

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

Input Visit Report

Teacher Education Reform: Final Report

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Jaap Kuiper

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Distribution List

Name	Position
DFID	
Roseline Onyemachi	Programme Officer, Human Development Team, DFID
ESSPIN	
Ron Tuck	National Programme Manager
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Richard Hanson	Assistant Programme Manager
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Alero Ayida-Otobo	Lead Specialist, Policy and Planning -Federal Level
Fatima Aboki	Lead Specialist, Community Interaction
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Acronyms and Abbreviations

ESP	Education Sector Plan
ESSPIN	Education Sector Support Programme in Nigeria
ICT	Information and Communications Technology
JAMB	Joint Admission and Matriculation Board
JSS	Junior Secondary School
KWASU	Kwara State University
MSRO	Management Services and Reform Office
MTSS	Medium Term Sector Strategy
NCCE	National Commission for Colleges of Education
NCE	Nigeria Certificate in Education
SPARC	State Partnership for Accountability, Responsiveness & Capability
SUBEB	State Universal Basic Education Board
UBE	Universal Basic Education

Abstract

1. The report, first of all, describes the activities of the consultant in his visit from July 17 - 31, 2010. During the reported visit, work was done with staff from the NCCE to complete the consultant's input. Secondly, this is also the final report related to the consultant's one-year contract of intermittent inputs, and it is written from the perspective of all of the consultant's ten input visits to ESSPIN/CUBE (2008-2010). As such it provides some overall reflections on the work that was done with Oro College, the Career Path and the NCCE. The part of the report relating the general overview does not dwell much on specific details. However, such details may be found in the series of reports the consultant has written for the previous visits.

Executive Summary

2. The visit reported here was of two-week duration. A few days before his arrival, ESSPIN asked the consultant to cut down his intended input of 4 weeks. This resulted in focusing the input on NCCE work only, related to two issues: 1) the development of a Curriculum Implementation Framework; and 2) a Guide to assist Colleges to re-structure in line with the demands of NCCE's new programmes.
3. The consultant's input into Teacher Education in Nigeria first started in April 2008 (under CUBE), with a review of the curriculum delivered at State College of Education Oro. The ToRs for the last year of consultancy input required that the Teacher Education Curriculum at Oro College would be transformed by the inputs of the consultant. The input resulted in: a) the College being restructured according to the demands required by the new NCCE programme; b) the College having a Curriculum Implementation Policy; c) an understanding of how to use Teacher Standards in curriculum delivery; d) a new Teaching Practice Policy; e) a Learning Programme Template and a Rubric to assess any Learning Programme staff would make for any of the courses they would be teaching. Moreover, staff in the College attended multiple series of workshops on a variety of education issues. The Task Team of the Honourable Commissioner also was mobilised to play a monitoring role in ensuring that inputs to the College would result in a change in daily practice.
4. The consultant also provided input into the development of a Career Path for teachers in Kwara State. Through a series of workshops, committee-work and coordinating meetings, Federal Teacher Standards were reviewed and expanded to form a basis for four levels of professional teaching that would structure a comprehensive Career Path for teachers. Proposals were also made regarding evaluation tools and procedures to assess teachers applying for promotion.

5. The consultant also worked with the National Commission for Colleges of Education (NCCE). Through a series of workshops and working sessions with the majority of academic staff: a) Teacher Standards were finalised for federal use in all Colleges of Education; b) a Curriculum Implementation Framework was developed to assist colleges in implementing the NCCE's new Teacher Education Programmes more effectively; and c) a guide to restructure colleges in such a way that they would be better able to deliver the new programmes. Work was also done on developing an updated QA system for the NCCE.

Purpose of the Consultancy

Supporting the transformation of various aspects of Teacher Education in Nigeria

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

Achievement of the Terms of Reference

Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
<p>1. Continue, through workshops, the development of Learning Programmes, Learning Materials, Assessment Tools and a Teaching Practice Programme at Oro College.</p>	<p>Learning Programme Templates were developed and multiple series of workshops were held with academic staff where they presented and corrected their own and each other's Learning Programme drafts. This was done in order to make sure staff understood the matter and could apply their knowledge.</p> <p>A new Teaching Practice programme was developed and the existing college classroom observation tool was re-designed.</p> <p>Criteria for quality learning materials and a variety of assessment tasks and tools were set.</p>	<p>Completed.</p> <p>Implementation of the tools, documents, programme and policies that were developed is not wide spread, however. It appears that staff feel little need to change their practice. Management also does not appear able to provide the required leadership to ensure that reform takes a hold in day-to-day practice. The Turn Around Task Team set up by the Honourable Commissioner, as well as the national specialist in the Kwara Esspin office, have been provided with tools and workshops by the consultant in order to monitor the process of implementation. Such monitoring appears not always to be easy.</p>
<p>2. Do field-testing of NCCE Teaching Practice materials through Oro College.</p>	<p>Oro staff was provided twice with the NCCE documentation. However, in the first instance the staff member at Oro that coordinated the exercise was asked to leave the institution and now works in the new education faculty at the new Kwara State university, and the documents appeared to have been lost. Another set was</p>	<p>Completed.</p> <p>There is not much more that the consultant can do in this area. The new TP coordinator at Oro College will hopefully introduce the modules once more into the process.</p>

	obtained from NCCDE and given to the relevant staff at Oro. It is not clear whether other staff are using the NCCE modules.	
3. Develop a Quality Assurance system for the transformed Teacher Education Curriculum at Oro College.	Various workshops were held with a Quality Assurance Committee which was set up especially for this purpose and which was also supported by the VSO Andrea Togher. The work on the NCCE QA Toolkit coordinated by Dr Harold Thomas will hopefully also contribute further to this.	Completed.
4. Provide a strategy to transform the College departmental and school structure in line with its new curriculum and new role.	Two strategy documents were written to provide direction and practical guidance to the process, and on the basis of these documents the college was successfully restructured.	Completed.
5. Develop a vision for Kwara In-service Teacher Education, that includes the possibility of in-service qualifications, the potential role of the tertiary sector, i.e. Oro College as well as universities and possible other providers, and links into a Teacher Career Path.	It was difficult to develop a realistic in-service vision. ESSPIN's work with SSIT and such related activities is ongoing. The consultant has been given an appointment as visiting professor at the new Kwara State university. He has also been in e-mail contact with a newly appointed professor for pre- and primary education at KWASU to look at the overall role of Higher Education in providing appropriate in-service teacher education.	Partly completed. The situation of colleges and universities is still fluid. Through work by the Director of Higher Education, Kwara State, and the Institutional Development consultant, an integrated HE Teacher Education strategy might be made.
6. Develop Teacher Standards for different levels of teachers and head teachers to be used as benchmarks for a Teacher Career Path.	A committee worked with the consultant on producing a detailed set of four levels of professional Teacher Standards and their related characteristics and descriptors of evidence. Suggestions for tools and procedures applied in the evaluation of teachers applying for promotion were made.	Completed.

