

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

Input Visit Report

**Curriculum Transformation at Kwara State College of
Education, Oro**

Report Number: KW 308

Jaap Kuiper

June 2009

Report Distribution and Revision Sheet

Project Name: Education Sector Support Programme in Nigeria

Report Title: Curriculum Transformation at Kwara State College of Education

Report No: KW 308

Rev No*	Date of issue	Originators	Checker	Approver	Scope of checking
1	July 2009	Jaap Kuiper	John Kay	Steve Baines	Formatting/Content

Distribution List

Name	Position
DFID	
Kathleen Richmond	Human Development Programme Coordinator, DFID
Ian Attfield	Education Adviser, DFID Northern Nigeria Office
ESSPIN	
John Martin	National Programme Manager
Ron Tuck	Deputy Programme Manager
Richard Hanson	Assistant Programme Manager
Steve Baines	Technical Team Coordinator
Abolaji Osime	State Team Leader Lagos
Emma Williams	State Team Leader Kwara
Richard Dalgarno	State Team Leader Kano
Steve Bradley	State Team Leader Kaduna
Kayode Sanni	State Team Leader Jigawa
John Kay	Lead Specialist, Education Quality
Alero Ayida-Otobo	Lead Specialist, Policy and Planning -Federal Level
Fatima Aboki	Lead Specialist, Community Interaction
Nguyan Feese	Lead Specialist, Inst. Development and Education Mgt
Francis Watkins	Lead Specialist, Social Development
Penny Holden	Lead Specialist, Inspectorates

Quality Assurance Sheet and Disclaimer

"This document has been prepared for the titled project or named part thereof and should not be relied on or used for any other project without an independent check being carried out as to its suitability and prior written authority of Cambridge Education Ltd. (CE) being obtained. Cambridge Education Ltd. accepts no responsibility or liability for the consequences of this document being used for a purpose other than the purpose for which it was commissioned. Any person using or relying on the document for such other purposes agrees, and will by such use and reliance be taken to confirm his agreement to indemnify Cambridge Education Ltd. for all loss and damage resulting there from. Cambridge Education Ltd. accepts no responsibility or liability for this document to any party other than the person by whom it was commissioned."

"To the extent that this report is based on information supplied by other parties, Cambridge Education Ltd. accepts no liability for any loss or damage suffered by the client, whether contractual or tortuous, stemming from any conclusions based on data supplied by parties other than Cambridge Education Ltd. and used by Cambridge Education Ltd. in preparing this report."

Note on Documentary Series

This document is one of the series to be produced by Cambridge Education Consultants in support of their contract with the Department for International Development for the Education Sector Support Programme in Nigeria.

The documents include:

ESSPIN 001	ESSPIN 1 st Quarterly Report
ESSPIN 002	MTSS Strategy
ESSPIN 003	M&E Strategy
ESSPIN 004	Inception Strategy
ESSPIN 005	Initial Report from the MTSS Task Team Leader
ESSPIN 006	ESSPIN 3 rd Quarterly Report
ESSPIN 007	Support to completion of MTSS in Lagos and Kwara States: Finance Task Specialist Visit 1
ESSPIN 008	National Consultant Capacity Building Programme
ESSPIN 009	Service to support the completion of MTSS in Lagos State: Task Team Leader Visit 2
ESSPIN 010	Institutional Development, Public Finance Management – Scoping Visit
ESSPIN 011	Development of State – level Logframe for Kano and Jigawa States
ESSPIN 012	School Case Study Reports – Kaduna, Kano & Kwara States
ESSPIN 013	ESSPIN 4 th Quarterly Report
ESSPIN 201	Analysis of the Role of LGAs and LGEAs in Supporting Basic Education in Nigeria, December 08
ESSPIN 202	MTSS preparation in Jigawa, Kaduna and Kano State: Planning Task Specialist Visit 1
ESSPIN 203	Analysis of the Role of LGAs and LGEAs in supporting basic education in Nigeria, May 09
ESSPIN 204	Further Support to the Completion of MTSS in Lagos & Kwara states: Task Team Leader Visit 3
ESSPIN 205	Progress Report on the MTSS Preparation in Jigawa, Kaduna and Kano: Planning Task Specialist Visit 2
ESSPIN 206	Support to the completion of Medium-term Sector Strategy (MTSS) for Jigawa, Kaduna and Kano: Finance Task Specialist Visit 1, March 09
ESSPIN 207	Support to the completion of Medium-term Sector Strategy (MTSS) for Jigawa, Kaduna and Kano: Finance Task Specialist Visit 2, April 09
ESSPIN 208	Services to support the completion of Medium-term Sector Strategies (MTSS) in Lagos & Kwara states: Task Team Leader Visit 4
ESSPIN 209	Support to the Completion of Medium-term Sector Strategy (MTSS) for Jigawa, Kaduna and Kano: Finance Task Specialist Visit 3, May 09

ESSPIN 301	Teaching and Learning Survey
ESSPIN 302	School Infrastructures and Maintenance Review for ESSPIN States
ESSPIN 401	School Based Management Committees Research February 09
ESSPIN 402	School Based Management Committees Research March 09
ESSPIN 501	Communications and Knowledge Management Strategy
ESSPIN 502	Communication Task Specialist Visit Report, December 08
ESSPIN 503	Education Management Information Systems (EMIS) - Scoping Mission
ESSPIN 504	Communication Task Specialist Visit Report, February 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
ESSPIN 508	Knowledge Management Task Specialist Support Visit Report, Mar/April 09
KN 301	Education Institutional Development: Teacher Education Strategy, Kano State
KW 301	An Assessment of the Development needs of Teachers in Nigeria – Kwara State Case Study
KW 302	Oro College Review of Strategic Priorities
KW 303	Curriculum Transformation for College of Education Oro
KW 304	Towards a Transformed Pre-Service Teacher Education Curriculum for College of Education Oro
KW 305	Institutional Strengthening of Oro College
KW 306	Teacher Strategy; Improving the Teaching of Literacy and Numeracy: Scoping visit
KW 307	Institutional Strengthening at Oro College and Teacher Development Strategy
KW 308	Curriculum Transformation at Kwara State College of Education

