and girls in Primary 1 and more importantly keeping them in school – all other indicators confirm the severity of the situation. These indicators show inadequate standards of physical infrastructure and textbook provision. Much more significantly, the recently conducted Teacher Quality Assessment demonstrated the quality of teacher subject knowledge in literacy and numeracy to be extremely weak, with literacy standards being particularly poor. The overwhelming number of teachers have both very poor content knowledge (with the vast majority being unable to function at the level the Nigerian National Curriculum expects of a 10-12 year old) **and** pedagogical understanding, whilst very few teachers are able to take a leadership (or mentoring) role at present. In addition, a recent teacher policy and management study confirmed that teaching has very low status, and recruits to the profession lack commitment to a career in teaching.

On a more positive note, the current State Government is noted for its commitment to a reform agenda. The Commissioner of Education, with the Governor's support, is committed to the reform of the education sector and has launched an education campaign called Every Child Counts, which constitutes a vision for the development of basic education within the State and focuses upon improving learning outcomes. Further information about Every Child Counts, and the teacher strategy which has been developed to address the issues raised by the Teacher Assessment appear as Annex A and B.

The strategy comprises four interlocking, phased strands, underpinned by the establishment of a revised career structure for the teaching profession, one strand of which involves the development of a highly prescriptive, structured programme for teaching literacy and numeracy in the primary school. It is anticipated that this programme will be delivered through regular short (half to one day) practical workshops to small groups of teachers by the newly developed advisory and support service, using support materials which demonstrate what to teach in each lesson, and how to teach it. This approach will directly upgrade the teaching of these basic subjects and will help ensure that the Kwara State Learning Outcome Benchmarks are met, and improved literacy should indirectly help pupils achieve in other subjects. Teachers' own basic subject content knowledge will be enhanced and they will be

exposed to different teaching skills, which will help them build up their professional competence.

## **Objectives of the assignment**

Working with nominated State representatives, establish a sound knowledge base for the development of strand 2 (improving teaching and learning) together with a strategy for the development of the State School Improvement Team which will be responsible for delivering strand 2, develop a knowledge base for the development of strand 4 (a longer term programme of continuous teacher education), and agree linkages and ways of working with strand 3 (the development of an effective advisory system).

## **Tasks**

1. Become familiar with:
  - a) the existing documentation on the emerging teacher strategy for Kwara State
  - b) the current practice in relation to teaching literacy and numeracy, and existing school based systems of teacher support through visits to selected schools, interviews with Headteachers and local school supervisors and reading of key studies
  - c) existing programmes of in-service teacher education (especially the SESP Teacher Professional Development Programme).
2. Prepare a short position paper/presentation on ESSPIN's approach to improving the teaching of literacy and numeracy, and facilitate discussions with key stakeholders on this.
3. Together with the State Team Leader and nominated State representatives develop ToRs for the State School Improvement Team and agree modalities for their secondment with the Honourable Commissioner or the Permanent Secretary.
4. Together with nominated State representatives develop and agree selection criteria and a recruitment process for the State School Improvement Team.
5. Develop a draft training programme for the State School Improvement Team including a short intensive period of overseas study relating to implementing literacy and numeracy programmes and materials design relating to this; ensuring that the design of this training programme links with that for school leadership.
6. Liaise with Cambridge Education to identify a service provider for the above overseas programme.
7. Together with the State Team Leader, the State-based Adviser on Quality and nominated State representatives develop an operational plan for Strand 2.

## **Outputs**

1. Greater understanding amongst key stakeholders about Strand 2.
2. A State School Improvement Team of approximately 20 -committed officers, together with a training plan for their development.
3. A operational plan to ensure improved teaching of literacy and numeracy (Strand 2) and an outline strategic plan for a further comprehensive teacher education programme (Strand 4).

## **Institutional/administrative arrangements**

The consultant will report to the ESSPIN Kwara State Team Leader, Lilian Breakell, and liaise closely with the Commissioner of Education, both directly and through his nominated representatives. The consultant will also be supported by the State-based Adviser on Quality.