7. Analyse reports on institutional transformation at other colleges of education and identify commonalities and discuss these with the relevant stakeholders.	Completed.	Completed.
8. Work with the identified NCCE staff to ensure that lessons from college transformation will benefit the NCCE itself, in particular its curriculum, quality assurance and teaching practice documents and processes.	Intensive work sessions were held with senior staff from NCCE. A presentation of the vision for best practice in Teacher Education was given to all NCCE academic staff as well. A Federal document on Professional Teacher Standards was developed, a Curriculum Implementation Framework was developed, as well as a Guide for the Restructuring of Colleges.	Completed.
9. Monitor the College Transformation processes, the In-service development and the Career Path development and identify links to Federal structures and processes and ensure that there is regular communication and cooperation for the mutually beneficial development of Institutional, State and Federal systems in these areas.	Various meetings at ESSPIN were held to share the implications of the work done in Kwara on Oro College and the Career Path and work done with the NCCE. Federal bodies that might be included were identified, and ESSPIN would pursue the identification and modalities of involving these bodies, particularly under the guidance of the NCCE.	Completed.

Background

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

Findings and Issues Arising

8. The overall work at Oro College started in April 2008 and ended in May 2010. The ToRs required that the Teacher Education Curriculum at the College would be transformed by the inputs of the consultant. The input of the consultant took the form of intermittent visits to the College. Since April 2008 to May 2010, the consultant visited the College 9 times, with a total interaction time at Oro College of about 20 weeks.
9. One consultant cannot transform all of the details of subject-related curriculum practice in a College of Education. Input, therefore, had to be strategized and necessarily focused on overall strategic transformation of the curriculum. After the first visit, in April 2008, the consultant enquired how much consultant time would be made available for the consultant as well as for possible other consultants working on some core curriculum areas such as Literacy and Numeracy, Education Theory, and Teaching Practice. It appeared that there might be some additional expertise engaged. However, this did not happen before May 2010. There have been VSO's at the College and they have contributed also to the Curriculum Transformation, mostly on a more specific rather than overall institutional and strategic nature.
10. The consultant's strategy-oriented input resulted in the College being restructured according to the demands required by the new NCCE programme; the College having a Curriculum Implementation Policy, an understanding of how to use Teacher Standards in the design of curriculum planning and delivery, a new Teaching Practice Policy, a Learning Programme Template and a Rubric to assess any Learning Programme staff would make for any of the courses they would be teaching, and staff having attended workshops on a variety of education issues such as the design and use of learning materials, the significance of having Teacher Standards as a goal in curriculum delivery, assessment, and Quality Assurance.
11. The Task Team of the Honourable Commissioner also was mobilised to play a monitoring role in ensuring that the consultant's inputs to the College would result in a change in daily practice. Capacity of the Task Team to engage constructively and with the necessary understanding of the educational issues involved was limited.

12. The transformation of the curriculum in the College can only be achieved if the College has a management that supports the idea of change (i.e. subscribes to the Kwara State Honourable Commissioner's foundational reform agenda that Every Child Counts). Moreover, management (Senior Management, Deans and Heads of Departments) would have to have the capacity to lead the curriculum transformation. Despite a change in senior management, and numerous workshops with senior management, deans and other academic staff, it has not been found that College Management and Deans were taking on the required leadership role.
13. Curriculum transformation at Oro College can only be viable if it acknowledges and remains within the parameters set by the NCCE as it has the mandate to set standards for Teacher Education. To change the curriculum away from NCCE requirements would invalidate the College' offerings. NCCE itself was in the process of transforming its prescribed curriculum programmes. Oro was seen as a pilot by the NCCE and the work of the consultant with the college was given an official blessing from the Executive Secretary of the NCCE. Nevertheless, it appeared that the college staff were not sure whether the curriculum transformation would eventually be in line with NCCE changing mandates. This did not help to create an already difficult to achieve commitment amongst management and general academic staff.
14. In the end it appears that successes at Oro College were the following: 1) re-structuring of college; 2) development of strategic documentation (Curriculum Policy, Learning Programme Template, Rubrics, Teaching Practice, Quality Assurance, etc.) that formed the necessary basis for change in daily curriculum practices; 3) reforming Teaching Practice total time and actual practice periods.
15. Problems were experienced in the implementation of aspects of the Curriculum Policy. The reason for this appears to be: 1) a lack of management support; 2) a lack of time and broadly representative expertise to do detailed work with individual lecturers in the various schools and departments.
16. The consultant also visited two colleges of education in Lagos State, having been requested to write a report on any possible ESSPIN input into Lagos Colleges of Education. The climate for such input did not seem to be conducive at the stage of the consultant' visit.
17. The consultant also organised, together with Dr Harold Thomas, various fact-finding visits to Oro College by staff of other colleges and the NCCE. These visits were seen as informative. The NCCE concluded that the curriculum reform work at Oro was in line with their reform work and should be seen as an example to learn from.
18. On request by ESSPIN, the consultant presented a paper on the Oro Curriculum Reform work to a Teacher Education conference of the Distance Education and Teacher

Education in Africa Association that was held at Cape Coast University, Ghana. Staff from Oro College and NCCE accompanied the consultant and assisted in the presentation of the paper.

19. Work with the NCCE progressed well and there clearly has been commitment from the NCCE. The input was perceived to fit in well with the NCCE reform agenda. However, NCCE is also well aware that implementation will require workshops with colleges both at national/federal level as well as directly to individual colleges. It remains to be seen how the NCCE will use the documentation that has now been developed. However, NCCE staff that participated in developing the documents were positive about their relevance and practical value and expressed the hope and intention that the documents would be used in various interactions with all Colleges of Education in Nigeria.