Contents

Report Distribution and Revision Sheet	ii
Quality Assurance Sheet and Disclaimer	iii
Note on Documentary Series	iv
Acronyms and Abbreviations	vii
Abstract	1
Executive Summary	2
Purpose of the Consultancy.....	3
Achievement of the terms of reference.....	4
Background.....	7
Findings and Issues Arising.....	7
Options and next steps.....	9
Annexes	10
Annex 1: Work-Plan For Curriculum Transformation At Oro	11
Annex 2: Brief Report On NCCE Visit To College Of Education Oro	14
Annex 3: Brief Report on Meeting with NCCE	16
Annex 4: Minutes of a meeting of Task Team A for the Development of a Teacher Career Path.....	19
Annex 5: Terms of reference	24
Annex 6: Indicative Workplan: NCCE And College Of Education.....	28
References	34

Acronyms and Abbreviations

CRSC	Curriculum Reform Special Committee
DFID	Department For International Development
ESP	Education Sector Plan
ESSPIN	Education Sector Support Programme in Nigeria
NCCE	National Commission for Colleges of Education
NCE	National Council on Education
NTI	National Teacher Institute
SMoE	State Ministry of Education
STL	State Team Leader
SUBEB	State Universal Basic Education Board
TOR	Terms of Reference
UBE	Universal Basic Education

Abstract

1. This Consultant Report describes the work done on Curriculum Transformation at Kwara State College of Education Oro. Among the products are: an Institutional Curriculum Policy, a proposed new set of Programmes and a proposed new College Structure. This was all achieved through a series of staff development workshops with all academic staff at the College. Long-term collaboration with the NCCE, the regulating body for Teacher Education, was also achieved. Some remarks are made about the Career Path work, which was introduced during the consultancy but did not form part of the ToRs. Suggestions are made for issues that should be given attention in future work. Appendices show some of the relevant documents that were produced during the consultancy.

Executive Summary

2. Teacher Education in Kwara State is of low quality. Oro College has been identified as the only State College that will produce teachers for the Basic Education band (years 1-9). The consultancy focused on laying down the basis for a long-term improvement of the Teacher Education Curriculum at Kwara State College of Education Oro.
3. Staff development workshops with all 160 academic staff produced an institutional Curriculum Policy, with some further curriculum and assessment tools.
4. Meetings with the NCCE, the Reform Task Team and the senior management of the College produced a proposed set of three new Programmes for Teacher Education as well as a proposed new Structure for the College.
5. In a long-term engagement with the College and the NCCE, curriculum materials will be developed further. With the NCCE, QA and M&E procedures and tools will also be enhanced. Furthermore continuous discussions with the NCCE will be held to develop a federal perspective on Teacher Education Programmes based on the existing NCE curriculum and also to share ideas on the development of an appropriate College of Education Structure.
6. Although outside the ToRs, work on a teacher Career Path has started and one of the three Task Teams is lead by the consultant. The Task Team had one meeting to discuss the identification of the Career Path structure and the use of Professional Standards. This work will continue over the next 12 months or so.
7. In-service provision will also be looked into, based on the results from the Career Path, the NCCE new curriculum, and linkages with the NIT. Future work will also concentrate on the identification of an appropriate in-service qualification and on establishing integration with other ESSPIN programmes related to Teacher Quality Improvement.
8. Because of their increasing efforts and scale, there appears to be a burgeoning need to provide an appropriate support and identity to the College Transformation programmes in the various states to ensure consistency and continued approval of the transformation goals by the NCCE.

Purpose of the Consultancy

Curriculum Transformation for Teacher Education

9. Working with nominated State representatives, the National Teacher Education Expert and with the Oro College - Institutional Strengthening specialist:
 - Review the work undertaken since the last visit by the CRSC (including a detailed review of the curriculum revisions), the turn-around group and the College SMT and agree the final curriculum outline and staffing structure, and a workplan for taking the transformation forward.
 - Agree a common understanding of professional standards for College of education lecturers and use them to finalise tools for a staff review at Oro.
 - Support the implementation of the staff review.
 - Lead workshops to establish curriculum principles (using the teacher standards as foundational principles, assessment policies, teaching practice model, teaching materials policy, teaching approaches policy, quality assurance policy etc).
 - Establish curriculum area sub-committees with the College and outside representatives as appropriate and facilitate their initial meetings.
 - Establish the need for specific curriculum area or materials development advisers, and in consultation with the STL and with the approval of the LTS develop ToRs for these experts.

NOTE:

10. During the consultancy period it became clear that the programme of Institutional and Curriculum Transformation at Kwara State College of Education would be an involved process that required support in various areas over an extended period. Not only repeated, varied and extensive engagement with the College, SUBEB and SMoE was necessary, but also engagement with the NCCE to ensure that curriculum transformation at the College would be supported by the body that regulates the curriculum for teacher education in Nigeria. A workplan for two years (July 2009-June 2011) was developed.
11. Furthermore, work on developing a Career Path for teachers had started. The consultant was also usefully engaged in this, although it did not form part of the original ToRs. The involvement concerned the leading of one of the three Task Teams (the one for the development of Professional Standards) and an initial meeting was held to discuss the identification of the career path structure and the use of Professional Standards.

Achievement of the terms of reference

TOR Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
Review the work undertaken since the last visit by the CRSC (including a detailed review of the curriculum revisions), the turn-around group and the College SMT and agree the final curriculum outline and staffing structure, and a workplan for taking the transformation forward.	<p>The Curriculum Review Steering Committee (CRSC) had reviewed the entire College curriculum but the product was not of an acceptable standard. It was necessary to provide extensive professional development to all academic staff (about 160) before the NCE curriculum could be implemented according to best-practice. A Curriculum Policy was developed and a Curriculum Outline was eventually agreed upon, as well as a Structure for the College in terms of Schools. Detailed indications of staffing expertise in each department still need to be developed.</p> <p>A workplan for July 2009 – June 2011 was developed.</p>	<p>With the College Reform Task Team, the staff at Oro, the National Teacher Quality Improvement Specialist, and the Institutional Development Specialist develop:</p> <p>Detailed list of staffing expertise per school and department (by September 2009)</p> <p>Detailed course by course learning programmes (by December 2009)</p> <p>Requirements for learning materials, both accessing existing as well as developing new materials (ongoing prioritised project by June 2011)</p> <p>Assessment tools (by Dec 2009)</p> <p>Teaching Practice Model (by June 2010)</p>
Agree a common understanding of professional standards for College of education lecturers and use them to finalise tools for a staff review at Oro.	<p>Workshops with all academic staff were held and a common understanding of Teacher Standards was developed.</p> <p>Review of staff had already been completed in a separate process and staffing levels at the College are at a more or less acceptable level. However, there is</p>	<p>With the College Reform Task Team, the staff at Oro, the National Teacher Quality Improvement Specialist, and the Institutional Development Specialist develop:</p> <p>Strategy to assign staff to their new and appropriate place in the new institutional Structure of new schools</p>

	still a need for a list of detailed staff expertise per new school and new department. This might not necessarily lead to staff changes, but rather re-assigning staff to into appropriate places in the new structure	and new departments that provide the new Programmes.
--	--	--