The specialist will make a brief summary report to the STL at the end of the in-country phase of the consultancy, which will include the position paper, a detailed plan for the recruitment and an outline training plan for the State School Improvement Team, plus an outline operation plan for Strand 2. The consultant will submit a detailed training plan for the State School Improvement team together with arrangements for the overseas component within three weeks of returning to the UK, and a more detailed operational plan one week later..

## **Competencies**

### **Qualifications/experience**

1. A recognised primary teaching qualification and experience together with a higher degree in a relevant area and a minimum of 10 years' experience of working in primary education, at least 5 of which must be in the context of developing countries
2. Extensive practical experience of developing systems for school based teacher support and improvement.
3. Experience of developing programmes for master trainers.
4. Experience of materials development for both training purposes and direct school use.

### **Knowledge**

1. Practical knowledge of educational development issues in Nigeria and other countries.
2. Knowledge of current international literature on, and practical experience of, the planning and delivery of school based teacher support and education.
3. Knowledge of the capacity constraints that may hamper effective and efficient action.

### **Abilities**

1. Ability to manage change through other people.
2. Possession of inter-personal skills and the ability to deploy them as and when necessary.
3. Ability to lead and inspire colleagues and to act as a leader and also a member of a team.

## Annex B Improving Literacy and Numeracy in Kwara State

### Background

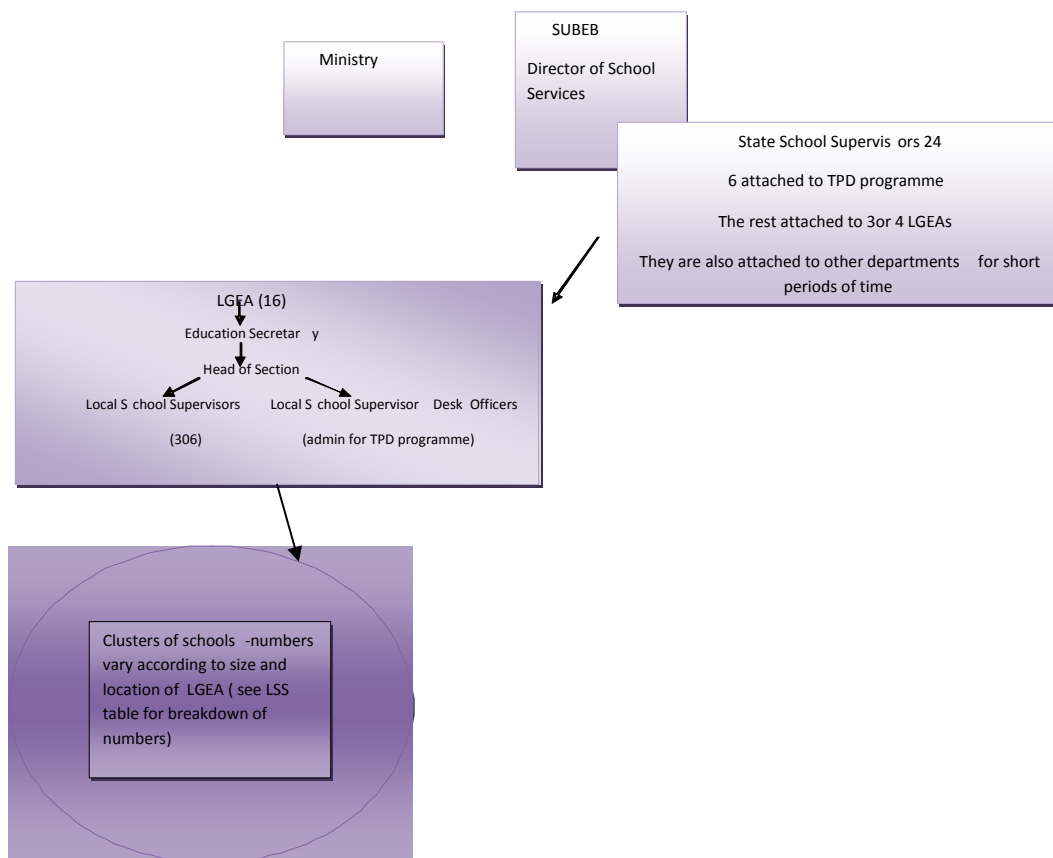
The current situation of teaching and learning in Kwara State has been well documented by Audrey Aaron's report 'A Framework for Teacher Strategy' (2008), which discusses its complexity, and the TDNA carried out by David Johnson et al (2008), which highlights the poor levels of knowledge and skills of the majority of teachers throughout the State. The key findings, as presented by those reports are:

- most children are not achieving even the most basic levels of literacy, numeracy and life skills as a result of their schooling.
- few teachers in the state have a command of how to teach primary school subject content.
- few teachers in primary schools meet even the minimum level of knowledge of the primary school curriculum.

Key issues emerging from informal observations and discussions with teachers, Head teachers and other key stakeholders and reading key documents:

1. Teaching strategies are limited and seem to restrict students to being passive learners. There is little opportunity for child – child interaction and children are not independent learners. Assessment tends to be summative and there is little or no differentiation in classrooms. There are a limited number of resources in schools and children are not supported to learn through active learning and practical exploration. Some children sit in groups around tables but the style of learning did not reflect this classroom arrangement.
2. Some teachers have their own personal exercise books with structured lesson plans, although it is unclear whether they have written these themselves or copied them from another source.
3. The timetable is fragmented so that children may have two, 35 minute, sessions of English or Mathematics in a morning but they are separated by another subject.
4. The number of schools and teachers within each LGEA varies considerably, as does their organisation. Some small schools adopt multi grade teaching and others class teaching with support for specific subjects.
5. Text books are being distributed to all children. There are few supplementary materials, which means that children are not exposed to a variety of different mediums for learning.
6. There are mechanisms within the system to support teacher development. The diagram below shows the structure of that system.

## Diagram to Show Existing In- Service School Support in Kwara State



The LSS support an average of 6 schools, although the ratio of LSS to schools varies according to LGEAs, as shown in the table below. It should be noted that the size of schools varies considerably, with many urban schools having several classes of the same grade, also that distances between schools is very great in some rural LGEAs. These two factors partially explain the variation.

The TQI Reform Group suggest that the quality of the LSS is low and that, they too, have little knowledge of pedagogy. The State School Supervisors sit in SUBEB and monitor the activities of the LSS in 3 or 4 LGEAs

**Table to show estimated average number of LSS, Schools and Teachers per LGEA**

LGEA	Total No. of LSS per LGEA	Total No. of schools per LGEA	Total Number of teachers per LGEA	Average no. of teachers per school	Average No. of Schools per LSS
Aba	20	147	178	2.095238	8
Baruten	25	149	814	5.463087248	6
Edu	23	176	163	6.607954545	8
Ekiti	12	62	520	8.387096774	5
Ifelodun	21	119	175	14.9596639	6
Ilorin East	30	69	189	25.92753623	3
Ilorin South	17	73	601	20.5664384	5
Ilorin West	25	181	2675	14.77900552	8
Irepodun	18	87	1469	16.88505747	5
Isin	12	38	511	13.44736842	4
Kaiama	15	97	529	5.453608247	7
Mbro	26	154	1426	9.25974026	6
Oja	15	53	101	22.66037736	4
Oke Ero	18	78	466	5.974358974	5
Oyun	13	51	859	16.84313725	4
Paiji	16	94	649	6.904255319	6

**Teachers Professional Development Programme ( SESP) LGEA**

7. Many rural schools are multi grade teaching with small numbers of teachers whilst the urban schools are large schools with class teachers and in some cases subject specialists to support the curriculum. This means that a one size training programme will not meet the different needs of all the schools across the State.
8. The TPD programme has been running in 6 LGEAs. Any teacher programme needs to take the learning from that programme into account so that teachers are receiving consistent messages. It is envisaged that the TPD programme could form the basis of the longer term comprehensive in-service programme

**Recommendations for the Way Forward**

In considering the way forward the findings and recommendations of key reports and documents about education in Kwara State have been taken into account.