Options and Next Steps

20. The new curriculum structure of Kwara State College of Education has been completed. A policy to enhance curriculum practice has been developed and this has been supported by a series of workshops and specific practical tools. Oro is aware that the ball is in their court and that they now have to start showing practical implementation of the policies, tools and practices.
21. The Teacher Standards input into the Career Path has been completed. Suggestions for the tools to evaluate teachers applying for promotion were also provided. Other aspects might need to be developed, but they appear not related to Teacher Standards or other specific (Teacher) Education issues.
22. NCCE work as far as the curriculum input has been completed.
23. It appears that there is little need for further input from the consultant.

Annex 1: Federal Teacher Standards

NATIONAL COMMISSION FOR COLLEGES OF EDUCATION, ABUJA

TEACHER STANDARDS

2010

PROFESSIONAL STANDARDS FOR NIGERIAN TEACHERS

The NCCE has completed a comprehensive review of its Minimum Standards. As part of this review Teacher Standards are given an important role.

Already in 2007, the Federal Ministry of Education of Nigeria published a document that provides Teacher Standards¹ 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.'

Indeed one must also agree with the FME document 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.'

¹ FME (2007). A National Strategy for Teacher Quality and Development.

The NCCE has reviewed the Federal Teacher Standards and has taken them on board in the development of the new NCE Teacher Education Programmes. The Teacher Standards are organized around three themes that lead to eight professional standards:

1. Professional Knowledge

- a. Teachers know how learners learn and how to facilitate learning effectively.
- b. Teachers know and understand the content of the curriculum.
- c. Teachers know their learners.

2. Professional Practice

- a. Teachers plan and assess for effective learning.
- b. Teachers create and maintain safe and challenging learning environments.
- c. Teachers use a range of learning techniques and resources to engage learners in effective learning.

3. Professional Engagement

- a. Teachers reflect on, evaluate and improve their professional knowledge and practice.
- b. Teachers are active members of their profession.

An essential advantage of having these Teacher Standards is that they provide a descriptive image of what the profession of teaching aspires to. Rather than merely listing curriculum content that is to be learnt through a description of theoretical principles – for example in science, literature, or social studies – the Teacher Standards set out to establish a context-rich professional practice. The Teacher Standards, therefore, must be seen as the end-goal of all teacher education, irrespective of the course of study. Every course in a College must explicitly link to the Teacher Standards; i.e. assessment in each and every course must provide concrete evidence that students are attaining the standards in a meaningful and context-rich manner.

The table below provides details about the Teacher Standards. For each individual Teacher Standard, a set of characteristics is given, together with the descriptors of observable evidence for the attainment of the Teacher Standards. This table should be used by all Colleges and lecturers: 1) to design Learning Programmes that seek to provide student teachers with opportunities to attain the Teacher Standards; and 2) to design assessment that provides evidence that student teachers have attained the Teacher Standards.

TEACHER STANDARDS

1.	PROFESSIONAL KNOWLEDGE	CHARACTERISTICS	EVIDENCE
1.1	Teachers know how learners learn and how to facilitate learning effectively	<ul style="list-style-type: none"> • Teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their practice. • Teachers know the importance of prior knowledge and language for learning, and the impact of discussion, group interaction and reflection in the learning process. • Teachers know how to engage learners in active learning. • Teachers know how classroom and program design, use of materials and resources and the structure of activities impact on learning. 	<ul style="list-style-type: none"> • Teachers reinforce good responses to create active and participatory learning • Teachers appreciate the previous knowledge of the learners in the lesson and build on it appropriately • Teachers ensure appropriate learning environment, provision and use of suitable instructional materials with a well – designed schemes of work and lesson plans. • 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.
1.2	Teachers know and understand the contents of the curriculum.	<ul style="list-style-type: none"> • Teachers have a sound, critical understanding of the content, processes and skills the learner should acquire. • Teachers can articulate the key features and relevance of their contents to their learners and others, and can demonstrate how it is applied. • Teachers know the methodologies which support learning of the contents, processes and skills they facilitate. • Teachers are familiar with curriculum statements, policies, materials and programs associated with the contents. 	<ul style="list-style-type: none"> • Teachers are creative in the knowledge of the subject matter, effective in the use of curriculum guides and always in the quest for new ideas. • Ability to facilitate learning through participatory approach. • Teachers use diverse methods (i.e. role plays, games, discussion, etc.) teaching aids, use of ICT, etc. • Possession and adequate utilization of relevant policy documents and materials.
1.3	Teachers know their learners	<ul style="list-style-type: none"> • Teachers know the learning strengths and weaknesses of their learners and are aware of the factors that influence their learning. • Teachers are aware of the social, cultural, and religious backgrounds of their learners and treat them equitably. 	<ul style="list-style-type: none"> • Teachers exhibit understanding of learners’ individual differences through the use of individualized and group learning process. • Teachers know the learners by their names and keep written records of their profiles.

		<ul style="list-style-type: none"> Teachers develop an understanding and respect for learners as individuals, and are sensitive to their social needs and the way they interact with others. Teachers know the importance of working with and communicating regularly with learners' families to support their learning. 	<ul style="list-style-type: none"> Teachers appreciate and respond positively to learners' background (Social, Cultural & Religious) Teachers assist learners to respect one another's social religious etc. Teachers provide opportunities for group and classroom debates for learners to share their opinions and feelings. Teachers strengthen relationship with learners' families and communities through active participation in Parents Teachers Association (PTA) and other extra – Curricular activities.
2.	PROFESSIONAL PRACTICE	CHARACTERISTICS	EVIDENCE
2.1	Teachers plan and assess for effective learning	<ul style="list-style-type: none"> Teachers use their knowledge of learners, content and pedagogy to establish clear and achievable learning goals for their learners. Teachers plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all learners. Teachers monitor learners' engagement in learning and maintain records of their learning progress. Teachers select assessment strategies to evaluate learners' learning ability, provide feedback to learners and their parents/guardians and inform them of further strategies for improvement. 	<ul style="list-style-type: none"> Teachers set learning outcomes that take cognisance of learners' abilities Teachers provide evidence of co-curricular & curricular activities, good lesson plans & variety of learning materials. Teachers keep learners' profiles such as progress charts, dossiers on each learner, etc Teachers use variety of formative evaluation/assessment which include written or oral, scheduled or impromptu & evidence of feedback (i.e. report cards, grade sheets, etc). Teachers use variety of summative evaluation/assessment by showing evidence of report cards, grade sheets, folios, continuous assessment files, etc.
2.2	Teachers create and maintain safe and challenging learning environments	<ul style="list-style-type: none"> Teachers develop a positive learning environment where respect for individuals is fostered and where learning is the focus. Teachers provide a learning environment that engages and challenges their learners and encourages them to take responsibility for their own learning. 	<ul style="list-style-type: none"> Evidence of learners' participation, freedom to express opinions, activities which enable the learners to discover who they are (their potentials) and respect for one another. Evidence of learners' initiating certain learning processes such as asking questions, suggesting ideas and