Support the implementation of the staff review.	The staff review was completed by the College Reform Task Team together with the senior management from Oro College.	See above.
Lead workshops to establish curriculum principles (using the teacher standards as foundational principles, assessment policies, teaching practice model, teaching materials policy, teaching approaches policy, quality assurance policy etc).	A comprehensive Institutional Curriculum Policy was developed	With the College Reform Task Team, the staff at Oro, the National Teacher Quality Improvement Specialist, and the Institutional Development Specialist develop: Quality Assurance Policy and Implementation Plan with all required tools and processes (by March 2010)
Establish curriculum area sub-committees with the College and outside representatives as appropriate and facilitate their initial meetings. Establish the need for specific	Work on this has not yet started as it was too early in the overall curriculum transformation process to engage with this in a meaningful way. The re-structuring of the College has to take precedence (also partly because of their priority role in the formulation of a new Institutional Plan and Budget) and required	With the Reform Task Team, the staff at Oro, the National Teacher Quality Improvement Specialist, and the Institutional Development Specialist develop: Strategy to revise details of the curriculum (November 2009)

curriculum area or materials development advisers, and in consultation with the STL and with the approval of the LTS develop ToRs for these experts.	engaging with NCCE as well as careful management with the existing college management. The absence of a new senior management also hampered progress. Moreover engagement of specialists was delayed, as the envisaged VSO persons and other experts did either not arrive in time or could not be identified.	Identify the required supporting expertise (October 2009) Engage with NCCE and NTI to see what materials are available and what needs to be developed (January 2010) Develop and/or acquire materials (ongoing until June 2011)
--	--	---

Background

12. The quality of teachers in schools in Kwara State is woefully low. The need to provide fundamental Curriculum Transformation for Teacher Education in Nigeria in general, and in Oro College in particular, has become clear since the engagement with Oro College has started. Oro College has been identified to be the only State College that provides Teacher Education for the Basic Education band (years 1-9). The existing NCE curriculum does not represent established international best-practice. The implementation of the NCE curriculum at Oro College is also not of the level of quality that it requires.

Findings and Issues Arising

13. A Curriculum Policy for Oro College has been developed. This provides a sound basis for the building of a quality curriculum practice. It also includes a step towards a Quality Assurance System for the College. Such still needs to be developed further in detail.
14. A series of professional development workshops has been held with all academic staff of Oro College. This has generated a good dynamic within the college and a better understanding of the direction in which transformation of the curriculum is moving. It has provided the necessary base of transformed understanding of best-practice in teacher education curriculum design and implementation. Students for the new year–1 intake have been scrutinised and selected with more care than before, and lecturers indicate that they enjoy engaging with this new set of students because of their new curriculum understanding and the students' appreciation and capacity to engage meaning fully in their learning.
15. A new set of Programmes for Teacher Education has been introduced, based on the three main bands in which Basic Education teachers will find their professional engagement:
 - (i) Teachers for Junior Primary School; years 1-3
 - (ii) Teachers for Senior Primary School; years 4-6
 - (iii) Teachers for Junior Secondary School; years 7-9
 This set of three programmes has been discussed with the NCCE and they have approved this in principle. It is as yet only approved in principle at the College and it now needs to be implemented.
16. A new Structure for the College has been introduced, based on the provision of the above-mentioned three teacher education programmes:
 - (i) School of Education
 - (ii) School of Primary Education Studies
 - (iii) School of Junior Secondary Education Studies
 This new School structure has been discussed with the NCCE and they have approved this in principle. It is as yet only approved in principle at the College and it now needs to be implemented.

17. The new Programmes and new Structure were also linked into the development of a new Institutional Plan. However, complete integration and planning on the basis of these new identities was not yet fully achieved. A new Senior Management Team is expected to be in place by August 2009. This will provide an important opportunity to work with this new Team to provide an induction as well as professional management development, based on the finalisation of the Institutional Plan and the implementation of the new Programmes and Structure.
18. A constructive working relationship with the NCCE was established. The NCCE made an official visit to Oro College of Education, and was impressed with the transformation occurring there. Oro College is now branded as an exemplar of change and further meetings with the NCCE in Abuja have strengthened this perception. The good relationship and collaboration also enables the curriculum transformation at Oro to be seen by the regulatory body NCCE as in line with their thinking about the future curriculum and has initiated the drive for further professional collaboration on various areas within the NCCE scope of work.
19. The role of Teacher Standards in curriculum transformation has been stressed throughout the consultancy. This has now resulted in:
 - (i) Oro College basing its transformed curriculum on Teacher Standards and the intention to report student learning/graduating in terms of achieving these Standards.
 - (ii) NCCE interested in pursuing the revision of these Standards and eventually introducing them as the overall aim and guiding principle in the NCE Curriculum.
 - (iii) The Career Path using Teacher Standards as its guiding principle when devising a description of the various career stages of teachers, from beginning, to licensed, experienced and Head Teacher.