'A Framework for Teacher Development Strategy' (Aarons 2008) highlights the following areas where there needs to be significant development in order to raise learning outcomes:

- Student learning outcomes
- The context for teaching and learning
- Curriculum content and supporting text materials
- Teachers' knowledge of curriculum and pedagogy
- Resources

It continues by recommending the following actions to raise student learning outcomes:

**1. Orient teacher education programs to pedagogical needs of classroom teachers**

- ‘There is no doubt that the majority of teachers need some form of continuous professional development. But it is clear from the needs analysis study that one size will hardly fit all. Twenty percent of teachers could improve with specifically targeted professional development support.’

David Johnson ' An Assessment of the Development Needs of Teachers in Kwara State' (2008)

**2. Create Systems that provide relevant technical support to schools and teachers**

- There are systems already in place, as shown by the above diagram. A potential difficulty seems to be an absence of technical expertise amongst the key support groups

**3. Develop teachers’ pedagogical skills in language development, introduction of literacy and literacy development**

- ‘One of the key educational needs of the State in the context of Universal Basic Education is to focus strongly on functional numeracy and literacy – possibly through a concerted campaign. One practical approach could be to introduce the concept of a daily “literacy hour” and “numeracy hour”, mandatory for all schools. Such an approach has been introduced with considerable success in England and Wales in recent years. To promote such “literacy hours” and “numeracy hours”, the education authorities in England and Wales have identified and developed specific activities that teachers are recommended to follow, and specific materials and resources to support teachers as part of the literacy and numeracy hours. A similar approach could have enormous potential for raising educational standards in Kwara State. It is recommended, therefore, that such an approach be considered, and that the contribution the ERC and the ERC building complex could make in this regard should be recognised ‘

David Smawfield ' A Review of the Functions of the Education Resource Centre in Kwara State' ( 2007)

**4. Develop teachers’ capacities to provide better student learning experiences through school-based, whole-school approaches.**

**5. Plan school development programs that encourage teachers to work collaboratively in lesson planning and review, materials and resources development and develop their skills in reflective practice by providing opportunity for feedback and analysis of teaching and student learning. Use the development of literacy against school benchmarks for improvement as the core of the program.**

**6. Build effective schools by developing professional leadership capacities of school principals and collaborative, reflective approaches to school goal setting and monitoring of achievements towards better learning outcomes.**

**Moving Forward**

Kwara State Reform Agenda has put in place initiatives to address some of these issues including driving the process of raising teaching and learning standards forward. ‘Every Child Counts’ states learning outcomes for children at the end of each primary grade and the Honourable Commissioner has demanded a quick response to the Teacher Development Needs Assessment.



Taking into account the above thoughts and recommendations, the following strategy has been planned to support the overall strategy for the development of teacher quality:

### **Introduction of Literacy and Numeracy Hours**

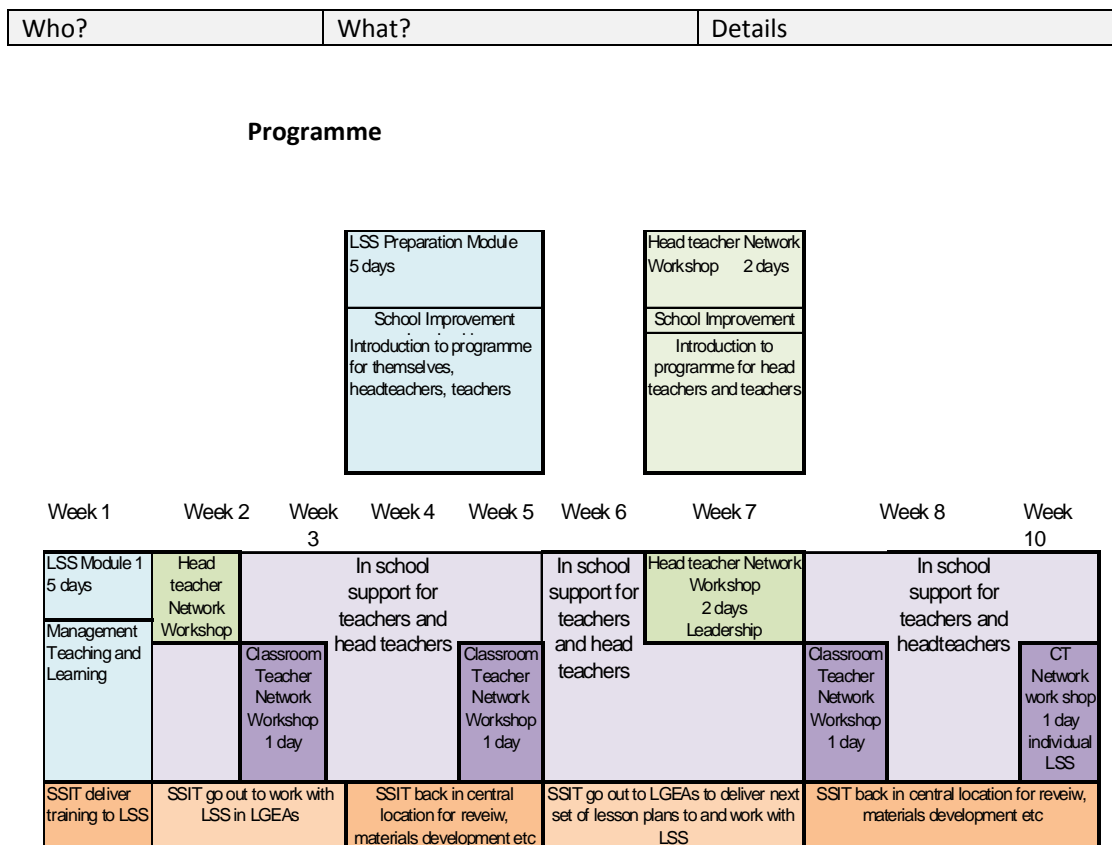
- a. Introduce a literacy and numeracy hour into the system. Discuss changing the timetable so that there are hour long blocks each day for literacy and numeracy.
- b. Write a series of literacy and numeracy lesson plans, to be delivered during these hours, for each day of the school year. This will structure the learning for the primary grades, based around the curriculum, and work towards the learning outcomes at the end of each year. It will include reading, writing, speaking and listening in literacy and encourage a more practical, exploratory problem solving approach to maths.
- c. These lesson plans will slowly introduce some key pedagogical strategies and build up teacher skills over the course of the year. Teachers will be supported, to try out and discuss these approaches, by LSS, head teachers and teachers in their own and surrounding schools. A teacher's guide will be produced to provide the background to, and reminders about each aspect of teaching introduced.
- d. The LSS will work with networks of schools to introduce the lesson plans. The sessions will include discussion and clarification of the content as well as the teaching approaches. Head teachers will be in these sessions, with LSS and teachers, so that they too are aware of the new initiatives. Thus supporting them to fulfil their role as leaders of learning. Small group input in schools and clusters means that there is the opportunity for teachers to clarify things they don't understand and ask questions in a relatively non threatening atmosphere. (everyone is learning something new)
- e. Teachers will be introduced to the literacy and numeracy hour in two groups. The first year will see primary 1-3 working together and the second year grade 4-6 together. It has been planned this way to take into account the need for teachers to have some in school support from each other and the fact that the children in each of these groups learn through fairly similar approaches. These teachers will work together throughout the year which means that the pace of change can be balanced and manageable for them.