		<ul style="list-style-type: none"> Teachers use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning. Teachers establish and maintain clear and consistent expectations for learners and their behaviours. 	<p>bringing in sources of information.</p> <ul style="list-style-type: none"> Evidence of classroom management, such as use of group work, use of variety of learning/ resource materials, chalkboard organization, exhibition of project and learners' work. Evidence of good learner-teacher rapport. Evidence of mutual trust between teacher and learners and between learners and learners themselves.
2.3	Teachers use a range of learning techniques and resources to engage learners effectively	<ul style="list-style-type: none"> Teachers communicate effectively with learners to make learning programs and outcomes explicit, to build rapport, and to support their learning. Teachers provide and manage opportunities for learners to explore ideas and develop knowledge and skills, through discussion and group activities. Teachers use and manage a range of teaching and learning strategies, technologies, activities and resources. Teachers provide meaningful feedback to learners and their parents/guardians about their developing knowledge and skills. 	<ul style="list-style-type: none"> Evidence of simple language and learners' awareness of programs and outcomes. Group work/Techniques/Management, learners – centred activities such as debates, excursions, field trips, etc. Evidence of group work, group techniques, learners-centred activities which will include debates, excursions, field trips, etc. Evidence of feedback to learners on their performances by returning marked scripts and learners making corrections. Evidence of feedback to parents, open-day, Parent Teachers Association (PTA) through report cards, etc.
3	PROFESSIONAL ENGAGEMENT	CHARACTERISTICS	EVIDENCE
3.1	Teachers reflect on, evaluate and improve their professional knowledge and practice.	<ul style="list-style-type: none"> Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their facilitating. Teachers work collaboratively with other members of the profession and engage in discussion of contemporary issues and research to improve professional practice. 	<ul style="list-style-type: none"> Results of opinion survey of learners about the teacher. Results of learners' performance, comments & assessment by peers and superior officers. 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

		<ul style="list-style-type: none"> Teachers identify their own professional learning needs and plan for and engage in professional development activities. Teachers develop organizational and administrative skills to manage their non-teaching duties effectively. 	<p>e.g. sharing examples of good practice, team teaching and team research.</p> <ul style="list-style-type: none"> Evidence of participation and successful completion of professional development. Level of participation (membership, patronage, financing, advisory, etc) in extra-curricular activities in the school. Attendance and certification of some requisite courses in administration as prescribed by the Teachers Registration Council of Nigeria (TRCN).
3.2	Teachers are active members of their profession	<ul style="list-style-type: none"> Teachers contribute to the development of the school communities and support the learning and well being of both learners and fellow teachers. Teachers work effectively with other professionals, parents/guardians and members of the broader community to provide effective learning. Teachers promote learning, the value of education and the profession of teaching in the community. Teachers understand and fulfil their legal responsibilities and share responsibilities for the integrity of the profession 	<ul style="list-style-type: none"> Participation in the Social & Civic life in the school; PTA in particular and community services on collective or individual basis. Teachers engage other professionals and community members as resource persons for learning. Teachers serve as role models and possess certain virtues such as honesty, discipline, etc. Non-involvement in criminal activities, proper registration and licensing with regulatory and supervisory authorities, participation in civic responsibilities such as voters registration, population census, etc.

Annex 2: Curriculum Implementation Framework

**NATIONAL COMMISSION FOR COLLEGES OF
EDUCATION, ABUJA**

**CURRICULUM IMPLEMENTATION FRAMEWORK
FOR NCE PROGRAMMES**

2010

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1. INTRODUCTION

The National Commission for Colleges of Education (NCCE) is guided in all of its activities by its vision to produce “well-motivated teachers with high personal and professional discipline, integrity and competence.”

In line with this vision and in pursuance of its mandate to maintaining standards for Teacher Education at the sub-degree level, the NCCE has revised the existing NCE Teacher Education Programmes. In view of the revision and the need to provide effective teachers for all areas represented in Basic Education, the NCCE has developed the following set of Teacher Education Programmes for Basic Education:

- Early Childhood Care and Education (ECCE);
- Primary Education;
- Junior Secondary School (JSS);
- Adult and Non-formal education;
- Special Education.

In view of the fundamental change in Teacher Education that the above new Programmes represent, the NCCE realises that it is imperative to produce an Implementation Framework to guide NCE-awarding Institutions in mounting effectively these new Teacher Education Programmes in their institutions.

In particular, the necessity of this Implementation Framework is predicated on the following:

- There is always a ‘gap’ between prescribed curriculum content and good curriculum practice. This is so, because when the curriculum content is without an implementation guide, different lecturers and different NCE-awarding Institutions are likely to adopt different approaches, and this might run counter to best practice in Teacher Education and thus result in undesired outcomes.
- This Framework sets standards for curriculum practice. It provides the background that has informed the development of the new Teacher Education Programmes and also gives practical guidelines as to what is expected to be done by administrators, teachers and students in the process of implementing the curriculum. It is believed that this will ensure that there is uniformity in practice across all the NCE awarding institutions.
- The National Commission for Colleges of Education will check that NCE-awarding Institutions implement these Standards for curriculum practice in the same way that it will check implementation of the curriculum content. It is expected that NCE-awarding Institutions adhere strictly to this Implementation Framework so that best practice in Teacher Education can be realized.
- Guidelines in the Framework are to be seen as standards for NCE-awarding Institutions to produce specific and measurable curriculum outputs. Therefore the attainment of these standards will form part of the normal Quality Assurance System the NCCE applies. Firstly, NCE-awarding Institutions can use the Framework to evaluate themselves by assessing all the inputs, processes and outputs involved in their implementation of the curriculum. Secondly, the NCCE will also use this Framework to determine how well a NCE-awarding Institution is performing.