Options and next steps

20. The Curriculum Policy for Oro College sets out standards for professional curriculum practice. The various areas that the policy pronounces on have to be developed further in order for such professional practice to establish itself on the ground.
21. The new Programmes and the new Structure have to be worked on further. This is an involved process with many sensitivities and it requires careful management. Engagement with the new Senior Management Team should focus on this in a concurrent overall process that seeks to finalise the Institutional Plan.
22. Eventually staff will be allocated to new schools and departments within the new College Structure in term of areas of expertise relevant to the new Programmes. This will then provide the basis to review existing learning materials and establish committees within each (new) area of expertise to ensure that quality learning materials are accessed and/or developed.
23. The link with the NCCE is starting to become productive and appropriate resources need to be allocated, in terms of time and expertise. Areas for future collaboration, identified during meetings, are
 - (i) Teacher Standards
 - (ii) College Programmes
 - (iii) College Structures
 - (iv) NCCE Quality Assurance and Monitoring and Evaluation processes and tools
24. In-service provision will also be looked into, based on the results from the Career Path, the NCCE new curriculum, and linkages with the NIT. Future work will also concentrate on the identification of an appropriate in-service qualification and on establishing integration with other ESSPIN programmes related to Teacher Quality Improvement.
25. The experience gained so far in the transformation of the curriculum at Oro College, as well as that gained in establishing and working on the implications for the NCCE, has been very useful. Engagement with experts who are involved with transformation in other Colleges has also been useful. It appears that it might soon be opportune to consider a more formal and sustainable strategy to ensure that College Transformation becomes a clearly identifiable and marketable part of the ESSPIN programme. This would concern such areas as:
 - (i) Strategic Framework/State Vision for Teacher Education and College Transformation (links to SUBEB, SMoE, etc.)
 - (ii) College Institutional Transformation (Institutional Planning and Budgeting, Senior Management Job Descriptions, administrative procedures and tools, etc.)
 - (iii) College Curriculum Transformation: (Curriculum Policy, exemplary learning materials. Etc.)
 - (iv) NCCE Transformation (Teacher Standards, minimum curriculum and college structure standards, QA and M&E)
 - (v) NTI links (in-service provision, learning materials, etc.)

Annexes

- 1) WORK-PLAN FOR CURRICULUM TRANSFORMATION AT ORO
- 2) Brief report on NCCE visit to Kwara State College of Education Oro
- 3) 'Minutes' of meeting with NCCE 16 June 2009
- 4) Minutes of first meeting of Task Team A, Career Path
- 5) Consultant ToRs for the period
- 6) Indicative Workplan July 2009-June 2011 for College Transformation

Annex 1: Work-Plan For Curriculum Transformation At Oro

ISSUE	TASKS	OUTPUTS	PEOPLE	TIMES
A. Vision for and understanding of curriculum requirements that produce high-quality teachers for the Basic Education Band	<ol style="list-style-type: none"> 1. Engage with up-to-date international academic literature on curriculum design 2. Understand (Basic) Education context in Kwara State 3. Understand how the new Professional Standards for Nigerian Teachers are expected to be used with the NCE curriculum document 	<p>An agreed <i>institutional</i> vision of a 3-year teacher education curriculum that will deliver quality educators for Basic Education</p> <p>All <i>individual academic staff</i> at Oro have required knowledge, understanding and information to transform those parts of the overall 3-year curriculum that they are professionally responsible for</p>	Academic Staff	February 2009
B. Institutional Policy which specifies Evidence Descriptors for Teacher Standards for year 1, year 2, and year 3	<ol style="list-style-type: none"> 1. Break down the Evidence Descriptors of the Teacher Standards into three levels, year 3 level being the Standards as formulated, year 1 and year 2 representing a progression towards the final year 3 Standards 	Agreed progression of Teacher Standards for Year 1, 2, and 3	Academic Staff	February 2009
C. Institutional Teacher Standards Development Grid	<ol style="list-style-type: none"> 1. Assign the responsibility for the achievement of specific Teacher Standards (specified for year 1, 2 and 3 appropriately to the various curriculum areas/subjects 	Table that ensures all Teacher Standards are being worked towards through different learning programmes	Academic Staff	February 2009

D. Institutional Policy on what is a quality 'Learning Programme' which will enable students to acquire the Teacher Standards	<ol style="list-style-type: none"> 1. Develop understanding of what a Learning Programme is 2. Develop an institutional description of the characteristics of a quality Learning Programme 	Institutional Policy on characteristics of quality Learning Programme	Academic Staff	February 2009
E. Learning Programmes for all courses in year 1, 2 and 3	<ol style="list-style-type: none"> 1. On the basis of the Institutional Policy on Learning Programmes develop learning programmes for all courses. 	Learning Programmes for all courses.	Academic Staff	February-April 2009
F. Institutional Policy on Learning Materials	<ol style="list-style-type: none"> 1. Develop an institutional description of the characteristics of quality Learning Materials 	Institutional description of the characteristics of quality Learning Materials	Academic Staff	February-March 2009
G. Learning Materials for all courses	<ol style="list-style-type: none"> 1. Develop Learning Materials for each learning programme 	Learning materials for all learning programmes	Academic Staff	February-April 2009
H. Institutional Policy on Assessment which provides evidence that students are able to demonstrate all the Teacher Standards	<ol style="list-style-type: none"> 1. Develop an understanding of assessment that is aligned to a curriculum based on standards 2. Agree on characteristics of appropriate assessment for Oro's teacher 	Policy on effective Assessment	Academic Staff	February-March 2009

	education programme			
I. Institutional Policy on Teaching Practice: its role regarding Teacher Standards, Learning Programmes, Assessment	1. Develop an understanding of Teaching Practice that is aligned to a curriculum based on standards 2. Agree on characteristics of appropriate Teaching Practice for Oro's teacher education programme	Policy on effective Teaching Practice	Academic Staff	February-March 2009

SECOND PROFESSIONAL DEVELOPMENT SESSION				
ISSUE	TASKS	OUTPUTS	PEOPLE	TIMES
J. Finalising Curriculum Policy	1. Review draft Curriculum Policy 2. Ensure comprehensive coverage of relevant curriculum areas	Comprehensive institutional Curriculum Policy	Academic Staff	April/May 2009
K. Develop understanding of Rubrics	1. Engage with rubrics as assessment tools	Applicable knowledge of Rubrics	Academic Staff	April/May 2009
2. Develop understanding of Learning Programmes	1. Create a Rubric for the evaluation of a Learning Programme	Rubric to evaluate Learning Programme	Academic Staff	April/May 2009

Annex 2: Brief Report On NCCE Visit To College Of Education Oro

Introduction

On April 27th 2009, a delegation from the NCCE, including the Executive Secretary Prof Junaid and various Directors, visited College of Education Oro to be informed about the transformation processes happening at the College. Representatives from the ESSPIN programme, including its director Mr John Martin, were also present, as was the Provost DR Arinde and the senior academic staff of the College.