### **Training and Support Programme**

- f. Recruitment of a State School Improvement Team from within the State Education system. This group will be given an intensive input around current educational thinking and practice, as well as be trained in coaching and mentoring. They will receive three weeks of overseas training to give them experience of a different education system and the benefit of working with people who have implemented the literacy and numeracy hours.
- g. The training and support programme for LSS, head teachers and teachers will be spread out over three 10 week blocks, each following the same format. After an initial introductory module for LSS and Heads to be held during the summer holiday, this includes a 5 day 'formal' training session for the LSS at the start of each block to introduce them to the key knowledge and skills. The LSS will then be based in the field working with groups of head teachers and teachers. Members of the SSIT will go out to the LGEAs and work with the LSS to help develop their knowledge and skills on a small group and individual basis according to need. Moving away from regular mass

training into a coaching and mentoring form of support enables the SSIT to meet individual needs. In turn the LSS will have a significant amount of time to work in schools rather than being pulled away for long stretches of training. (see diagram below)

**Diagram to Show Proposed Structure for Training and Support**



- h. The LSS will be supported in their work place by the SSIT which should integrate the work with their current job and help them to develop coaching and mentoring skills, which are key skills for supervision.
- i. The work with LSS will be balanced to take into account the different challenges of working with each primary grade. In the first year the focus will be on developing their knowledge of teaching approaches with clarification of content where necessary. The second year will be more content specific with revision of teaching styles.
- j. School management training for head teachers will also take place during the ten week block. This will be in the form of a layered approach with LSS running a 2 day network workshop twice in a ten week block. This workshop will be based on the learning from the 5 day LSS course and will develop management knowledge and skills. The LSS will then support Head teachers at each school to implement their learning. This will provide supervisory support for head teachers as well as place the focus on teaching and learning within a wider school improvement context.
- k. The SSIT team will create supplementary materials ( see list below) – working with the ERC could be an effective way of learning about and creating low cost materials for schools.

SSIT	All below plus... Notes from Training	
LGEA level	All below plus..... Notes from training School Improvement manual Wall chart for the school year	Term 1 Term 2 Term 3 what has to be done
School Level	School management manual Notes from Training Master set of Lesson Plans Wall chart for school year Master copy of teacher's guide	Extra to training manual Term 1 Term 2 Term 3 what has to be done
Class level	Lesson plans for their grade Wall chart showing progression of learning for children  Teachers guide (first) (Books – only for classroom level)  Exemplar of learning outcomes	Mapping out the curriculum for literacy and numeracy across the school so that teachers can see progression of learning.  This is how --- classroom layout, classroom management, use of games, story and song simple resources for lit and numeracy, questioning interaction, assessment, differentiation. how to make low cost resources Exemplar of learning outcomes, showing the type of work that would be expected of children who can achieve the benchmark learning outcomes identified in 'Every Child Counts'

## Annex C List of Training and Support Programme Materials for LSS, Head teachers and Teachers

### Roles and Person Specification for State School Improvement Team

Role	Knowledge and Experience	Skills	Qualities
<b>Leadership</b>			
Leaders and champions of school improvement process	Knowledge of school management processes E	Ability to enthuse and motivate others E	Willingness to learn E Open minded E Motivated E Willingness to try new ideas E 'Vision' of education E
Leaders and champions of teaching and learning process	Knowledge and experience of using different teaching strategies E		
<b>Training</b>			
Training HTs and LSS in school management, teaching and learning, supervision	A serving or ex- teacher E Knowledge of child development E Knowledge of the school curriculum for grades 1-6 particularly English and Maths E Knowledge of English and maths E Knowledge of the ways children learn E		
Build capacity of LSS to be trainers, coaches and mentors		Ability to listen E Ability to be analytical E Ability to be 'critical' E	Sensitivity E Self reflective E Encouraging E
Coach and mentor LSS			
<b>Materials Development</b>			
Generating ideas		Ability to work as part of a team E	Creativity D Imagination D
Developing training materials		Ability to express ideas clearly - orally and in writing E	
Developing supplementary materials			
Developing teachers guides	Knowledge /experience of schools in different settings ie urban and rural D		
<b>Monitoring and Evaluation</b>			
Giving feedback to ministry, ESSPIN , TQI group about the progress of training		Ability to express opinions E	
Evaluating training – own, LSS		<b>Ability to evaluate practice E</b>	
Evaluating participants performance			
Monitoring training attendance and follow on training			

### Advert for State School Improvement Team

Kwara State Ministry of Education Science and Technology, as part of its drive to improve the quality of schools, wishes to recruit a team of qualified and experienced people who can be seconded for a period of 2 years to facilitate the state wide process of school improvement and to upgrade teachers knowledge and skills through training and mentoring.