- The new NCE Teacher Education Programmes (the new Minimum Standards) now also incorporate newly formulated 'Teacher Standards.' These Teacher Standards have been developed through several Federal and State processes and represent a clear description of the knowledge, skills and attitudes a professional teacher should exemplify. As the Teacher Standards are an approved part of all NCE Teacher Education, it is necessary for NCE-awarding Institutions to comply with these new Teacher Standards, and the assessment of student teachers should be guided by the Teachers Standards. Assessment, henceforth, will not only look at the student teacher's mastery of the curriculum content but also look at whether he or she has imbibed the right knowledge, skills and attitudes that will make him or her the kind of teacher the nation requires.
- The implementation Framework contains seven (7) sections as follows: Introduction, Educational Approach, Teacher Standards, Learning Opportunities, Assessment, Teaching Practice and Quality Assurance System.

2. EDUCATION APPROACH

Teaching is a dynamic profession that requires continuous review in order to address contemporary issues and challenges. The general public is of the view that there is a decline in the quality of teachers. The reason for the decline lies in the fact that the existing NCE programme is not well-tailored towards the production of teachers for the Primary Education.

Therefore, in order to produce effective career-focused teachers in line with current best practice, the NCE has restructured its existing programme, and now pays more attention, for instance, to creating teachers for ECCE and Primary Education.

The set of new Teacher Education Programmes under this reform will also require a restructuring of the NCE-awarding Institutions into Schools that will now reflect the identified specialized professional teaching areas and programmes: Early Childhood Care and Education (ECCE), Primary Education Studies (PES), Junior Secondary Education (JSE), Adult and Non Formal Education (ANFE), and Special Education (SPED).

It is important to point out that the new educational approach also needs to acknowledge and use the new Teacher Standards that have been developed in recent years. The Teacher Standards are seen as the embodiment of attributes of an effective teacher. Section 3 provides more information in this regard.

The new educational approach will also have implications for the way lecturers at NCE-awarding Institutions design assessment, provide learning opportunities and undertake teaching practice. This Framework provides some assistance in these areas as well.

There are two main characteristics of the Education Approach underlying the new Teacher Education Programmes:

1) **The shift from *Teaching* to *Learning*:**

What is of ultimate importance in any education system is what learners are able to *learn*; and not just what teachers are required to *teach*.

This is an important shift in educational approach which recognises that teaching can be ineffective when it focuses solely on the transmission of curriculum content without considering whether anything is being learnt. In an approach that emphasizes teaching input only, it is often assumed that content can be perfectly 'transmitted' to students because all learners will

automatically 'receive' the correct content. Research has shown that this is not the case. Learners need to be engaged actively in the learning process and their learning must be supported and monitored explicitly. Learning only becomes meaningful if it is centred on the learner and on the development of the learner's ever-growing and changing understanding and application of professional content knowledge, skills and attitudes.

Therefore, in line with the shift from teaching to learning, it is expected that courses will be offered by the lecturers not through a relatively simple 'Teaching Programme,' but rather through a comprehensive 'Learning Programme.' Such a Learning Programme focuses on making sure that effective learning takes place, rather than simply providing a plan to cover course content. A Learning Programme will of course make sure that required content is covered as well, but importantly it also sets out what the goals and results of learning will be. This means that a Learning Programme is more comprehensive than a teaching programme. A Learning Programme provides a comprehensive plan to ensure and measure that the required knowledge, skills and attitudes are developed by each student teacher. A Learning Programme for any course, therefore, should describe what resources (learning materials, learning activities, tasks etc.) will be used, as well as what assessment will be applied to show evidence of successful achievement of learning goals (i.e. the Teacher Standards).

2) Not only 'content' is learnt, but also *skills and attitudes*:

The new Teacher Education Programmes aim at producing professional teachers. From this perspective, it is essential that apart from the required content knowledge student teachers are also provided with opportunities to acquire the *skills and attitudes* of an effective teacher.

Therefore, the new Teacher Education Programmes need to use the learning of content (professional knowledge) in such a way that it also relates to and supports the development of professional skills and professional engagement or attitude. For instance, in a mathematics course it is not enough for student teachers to learn how to do 'addition'. What is needed as well is that student teachers learn how to teach 'addition'. That is, the student teachers themselves need to develop both the content knowledge and the skills to assist their own learners to learn 'addition'.

The following table provides a schematic overview of the changes in Teacher Education Programmes:

Shift in Teacher Education Programmes

Old NCE Programme	New NCE Programmes
Aimed at creating a 'generalist' teacher able to teach a subject at any level in Basic Education	Focused on creating teachers for specific areas in Basic Education (ECCE, PES, JSE, Adult and Non Formal and Special Education)
Curriculum focuses on transmitting content of school subjects	Curriculum merges subject content with the achievement of skills and attitudes as described in the Teacher Standards
It is believed that providing appropriate teaching input (of content) will result in developing effective teachers	It is believed that providing appropriate learning opportunities (related to knowledge, skills and attitudes) will result in developing effective teachers

3. TEACHER STANDARDS

The Teacher Standards represent a measurable and public statement of the quality and professionalism regarding the required knowledge, skills, and attitudes of teachers. The Teacher Standards should be the foundation and ultimate goal of the curriculum of a NCE-awarding Institution.

The NCCE has developed Teacher Standards to ensure that, amongst others:

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

By formulating explicit and observable learning outcomes, Teacher Standards assist lecturers in their planning. Teacher Standards provide guidance for the formulation of output-focused learning opportunities that develop the knowledge, skills and attitudes required in an effective teacher.

The NCE-awarding Institutions and the NCCE should therefore ensure that:

- 1) all curriculum implementation of all courses in NCE should focus on student teachers achieving successfully all of the Teacher Standards;
- 2) the new NCE certificate will demand measurable evidence that a student teacher has achieved all Teacher Standards to an acceptable level. Evidence should be gathered through varied assessment, Teaching Practice reports, etc.