Exchange on College Transformation

In the morning, staff in the College were given the opportunity to share their experiences of the transformation. Staff and NCCE and ESSPIN delegates discussed the following:

- There is a need for a comprehensive plan for the tertiary education sector in Kwara State to ensure that all school leavers find appropriate places. There is a need to coordinate JAMB results and College entrance requirements;
- The College is getting a better reputation and Kwara students will be more and more motivated to come and study at the College, and we no longer expect that other States will 'dump' their students on us;
- One college staff member wondered whether it would be good to make the NCE a four-year course instead of a three-year one. The Executive Secretary of the NCCE explained that this was not practical and would put off students, and that it would be better to increase the practical content of the existing course and reduce the time spent on theoretical content so as to have a better chance of producing effective teachers, an increase of the time available for Teaching Practice would also be good;
- If Kwara College of Education Oro is to be a model, could NCCE provide funding for infrastructure? It was explained that this was not part of the mandate of NCCE. Moreover, from an ESSPIN perspective to provide such additional funding for specific infrastructure would go against the idea of being able to replicate best-practice to colleges in other States;
- Primary Education Studies involves a lot of different subjects, and perhaps it should be a double major, instead of the single major it is now. The NCCE has been involved in harmonising its programme to Basic Education, and it envisages that there is a better integration of subjects in the programme for teacher education for primary schools. There is not longer a one size fits all, and special programmes for ABET, Primary Education, Junior Secondary Education have been designed and will be implemented in 2011.
- The new student intake is very promising, students 'can now think' and are more conversant with English, and lectures are more interesting and require a good preparation by the lecturer. Lectures are becoming more learner-centred and lecturing techniques in general are improving.

Discussion on way forward

In the afternoon, the NCCE delegation met with ESSPIN representatives to discuss the way forward for the College Task Team. The following was discussed:

- The change in the College is clear and is starting to take a hold. In the long term this will have a positive effect on students wanting to enter the College for the right reasons;
- The Institutional Plan has a central role, and staff capacity building has already been done, but more will be required;
- It is important to get buy-in from SUBEB and the Ministry because there is a reduction of student numbers and therefore in prospective teachers;
- Numbers of students might be dropping, but the quality will increase;
- There is a need to do in-service with all the existing NCE teachers in the system;
- There should be an entrance exam for all students wanting to enter a tertiary education institution. The same examination for all potential students;
- The role of NCCE is to regulate, do quality control, accreditation, certification, and advisory reporting to the Federal level and State governments. There is a need to be involved in management of teacher supply, recruitment and promotion;
- In the case of work in other states, NCCE would like to see that the State government is approached by NCCE together with ESSPIN, and that work at Colleges is also done in co-operation between NCCE and ESSPIN. This will assist NCCE to remain in contact with reality on the ground in the Colleges and thus know their needs.

Annex 3: Brief Report on Meeting with NCCE

June 16, 2009-06-17

ESSPIN Offices, ABUJA

Present:

Muhammad S. Aliyu	DD Languages	NCCE
Vitalis I. Uji	CPO	NCCE
AKT Otunuyi	CPO	NCCE
Chukwuma Ugwuanyi	DD Research and Statistics	NCCE
Modupe Olokun	ECCE	NCCE
Geert Edelenbosch	Consultant	ESSPIN (Kano)
Peter Short	Consultant	ESSPIN (Kano)
Harold Thomas	Consultant	ESSPIN (Kwara)
Jaap Kuiper	Consultant	ESSPIN (Kwara)

Agenda:

1. Welcome and Introductions
2. Finalising the ToRs
3. Brief report on NCCE visit to Kwara State College of Education Oro
4. Experiences from Kumbotso College, Kano
5. New Programmes and new Structure for College of Education Oro
6. Way Forward

1. Welcome and Introductions

John Kay was prevented from attending the meeting, and Jaap Kuiper lead the meeting. Peter Short and Geert Edelenbosch were introduced as the newly appointed consultants for College Transformation in Kano State.

2. Finalising the ToRs

The ToRs were discussed and accepted.

3. Brief report on NCCE visit to Kwara State College of Education Oro

The report was discussed briefly, and accepted as an acceptable record of the visit.

4. Experiences from Kumbotso College, Kano

The Kano Consultants shared their experiences. Many of the issues that surface at Oro College were also experienced in Kano. The consultants were still at the beginning of their mission and it was suggested by NCCE that it was important to spend some time on establishing a good work-link with appropriate SMOE, SUBEB and other government structures.

The intention to have an accompanying NCCE representative on some of the consultants' visits to Colleges in the various ESSPIN States was welcomed by everyone.

It also appeared that the QA (and M&E) visit that the NCCE makes every 5 years to a College of Education might at present not be able to engage with all relevant aspects of 'quality' of a College of Education. This finding was flagged as of interest for future engagement between NCCE and ESSPIN so as to look at enhancing existing QA processes, tools and reporting.

5. New Programmes and new Structure for College of Education Oro

A document was tabled containing proposals for new Programmes and a new Institutional Structure for College of Education Oro. There was a constructive debate around the various issues.

The outcome was that the NCCE acknowledged the positive vision for teacher education underlying the proposals.

It was agreed that the proposals seek to carry forward the minimum standards as contained in the (existing and new) NCE curriculum, and that the proposals for a Junior Primary, a Senior Primary and a Junior Secondary Teacher Education Programme appear to be useful and can be seen as in line with the creation of Primary Education Studies as a double major. These three programmes were also in line with the general move away from the one-size-fits-all approach contained in the NCE curriculum existing now, to an NCE curriculum that specifies programmes/qualifications for teachers intending to have a career in ABET, Primary, ECCE, Special Education, Secondary Education etc.

Furthermore, the NCCE-suggested creation of Primary Education Studies as a School by itself also supported the tabled proposal to reduce the number of Schools at Oro. The possibility of having three Schools: 1) Education; 2) Primary Education Studies, and 3) Junior Secondary Education Studies was seen as valuable and worth pursuing at Oro. This would then also assist the NCCE in the long-term in considering in general a suitable Institutional Structure for Colleges of Education.

It was agreed that the NCCE would make the new NCE Curriculum available to ESSPIN consultants as soon as possible.