Applications are hereby invited from candidates who are currently in the service of the Kwara State Ministry of Education Science and Technology and its agencies including serving teachers, Head teachers, school supervisors and staff at the Colleges of Education ,who have **a good honours degree, at least 8-10 years teaching experience and are knowledgeable in the following areas:-**

The school curriculum from primary 1-6 particularly in English and Mathematics; child development ; the ways in which children learn and its link to lesson planning; school management and working in rural and urban settings.

The candidates should also be able to articulate their vision of a 'good school'

In addition, he/ she must have the following attributes:

Able to work as part of a team, lead, motivate and enthuse others, express ideas clearly both orally and in writing, listen to others ideas and opinions, think imaginatively and logically.

He/She must also be self evaluative and sensitive to people's needs and situations, be able to analyse information and be willing to learn and try new ideas.

#### METHOD OF APPLICATION

Detailed application (6 copies) of interested applicants shall include candidate's curriculum vitae as follows:

- (i) Name in full .
- (ii) Place and date of birth
- (iii) Permanent home address
- (iv) Current contact address
- (v) Marital status
- (vi) Present station
- (vii) Position
- (viii) State of origin
- (ix) Local Government of origin
- (x) Institutions attended with dates
- (xi) Qualifications obtained with dates
- (xii) Statement of experience including full details of previous and present employment.
- (xiii) Other activities outside current employment.
- (xiv) Telephone numbers
- (xv) Names and addresses of three Referees.

In addition, applicants should request their Referees to forward references on their behalf directly to: The Honourable Commissioner, Ministry of Education, Science and Technology  
P.M.B, 1391, Ilorin,  
Kwara State.

#### CLOSING DATE

Applications and supporting materials should be forwarded to: The Honourable Commissioner, Ministry of Education Science and Technology, P.M.B, 1391, Ilorin, Kwara State, not later than 15 working days from the date of this publication.

Please, note that only applications of short-listed candidates will be acknowledged.

#### Terms of Reference for State School Improvement Team

##### Objectives

The SSIT group will be responsible to the Teacher Quality Improvement Reform group

##### Key Tasks

Supporting the TQI group to lead the process of school improvement throughout the State of Kwara

Supporting the TQI group to lead the process of improving teaching and learning throughout the State of Kwara

To become familiar with current thinking in the following areas:

1. Child development, learning styles and how it links to teaching and learning.
2. Teaching literacy and numeracy
3. Supervision of teaching and learning
4. School improvement
5. School management

Contribute to the design and development of a training and support programme in School Management and Teaching and Learning for LSS

Deliver training and support programme to School Supervisors to develop their knowledge and skills in school management and supervision.

Deliver training and support programmes to School Supervisors to enable them to work with head teachers and teachers in teaching and learning, particularly in the areas of literacy and numeracy

Develop skills as trainers, coaches and mentors and to support school supervisors to develop similar skills

Deliver training and support programmes to school supervisors to enable them to work with Head teachers in school management

Contribute to the development of daily literacy and numeracy lesson plans for each primary grade and a teachers' guide to support the lesson plans

Suggest and develop supplementary materials to support the curriculum

Evaluate quality of training and together with the State School Supervisors or other designated officials, monitor attendance of participants at training

Report to TQI group and ESSPIN about the progress of development

Act as coaches and mentors to School Supervisors

Input into the development of a school management manual

### **Outputs**

A training and support programme for LSS and Heads on school management, written and delivered

A training and support programme for primary teachers on teaching and learning, relating to literacy and numeracy, written and delivered

150 literacy lesson plans for each primary grade

150 numeracy lesson plans for each primary grade

A teacher's guide to support the teaching of the lesson

Supplementary materials for the lesson plans