It is the expectation of the NCCE that the products of NCE awarding institutions should be able to exhibit professional knowledge, professional practice in their professional engagement as outlined in the Teacher Standards below. Annex A contains the relevant details required in the application of Teacher Standards. Institutions are encouraged to study this Annex carefully.

TEACHER STANDARDS

1. Professional Knowledge

- a. Teachers know how learners learn and how to facilitate learning effectively.
- b. Teachers know and understand the content of the curriculum.
- c. Teachers know their learners.

2. Professional Practice

- a. Teachers plan and assess for effective learning.
- b. Teachers create and maintain safe and challenging learning environments.
- c. Teachers use a range of learning techniques and resources to engage learners in effective learning.

3. Professional Engagement

- a. Teachers reflect on, evaluate and improve their professional knowledge and practice.
- b. Teachers are active members of their profession.

4. LEARNING OPPORTUNITIES

In line with the shift in focus from ‘teaching’ to ‘learning’ in the current educational approach, the NCCE emphasises the importance of Institutions creating effective Learning Opportunities for all student teachers. This is with a view to ensuring that there is an appropriate *teaching input* into the 3-year NCE programmes and also a quality *learning output*.

Learning Opportunities are all those environmental characteristics (classroom, group, and individual activities; learning resources; assessment processes; etc.) that purposefully enhance learning. Learning Opportunities should thus create an enabling environment for quality education in all NCE-awarding institutions.

Learning Opportunities include:

- lecturers planning effectively for each course by designing a Learning Programme that aims at learning (not just ‘teaching’);
- providing a variety of learning materials: not simplistic course books, but genuinely effective and high-quality texts;
- student teachers asking questions during lectures whenever they need to;
- student teachers being given regular group assignments;
- student teachers being given regular individual assignments;
- student teachers being given sufficient opportunities to practice their skills in Micro-Teaching and in Teaching Practice;
- student teachers being given regular feedback on their performance in achieving the Teacher Standards.

During accreditation and monitoring visits, the NCCE will verify the Institution’s compliance with the above to ensure adequate development of knowledge, skills and attitudes in the student teachers. The NCCE will also ensure that all learning is based on best practice in Teacher Education.

5. ASSESSMENT

In line with the desire of the NCCE to foster quality learning among student teachers, assessment which measures how well learners have attained the learning outcomes (i.e. the Teacher Standards) is considered pivotal in the new Teacher Education Programmes.

Consequently, accreditation and monitoring exercises of the NCCE will be geared towards evaluating the extent to which assessment is used to enhance the quality of College graduates as exemplified by the Teacher Standards.

It is expected that each Institution has an Internal Quality Assurance (IQA) Unit that will monitor assessment in the Institution. This IQA Unit should collect, collate, analyse, and regularly update all available forms of data on assessment (from schools, departments, examination offices, student notebooks, lecturers’ Learning Programmes or Schemes of Work, etc.).

The NCCE shall audit reports from this Unit during its visits and use them to make judgments about the quality of the programmes of the institution.

In line with the overall educational approach, assessment should not only measure whether student teachers have acquired the necessary content knowledge but also provide evidence that student teachers have acquired the necessary professional skills and attitudes.

Characteristics of Assessment

In order to link with the Teacher Standards and reflect a focus on learning, NCE awarding Institutions should implement assessment that is:

- consistent with the Teacher Standards;
- reliable, valid, credible, and relevant as regards the learning it measures;
- held in a suitable and conducive assessment environment;
- focused on finding out whether students have developed the expected conceptual understanding, as well as problem solving and practical teaching skills;
- conducted regularly to enhance and monitor the effectiveness of the learning process.

Types of Assessment

NCE-awarding Institutions shall maintain the Continuous Assessment as currently practised, based on the prescriptions provided in the Minimum Standards in use.

However, emphasis at this time will be put on evaluating student-centered learning that focuses on measuring successful development of the attitudes, skills and knowledge expected of an accomplished teacher.

It is expected that for every course there shall be regular assessment – at least once a month. The overall CA of the course should consist of at least two tasks (one group, one individual) and two tests (one written, one practical).

In addition, the NCCE emphasises that the assessment must be designed to reflect the kind of learning that it intends to measure, so that learning of practical skills is not measured by a theoretical test. Lecturers should also ensure that their student teachers get feedback after every assessment in order to give the student teachers the opportunity for improvement in their learning.

By the end of a course, an overall assessment will be given. This overall assessment should show evidence of the student teacher's achievement of the overall learning in that course.

Management of Assessment

The Management of Assessment shall be based on the prescriptions in the Minimum Standards that are currently in use.

In addition, NCCE emphasises that every Institution should be able to show evidence of effective examination/assessment procedures by:

- keeping samples of C.A questions/tests that must be made available for monitoring purposes;
- appointment of qualified external examiners;
- analysis and action based on comprehensive reports from external examiners;

- student teachers should be given results of each CA task or test within 2 weeks, and of final examinations within 6 weeks;
- ensuring the use of appropriate examination questions in terms of the Teacher Standards and the coverage of content;
- student teachers' scripts being assessed with consistent marking schemes;
- maintaining an examination system that provides for adequate redress in case of alleged irregularities;
- ensuring that the entire assessment procedure for a course is investigated by the IQA Unit where the CA results differ significantly from the overall results.
- CA results in a course must be submitted and captured by the IQA Unit before the examination of that course takes place.

6. TEACHING PRACTICE

Teaching Practice (TP) is a crucial aspect of Teacher Education. Teaching Practice provides student teachers with an opportunity for the acquisition of necessary professional skills through practical experience. This will prepare them for an effective professional practice after graduation.

The current NCCE Teacher Education reforms lay great emphasis on Teaching Practice. The new NCCE Minimum Standards spell out that Teaching Practice should be done in two periods: 6 weeks during the first semester of year 2, and 12 weeks during the first semester of year 3. This is an increase from what obtained before, as it is important to provide student teachers with two opportunities of Teaching Practice. In this way, lessons learnt in the first Teaching Practice period can be used to prepare for an effective consolidation of professional skills in the second Teaching Practice period.

The Minimum Standards lay further emphasis on supervision of Teaching Practice. Therefore, NCE-awarding Institutions must assign supervisors to student teachers based on their areas of specialization such as ECCE, PES, etc., to ensure that such supervision is focused, well-informed and based on the supervisor's practical professional skills and knowledge.