6. Way Forward

It was not possible to set a specific date for a next meeting as not everyone's schedule was yet known. However, it was envisaged that there would be another meeting in the beginning of September.

Issues to be discussed at the next meeting would be:

- Experiences from consultant and NCCE visits to CoE.
- New Programmes at Oro College of Education
- New Structure at Oro College of Education
- New NCE Curriculum
- Issues regarding QA and M&E visits from the NCCE to CoE.

Annex 4: Minutes of a meeting of Task Team A for the Development of a Teacher Career Path

June 23 2009, ESSPIN Offices, Ilorin

1. Present

NAME	DESIGNATION	MOBILE	E-MAIL
Dr Tayo Odekunle	D/Sec MoEST	08035726877	tayoodekunle@yahoo.com
Mr TA Adebayo	CoE Oro	08034338360	timothy_adebayo@yahoo.com
Mr I.A. Temim	Chairp. COPSHON	08033838694	-
Dr Roy K. Lillyman	Dir. Th. Adewumi College	08035073438	principal@adewumicollege.org
Mrs. Eunice Oladimeji	EQ Specialist ESSPIN	08060920022	eunice.oladimeji@esspin.org
Ms. Emma Williams	St. Team Leader ESSPIN	08038690660	emma.williams@esspin.org
Prof J. Kuiper	Consultant ESSPIN	07032059146	jaapkuiper@mweb.co.za

2. Terms of Reference

The Terms of Reference were discussed and clarified. It was explained that the Career Path work is part of the wider ESSPIN programmes that seeks to raise the quality of teaching and learning through work on a number of strategic leverage points in the education system.

It was suggested that it is essential to consider raising the overall salary of teachers, while also remaining aware of general budgetary limits.

The relationships between federal bodies such as the NCCE and federal mandates and the work on the professional standards for a Career Path in Kwara were discussed. It was considered that enough room is available for Kwara to develop its Career Path, and that such might influence other Federal processes and structures as developments occur.

It was explained that Standards for Head Teachers and for LSSs would be developed at a somewhat later stage in order to provide time for other programmes within ESSPIN to complete their work related to job-descriptions and responsibilities of HT and LSSs.

3. Standards

The concepts of Teacher Standards and a Professional Standards Framework were introduced by looking at examples from various countries, including the Teacher Standards for teachers in Nigeria. It was emphasized that Standards are mostly ordered in three categories – Professional Knowledge, Professional Skills and Professional Engagement/Attributes – and that they tend to be fairly short statements that would normally be limited in number in order to facilitate their use in quality assurance, certification, administrative and other procedures. However Standards are normally

accompanied with an elaboration in terms of their detailed characteristics. Moreover, there is also a need to develop descriptors of measurable and observable evidence to determine that teachers are meeting the Standards.

4. Template

A draft Template for the development of Teacher Standards was discussed. The discussion focused on determining what would be the appropriate number of 'steps' in the Teacher Career Path.

The existing system of grades for NCE and for Degree holders was considered in conjunction to the new Career Path and the Teacher Standards.

It was considered that there needs to be a clear break with the existing grading/promotion system that is not producing quality education and does not reward excellence.

It was decided that there would be the following points in the Career Path (see attached Template):

- (i) Newly Qualified Teacher
- (ii) Confirmed Teacher
- (iii) Experienced Teacher
- (iv) Advanced Skills Teacher

For promotion, the new Standards would take precedence, although a consideration of teachers holding a degree or an NCE would also apply. For instance, to enter the last band of the Career Path (Advanced Skills Teacher), one would need to hold a degree, but first and foremost one would have to demonstrate the Standards to be promoted into this band.

There would likely be overlap in salary grades/points between the Advanced Skills Teacher and the band for Head Teacher. This would be necessary as not all Advanced Skills Teachers might find a post as Head Teacher, and moreover, not all Advanced Skills Teachers might want to, or should be made to, leave the classroom.

5. Way Forward

The committee will work individually on the Template. The committee will meet again on Tuesday 30 June, at the ESSPIN Offices.

Work on filling the Template will continue, and in August/September this work will be reviewed, once the consultant is again present in Ilorin.

TEMPLATE FOR DEVELOPMENT OF TEACHER STANDARDS

	NEWLY QUALIFIED TEACHER	CONFIRMED TEACHER	EXPERIENCED TEACHER	ADVANCED SKILLS TEACHER
PROFESSIONAL SKILLS	1. Teachers know how students learn and how to teach effectively			
	2. Teachers know the content they teach			
	3. Teachers know their students			

	NEWLY QUALIFIED TEACHER	CONFIRMED TEACHER	EXPERIENCED TEACHER	ADVANCED SKILLS TEACHER
PROFESSIONAL KNOWLEDGE	4. Teachers plan and assess for effective learning			
	5. Teachers create and maintain safe and challenging learning environments			
	6. Teachers use a range of teaching practices and resources to engage students in effective learning			

	NEWLY QUALIFIED TEACHER	CONFIRMED TEACHER	EXPERIENCED TEACHER	ADVANCED SKILLS TEACHER
PROFESSIONAL ENGAGEMENT/ ATTRIBUTES	7. Teachers reflect on, evaluate and improve their professional knowledge and practice			
	8. Teachers are active members of their profession			

Annex 5: Terms of reference

Title of the assignment: Oro College; teacher education specialist

Duration and dates of the assignment

Three visits between January and June: visit 1 - four weeks; visit 2 – three weeks; visit 3 – three weeks.

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).

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. 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. There are four main planks to this reform, one of which is the upgrading of Oro College of Education, as part of an overall teacher strategy for Kwara. Further information about Every Child Counts, support to Oro College and the teacher strategy appear as Annex B.

This consultancy, which nests within the broader education reform context in Kwara (see above) is one in a series of inputs which focus on both the institutional and academic reform of Oro college.

Since the last visit of the Teacher Education Specialist the Curriculum Reform Sub-Committee (CRSC) has undertaken an initial review of the curriculum. This review will be used as a basis for further curriculum development work.

ESSPIN is looking to recruit some national short term technical expertise to support the work of the Teacher Education Specialist.

Objectives of the assignment

Working with nominated State representatives and a National Teacher Education Expert, and in the light of the College's greater focus on the provision of teachers able to teach core subjects at basic level, to co-ordinate the transformation of the curriculum, and the staffing structure in line with this transformation.