A pre-requisite to Teaching Practice is a pass in Micro-Teaching. Students who failed Micro-Teaching shall not proceed on Teaching Practice. It is essential, therefore, that NCE-awarding Institutions ensure that method courses and their related content courses are planned together with Micro-Teaching opportunities, and that they are fully covered before Teaching Practice. The Centre for Educational Technology (CET) should play a major role in this respect.

Consequently, NCE-awarding Institutions should ensure that lecturers design and coordinate a comprehensive Teaching Practice Preparation Programme for student teachers. Such a Preparation Programme should present student teachers with a gradual building up of TP preparation assignments. These assignments should require student teachers to design lesson plans, learning materials, and assessment tasks which they can use when they are in a school during Teaching Practice. Micro-Teaching and classroom observation activities are also to be done. In this way student teachers are prepared through their various courses in a consistent and effective manner for a Teaching Practice experience that adds value and allows student teachers to develop and apply professional skills.

Student teachers should keep extensive Student Reflective Journals during the build-up towards Teaching Practice and during Teaching Practice itself. Such Journals should be regularly handed in

to lecturers. Lecturers must provide comments to aid student teachers to identify strengths and weaknesses in their professional skills.

NCE-awarding Institutions are also expected to design and operate School-based Lecturer Professional Development Programmes that assist lecturers in these schools to enhance their profession and also to become effective mentors. Meetings of various Departments within a School must be held at least twice in a semester to share ideas and provide peer-support for lecturers.

NCCE shall carry out a regular quality assurance exercise to ensure that NCE-awarding Institutions comply with the Teaching Practice guidelines. NCE-awarding Institutions shall be required to provide reports outlining the quality of the outcomes of Teaching Practice to NCCE. These reports will include samples of Student Reflective Journals.

Generally, NCE-awarding Institutions shall be required to provide evidence on how they have assessed students on Teaching Practice in line with the Teacher Standards.

In summary, it is expected that:

- NCE-awarding Institutions provide a comprehensive Preparation Programme for Teaching Practice, by effectively coordinating content and method courses and linking these meaningfully with Micro-Teaching opportunities;
- Micro-Teaching is coordinated by the School of Education in collaboration with relevant departments;
- Teaching Practice shall take place in the appropriate school content area for example ECCE, Primary 1-3, 4-6 and JSS 1-3;
- student teachers have developed and go to their schools with a set of prepared lesson plans, learning materials and samples of assessment tasks;
- student teachers shall participate in all activities of the school when on Teaching Practice;
- each student teacher shall be assessed at least twice during each Teaching Practice period;
- NCCE is to ensure that NCE-awarding Institutions comply strictly with the use of Teaching Practice Assessment Form by a way of monitoring;
- supervision of Teaching Practice exercise will be carried out by both the internal and external Supervisors/Heads of Schools;
- student teachers shall keep a Student Reflective Journal as part of the Teaching Practice assessment.

The table below presents a guide for the implementation of the various activities related to Teaching Practice:

Programme	Year 1	Year 2	Year 3
ECCE, PES, JSS (non-vocational) Adult and Non-formal, and Special Needs	2 weeks of Prepared School Observation in 2 nd semester	2-3 Micro-Teaching lessons per student 6 weeks TP (first semester)	12 weeks TP (first semester)
JSS vocational subjects	2 weeks of Prepared School Observation in 2 nd semester	2-3 Micro-Teaching lessons by a student per semester	

		6 weeks TP (first semester)	12 weeks TP (first semester)
		8 weeks SIWES (long vacation before starting year 2)	8 weeks SIWES (long vacation before starting year 3)

7. QUALITY ASSURANCE

Managing curriculum implementation in NCE-awarding Institutions requires careful monitoring to ensure effectiveness. In particular, it is important to determine whether the implementation of the curriculum results in the desired output: professional teachers.

Indeed, NCE-awarding Institutions in Nigeria have often been criticized for the quality of their products. The National Commission for Colleges of Education has a responsibility for the quality of the academic programmes in these Institutions. Therefore, in order to enhance quality of NCE products, the NCCE is involved in enhancing its Quality Assurance system. The NCCE Quality Assurance system shall continue to monitor an Institution's curriculum inputs, processes and products to determine whether the intended target (the creation of a body of professional teachers) is achieved.

In the case of the new NCE Programmes to be implemented at NCE-awarding Institution this means that a QA system will:

- 1) assess the quality of leadership and support services and their impact on the quality of administration and the quality of graduate output;
- 2) assess the quality of staff and student welfare in NCE-awarding Institutions in Nigeria;
- 3) ascertain the conditions and status of equipment, learning materials and facilities in NCE-awarding Institutions in Nigeria;
- 4) encourage innovation and re-orientation toward the changing needs of the target beneficiaries;
- 5) encourage and facilitate a variety of learning methods within the Institution's Schools, Departments, etc., that is conducted in a consultative and consensus building fashion [mentoring process];
- 6) ensure the choice of appropriate and credible student assessment methods relevant to the chosen learning methods;
- 7) be concerned with good outcomes and not detailed specifications of curriculum content;
- 8) ensure there are adequate resources to deliver the curriculum;
- 9) determine the quality of input, process, and output variables that provide information on learning outcomes and their improvement for the purpose of decision making and decision taking.

In order to enhance its effectiveness, Quality Assurance shall be conducted at two levels, namely:

- External Quality Assurance (by the NCCE);
- Internal Quality Assurance (by the institution offering the NCE programme).

In the case of External Quality Assurance, the NCCE shall continue to carry out Accreditation of Academic Programmes, Resource Visits, (establishment of new NCE-awarding Institutions and mounting of new programmes), and the Monitoring and Evaluation of Academic Standards in NCE-awarding institutions.

The NCCE shall also continue with its responsibility of monitoring institutions' level of compliance with the implementation of Teacher Standards, such as, monitoring of the Teaching Practice, monitoring of Assessment procedures, and the aspects of Professional Practice.

In the case of Internal Quality Assurance, all NCE-awarding institutions must establish an Internal Quality Assurance Unit to ensure that the guidelines provided in this Implementation Framework are followed.