Tasks

Working with nominated State representatives, the National Teacher Education Expert and with the Oro College - Institutional Strengthening specialist:

1. Review the work undertaken since the last visit by the CRSC (including a detailed review of the curriculum revisions), the turn-around group and the College SMT and agree the final curriculum outline and staffing structure, and a workplan for taking the transformation forward.
2. Agree a common understanding of professional standards for College of education lecturers and use them to finalise tools for a staff review at Oro.
3. Support the implementation of the staff review.
4. Lead workshops to establish curriculum principles (using the teacher standards as foundational principles, assessment policies, teaching practice model, teaching materials policy, teaching approaches policy, quality assurance policy etc).
5. Establish curriculum area sub-committees with the College and outside representatives as appropriate and facilitate their initial meetings.
6. Establish the need for specific curriculum area or materials development advisers, and in consultation with the STL and with the approval of the LTS develop ToRs for these experts.
7. Conduct discussions to ensure the transformed curriculum meets the minimum NCCE requirements.
8. In consultation with the STL and the LTS develop ToRs for visits 2 and 3.

Outputs

1. Finalised academic programme for pre-service education and a shadow staffing structure.
2. Set of professional standards for CoE lecturers.
3. Agreed tools for the staff review and a completed staff review.
4. Agreed and widely disseminated set of curriculum principles.
5. Functional curriculum area sub-committees.
6. Agreed programme and ToRs for future technical assistance inputs based on the above for the teacher education specialist, the national teacher education expert and other curriculum area advisers.
7. A brief visit report (see format provided) which lists progress against these terms of reference, together with the draft documents as described. This report will be discussed before departure with the Kwara State Team Leader and, if possible, the ESSPIN Lead Specialist for Educational Quality.

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 International Teacher Education Expert will offer technical supervision to the National Teacher Education Expert. A brief visit report, including the agreements reached will be submitted and presented at the end of the assignment to ESSPIN for discussion with the State Ministry of Education. The consultant will be based in Ilorin.

Competencies

Qualifications/experience

1. A minimum of a higher degree in a relevant area and 10 years' practical experience of working in teacher education in developing countries.
2. Experience of providing professional inputs in development assistance programmes.
3. Experience of working with Nigerian government and parastatal institutions and officials.

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 teacher education.
3. Knowledge of Nigerian Government and parastatal structures and systems.
4. 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 provide constructive feedback and clear advice to senior members of government.
4. Ability to lead and inspire colleagues and to act as member of a team.

Annex 6: Indicative Workplan: NCCE And College Of Education

From government documentation, a Case Study that reflects on the Transformation of College of Education Oro in Kwara State, and from engagement with the NCCE, various issues around Teacher Education and its provision through Colleges of Education have surfaced:

1. NCCE

The curriculum for the NCE qualification historically aimed at providing a programme for teachers of secondary education. It has now gradually moved into the primary education band as well. This requires adjustments to the curriculum and indeed adjustments to the structure of colleges to reflect the curriculum of the Basic Education band in Nigeria. Adjustments have been made and a new version of the NCE curriculum is expected to be released soon. There are still, however, outstanding issues. Teaching Practice is being redesigned and materials have recently been developed and need to be field-tested. Moreover, there is not yet a clear vision of what a comprehensively reviewed curriculum for teacher education for the Basic Education Band should look like. Teacher Standards, for instance, have not yet been used as a basis and as an integrative and direction giving principle. Also the issue of how a new curriculum would be effectively supported by a new college structure, a structure which historically was more oriented towards secondary education only, needs attention. Furthermore the issue of a teacher career path needs attention as does the issue of quality assurance. These issues play out at Federal (i.e. NCCE) level, State Ministry level, as well as institutional level, i.e. specific colleges.

2. Teacher Standards

Teacher Standards for Nigerian teachers have been developed. However, it has become evident that they are not yet being used effectively for curriculum development, standards setting of qualifications or the structuring and benchmarking of a teacher career path. This highlights the need for work a) at NCCE level on the Standards themselves (they do require some further attention and minor adjustments); b) at Human Resources at Ministry level to design viable career path for educators; as well as c) for work with Colleges of Education in order for staff in these institutions to understand what Standards are and how they function as guiding principles in curriculum development, curriculum delivery, assessment and qualification and certification procedures.

3. Curriculum

As indicated under section 1, the curriculum for the NCE is being adjusted. There is a need to audit these adjustments made so far and determine whether these meet the requirements of preparing teachers effectively for delivery of the new curriculum for Basic Education. Moreover, college staff often appear to lack an up-to-date knowledge

and understanding of curriculum, teaching approaches and learning theories. This impacts negatively on their curriculum delivery and will hamper the implementation of any curriculum, even an up-to-date Federal NCE curriculum. The latest NCE curriculum does make reference to different bands in Basic Education and the different requirement for teacher education linked to these bands. However, colleges do not reflect this differentiation in their structure and staffing. Also, learning materials (of all kinds, from written to equipment, to IT, etc.) appears to be not consistently designed and provided to students at colleges of education. This needs urgent attention as the present situation militates against the provision of high-quality education and higher-cognitive learning.

4. Quality Assurance

The Case Study has shown that there is little formal quality assurance in the colleges of education. This issue needs to be addressed both at NCCE level, state Ministerial level, as well as at institutional, i.e. college, level. Issues of entrance requirements and selection procedures for entering students; staff quality, quality of curriculum design and delivery, assessment, administrative procedures, financing and budgeting, strategic planning etc. are not supported by a comprehensive monitoring and evaluation system that constantly seeks to improve quality of all aspects of a college's operation. This would require the development of indicators at NCCE level, at Ministerial (State) level and at Institutional level. Such a system would require field-testing before being rolled out widely.

5. Strategic direction

Of great concern in the Case Study was the apparent lack of directive oversight provided to the College by the relevant sections in the State Ministry and SUBEB. Budgeting, student admissions, staffing, programme/curriculum design all appeared to have devolved completely to the College's discretion and this resulted in an over-staffing at the college, an over-production of teachers mostly for inappropriate areas of the education system, and moreover teachers of very low quality. The college could not be seen as responding appropriately to the requirements of a realistic teacher supply-demand model for the State. Furthermore, management within the college was compromised in having created this situation. Within the State Ministry and within SUBEB there was no history of providing the sort of strategic direction, supported by reliable data and analysis that could have provided a strategic context for the College. Consequently, there is a clear need to develop an appropriate oversight model and procedure at Ministry level.