In particular, Institutions shall ensure that:

- curriculum implementation in the institution focuses on student teachers achieving successfully the Teacher Standards;
- Learning Opportunities are provided to student teachers through the design and use of effective learning materials, group and individual assignments, regular formative assessment, self-study, lectures, field trips, etc.;
- assessment is based on adequate knowledge of the necessary techniques and domains for the measurement and evaluation of different types of learning outcomes;
- lecturers engage in activities that would enhance their professional knowledge and practice through professional engagement (monitoring of attendance at conferences, seminars and workshops in relevant areas); and
- Teaching Practice is closely monitored and carried out as stipulated in the Minimum Standards and this Implementation Framework.

Annex 3: College Restructuring Guide

NATIONAL COMMISSION FOR COLLEGES OF EDUCATION, ABUJA

DESIGNING A NEW COLLEGE STRUCTURE

JULY 2010

1. INTRODUCTION

Following the overwhelming public outcry about the poor quality of Nigeria Certificate in Education (NCE) graduates, especially their inability to effectively deliver instruction at the Primary School Level, the National Commission for Colleges of Education (NCCE) restructured the NCE Programme in order to produce specialist teachers. In order to deliver the new programme effectively, NCE-awarding Institutions also have to be restructured. To assist NCE-awarding Institutions to carry out this institutional restructuring, NCCE deemed it necessary to provide a guide to ensure uniformity in practice across all the NCE-awarding Institutions.

THE NEW PROGRAMMES

The new academic programmes for the Nigeria Certificate in Education (NCE) are:

- Early Childhood Care and Education (ECCE)
- Primary Education Studies (PES)
- Junior Secondary Education (JSE)
- Adult and Non-formal Education (ANF)
- Special Education (SPED)

There is a clear mismatch between the new NCE programmes and the old school structure of NCE-awarding Institutions. First and foremost, while the new programmes focus on the various levels of child development (age grades) the old school structure was focused on school subject areas. The new NCE teacher will be trained to specialize to teach a particular age grade while the old NCE teacher was trained to teach a particular subject like English Language or Mathematics without reference to any particular age grade. In fact, most of the programmes in the old dispensation were meant to prepare teachers for the Junior Secondary level which was mainly the reason those who went through these programmes could not teach effectively at the Primary School Level.

This Restructuring Guide is essential to ensure a smooth and consistent implementation of the new programmes in all NCE-awarding Institutions. The guide consists of three sections: Introduction, New Structure and Restructuring Steps.

2. THE NEW INSTITUTIONAL STRUCTURE

A new institutional structure of five Schools and five Departments each has been designed. The purpose of the restructuring is to enable NCE-awarding Institutions to implement the new programmes. This would also promote the production of professional teachers for each of the different levels of Basic Education.

The restructured NCE-awarding Institutions shall have one or more of the following Schools and Departments. Each NCE-awarding Institution is expected to identify and establish the Schools it will have based on the number of programmes it is able to provide.

1. **School of Early Childhood Care and Education (ECCE)**
 - a) Department of Early Childhood Education
 - b) Department of Early Childhood Communication
 - c) Department of Health and Nutrition
 - d) Department of Early Childhood Science and Technology
 - e) Department of Arts and Culture
2. **School of Primary Education Studies (PES)**
 - a) Department of Primary Education
 - b) Department of Language and literacy
 - c) Department of Primary Science
 - d) Department of Arts and Social Sciences
 - e) Department of Vocational and Technical Studies
3. **School of Junior Secondary Education (JSE)**
 - a) Department of Education
 - b) Department of Languages and Communication
 - c) Department of Sciences
 - d) Department of Arts and Social Sciences
 - e) Department of Vocational and Technical Education
4. **School of Adult and Non formal Education (ANF)**
 - a) Department of Adult Education
 - b) Department to Languages and Literacy
 - c) Department of Sciences
 - d) Department of Arts and Social Sciences
 - e) Department of Vocational and Technical Education
5. **School of Special Education (SPED)**
To be addressed at a later date.

3. PHASES IN RE-STRUCTURING NCE-AWARDING INSTITUTIONS

The implementation of the new programmes into NCE-awarding Institutions and the required restructuring of the same Institutions will be done through a phased approach.

Phase 1 (2011)

NCCE will organise a series of sensitisation programmes for management on a zonal basis.

Phase 2 (2011-2012)

In view of the new Programmes the Institution will restructure and allocate staff to new schools and departments.

NCCE will organise training programmes for lecturers according to their areas of specialization in their new Schools.

New Programmes are introduced and will gradually replace the old programmes.

Phase 3 (2013-2014)

All NCE-awarding Institutions have a new structure and offer only new programmes. NCCE shall monitor the implementation of programmes and the restructuring of Institutions.

Details of Phase 1

- Zone-based sensitisation workshops for management staff:
 - Create an awareness of the Reform
 - Management in turn sensitise other staff in their Institutions

Details of Phase 2

The new programmes will be introduced firstly in year 1 with the new student intake. Student teachers in years 2 & 3 will still follow the old programme. One year later, when another batch of new students will be taken in, student teachers in year 1 & 2 will now follow the new programme and only student teachers in year 3 will still follow the old programme. Finally, when another set of students is taken in, the year 3 with old programme will have passed out of the Institution and the new programme will take its full course. The table below provides an overview:

YEAR 1 Restructuring	YEAR 2 Restructuring	YEAR 3 Restructuring
NCE 1 NEW	NCE 1 NEW	NCE 1 NEW
NCE 2 OLD	NCE 2 NEW	NCE 2 NEW
NCE 3 OLD	NCE 3 OLD	NCE 3 NEW

During the whole phase, NCCE will organise strict monitoring by relevant academic experts to ensure compliance with and full implementation of the new programmes.

It is expected that by year 2, all Institutions will have adopted the new Structure as outlined in section 2. In order to allocate staff into the new departments and new schools as represented in the new structure, NCCE will request Institutions to send a list of all lecturers and their CVs.

There will be zone-based training workshops for lecturers allocated to the different programmes (ECCE, PES, JSE, ANF, SPED).

Details of Phase 3

- All NCE-awarding Institutions have a new structure and offer only new programmes.
- NCCE shall monitor the implementation of the new programmes and the restructuring of Institutions.
- Accreditations of Institutions shall be based solely on the new NCE Programmes.