6. Management

In addition to the need to develop mechanisms to strengthen and support the strategic direction of the College, the Case Study also demonstrated a requirement to review academic and management structures at colleges of education to support curriculum and pedagogic reform. Internal planning and financial management procedures need to be

Curriculum Transformation at Kwara State College of Education, Oro reviewed to ensure that limited resources are directed towards academic priorities. Staff development both in the Ministry and in the college is necessary.

The overview provided above indicates the need for a programme of activities at a) NCCE; b) State Ministries and SUBEBs; c) Colleges of Education. This programme is conceptualised over a two-year period, starting in July 2009:

	Activities	Inputs	Outputs	Timing
NCCE	NCCE review and wide use of Teacher Standards	Expert-driven staff development for NCCE staff and Technical Working Group on role and function of Teacher Standards Expert-driven workshops with INCCE staff and Technical Working Group to develop an Implementation Plan for the wide use of Teacher Standards	NCCE Staff understand theoretical and practical issues regarding the design and use of Teaching Standards Teacher Standards Implementation Plan aiming at use of Teaching Standards for curriculum design and for 'career pathing'	July 2009 August 2009
	NCCE Audit of latest NCE curriculum	Expert-driven audit, together with relevant NCCE staff and Technical Working Group, of latest version of the NCE against the requirements of the new Basic Education Curriculum, use of Teacher Standards, accepted best practice in Teacher Education	Audit report outlining strengths and weaknesses in latest version of NCE curriculum	October 2009
	NCCE adjustment of NCE curriculum	Based on the audit report an adjusted curriculum is developed through expert-driven workshops with NCCE staff and Technical Working Group	An adjusted NCE curriculum showing the use of Teaching Standards, reflecting the Basic Education curriculum and international best-practice in teacher education	November-December 2009
	Field-testing of NCCE developed Teaching Practice modules and adjustments of the modules	Expert-driven field-testing programme involving NCCE staff and selected college staff	Report on TP modules, adjusted TP modules	October-December 2009
	Development of a comprehensive Quality Assurance System for Curriculum Design and Delivery from a Federal perspective	Expert-driven workshops with NCCE staff and Technical Working Group. Field-testing	Comprehensive QA system for NCCE to monitor internal processes and those in the Colleges	Jan-June 2009

	Activities	Inputs	Outputs	Timing
State Ministries and SUBEB	Development of the role of State officials in the provision of strategic direction to colleges of education.	Expert-driven input with relevant ministerial staff, workshops, etc.	Strategy papers and work plans supported by data analysis	Sets of workshops throughout in different States July 2009 to July 2010
	Development of a State Teacher supply-demand model	Expert-driven input with relevant ministerial staff, workshops, etc.	State Teacher Supply-Demand Model	Sets of workshops throughout in different States July 2009 to July 2010
	Development of a State financing model for teacher education	Expert-driven input with relevant ministerial staff, workshops, etc.	State Teacher Education Finance Model	Sets of workshops throughout in different States July 2009 to July 2010
	Development of a State Quality Assurance system for colleges of education	Expert-driven input with relevant ministerial staff, workshops, etc. Field-testing.	State QA System for Teacher Education	Sets of workshops throughout in different States January 2009 to June 2010
	Development of a State career path for educators	Expert-driven input with relevant ministerial staff, workshops, etc.	State Teacher Career Path	Sets of workshops throughout in different States January 2009 to June 2010

	Activities	Inputs	Outputs	Timing
Colleges of Education	Institutional Review	Expert-driven review of each college that is becoming part of the programme	Review Report outlining strategic directions to be taken	July 2009 to June 2010 as required
	Staff development on Teacher Standards, curriculum design and delivery, up-to-date theory and practice of teacher education	Expert-driven staff development through workshops that develop policies and materials for individual colleges	Staff understand and can implement Teacher Standards	Sets of workshops throughout in different States July 2009 to June 2011
	Staff development for Management of Colleges on, strategic planning, budgeting, operational planning, administrative procedures.	Expert-driven staff development through workshops that develop policies and materials for individual colleges	Staff understand the strategic planning process and the implications of reform on management structures and administrative procedures. Institutional plan developed and costed.	Sets of workshops throughout in different States July 2009 to June 2011
	Development of appropriate Learning Programmes, Learning Materials, Assessment, Teaching Practice Model	Expert-driven staff development through workshops that develop policies and materials for individual colleges	Staff understand and can develop and use Learning Programmes and Learning Materials	Sets of workshops throughout in different States July 2009 to June 2011
	Review of college structure and staff complement	Staff review (expert-supported) and review of college structure by relevant management staff	College structure fit for purpose	Sets of workshops throughout in different States July 2009 to June 2011
	Development of a College Quality Assurance System	Expert-driven staff development through workshops that develop policies and materials for individual colleges. Field-testing	Comprehensive Quality Assurance system	Sets of workshops throughout in different States July 2009 to June 2011

References

Brief Description of Main Theories of Learning: Drawn from Wikipedia:

[http://en.wikipedia.org/wiki/Learning_theory_\(education\)](http://en.wikipedia.org/wiki/Learning_theory_(education))

Greg Sherman: Comparing Behaviourist-Oriented and Constructivist-Oriented Instructional Strategy Components; <http://pt3.nau.edu/toolbox/comparing-strategies.htm>

M. Gail Jones & Laura Brader-Araje: The Impact of Constructivism on Education: Language, Discourse, and Meaning; <http://acjournal.org/holdings/vol5/iss3/special/jones.pdf>

Outcomes Based Learning: Concepts, Issues and Action:

<http://www.ied.edu.hk/obl/files/OUTCOMES%20BASED%20LEARNING.pdf>

Curriculum Theory and Practice: <http://www.infed.org/biblio/b-curric.htm>

Shalni Gulati: Constructivism and Emerging Online Learning Pedagogy: A Discussion For Formal To Acknowledge and Promote the Informal; City University, London; email: s.gulati@city.ac.uk

Heidi Goodrich Andrade: Understanding Rubrics; originally published in *Educational Leadership*, 54(4) © Heidi Goodrich, 1997