



UNIVERSAL BASIC EDUCATION COMMISSION

TEACHER PROFESSIONAL DEVELOPMENT

PROGRAMME DOCUMENT

(Developed with support from UKAID TDP)

UNIVERSAL BASIC EDUCATION COMMISSION

Reforming UBEC Teacher Professional Development

Section One

Introduction

The attainment of the desired learning outcomes cannot be achieved without quality teachers. It is widely accepted that the teacher is the most important factor in the quality of education in the school. This suggests that exposing teachers to regular professional development makes a significant contribution to improving the educational system and then learning outcomes. Training and retraining of teachers is imperative as it is a strategic way of improving teaching and learning, as well as equipping teachers with contemporary teaching methodologies and competencies. No matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers. Teachers, therefore, must commit themselves to continually revise and enhance their knowledge and skills, and their teaching and learning approaches. To achieve this, they must engage in continuous professional development. Failure to have qualified and effective teachers will render all efforts geared towards qualitative education unproductive.

Teacher professional development offers teachers opportunities for life-long development from the beginning to the end of their teaching career. It also provides opportunities for the educational system to develop and retain a high-quality teacher workforce that can assure the maintenance of a high standard of teaching.

Teacher Professional Development Defined

There are different definitions of Teacher Professional Development but two will suffice here. Linda Darling-Hammond, Maria E. Hyler and Madelyn Gardner (*Effective Teacher Professional Development*) define it as:

“(a) structured professional learning that results in changes in teacher practices and improvements in student learning outcomes.”

According to them, teacher professional development is “an important strategy for supporting the complex skills students need to be prepared for further education and work in the 21st century. For students to develop mastery of challenging content, problem-solving, effective communication and collaboration, and self-direction, teachers must employ more sophisticated forms of teaching. Effective professional development (PD) is key to teachers learning and refining the pedagogies required teach these skills.”

G.R Angadi defines Teacher professional development (also known as “in-service” or “teacher education”) as

“the instruction provided to teachers to promote their development in a certain area. It is the tool by which policymakers’ visions for change are disseminated and conveyed to teachers. Though the recipient of teacher professional development is the teacher, the ultimate beneficiary is the student.” (International Journal of Education and Psychological Research, 2014, Vol. 2, Issue 2, p.9)

Teacher Professional Development, as defined above, puts the teacher in the centre of activities but with the ultimate aim of effecting positive change in learning outcomes.

Goal and Objectives of Teacher Professional Development

The goal of TPD is to improve teacher effectiveness in subject content knowledge, pedagogy, attitude and professional conduct in the light of current development. The objectives of Teacher Professional Development, according to the Organisation for Economic Co-operation and Development (OECD), include the following:

- to update individuals’ knowledge of a subject in light of recent advances in the area;
- to update individuals’ skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research;

- to enable individuals to apply changes made to curricula or other aspects of teaching practice;
- to enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice; and
- to create a community of practice for sharing resources and expertise among teachers and other education managers.

The UBEC Teacher Professional Development will be guided by these objectives in the development of training activities for basic education teachers in Nigeria.

Section Two

UBEC and Teacher Professional Development Reform

The goal of the Universal Basic Education (UBE) programme is to provide access to all children of school going age to quality basic education. In cognisance of the critical and strategic role of the teacher in the teaching and learning process and in assuring quality, Teacher Professional Development is identified as one of the components of the programme for which the Federal Government UBE Intervention Fund is allocated.

The progress so far recorded in UBE implementation notwithstanding, stakeholders have been raising concern over the quality of learner outcomes. It is widely expressed that the programme is not meeting the aspirations of the learners and the expectations of parents and stakeholders. Consequently, the weak foundation at basic level contributes to low learner achievement at the higher levels of education. Learners at basic education level are found to be weak in the essential skills they require for self and societal development such as literacy, numeracy, communication, inquiry, critical thinking and problem solving. Stakeholders have called for urgent steps to be taken to reverse the declining quality of learning outcomes at basic education level.

Quality education revolves largely around the quality of the teacher, especially the quality of pre-service preparation and in-service training. It is recognised that there are issues with pre-service teacher preparation and recruitment practices in the country. As a result, in-service training funded by UBEC includes remedying the gaps created in teacher competencies and strengthening teacher effectiveness through systematic and effectively implemented continuing teacher professional development. Given the dynamic nature of society and the rapidly expanding knowledge horizon with advancement in technology and innovations, the effective teacher is one who has the capacity to keep abreast of developments in the field of education generally, and in their area of specialization in particular.

Efforts had been made over the years to implement teacher professional development for basic education teachers, but these were found to be few, irregular, poorly organized, ineffective and accessible to only a small proportion of the teachers. A one-size-fits all approach was adopted in most cases with the assumption that all trainees had the same training needs and had the prerequisite knowledge and skills to benefit from the training. Due to inadequate opportunities for Continuing Professional Development (CPD), many teachers relied on the knowledge and skills they acquired during pre-service training which after a few years had become outdated and ineffective. In addition, there was no post-training follow-up to determine the extent to which teachers were applying knowledge and skills acquired from training in the classroom. There was no school support mechanism in place to assist teachers to address their classroom challenges.

It is in response to these and other concerns that the Universal Basic Education Commission (UBEC) embarked on reform initiatives aimed at reorganizing and re-focusing Teacher Professional Development practice that is continuing, systematic, regular, coordinated, focused, needs-based and results-oriented.

In line with this, UBEC has made the capacity building of UBE teachers and education managers its top priority with the objectives of ensuring:

- that teachers and education managers, who are directly involved in Basic Education delivery, are exposed to current trends in education policies, management systems and teaching methodologies;
- that the training needs of individual teachers and education managers in each State are met;
- the judicious and effective utilization of the FGN/UBE Intervention Funds meant for Teacher Professional Development; and
- strong partnership with stakeholders in basic education to ensure coordinated implementation of interventions in teacher development.

In order to achieve these and other objectives, 10% of the FGN - UBE Intervention Fund is allocated to Teacher Professional Development. The fund is disbursed to States and the Federal Capital Territory for enhancing the capacity of basic education managers at State, Local Government and school levels and the teachers' pedagogical content knowledge and skills. The States collaborate with government approved training institutions to deliver training programmes. These include Colleges of Education, Faculties and Institutes of Education, National Teachers' Institute (NTI) and National Institute for Educational Planning and Administration (NIEPA). The UBE TPD fund is also used in some states to scale-up International Development Partner (IDP) teacher development programmes following successful piloting. There are other sources of funding for teacher development at basic education level such as members of the Organised Private Sector (OPS) who provide the training programmes as part of their Corporate Social Responsibility (CSR) and Non-Governmental Organisations.

The Past Experience in Teacher Professional Development

Over time, UBEC reflected on the effectiveness of the TPD approaches being used. As a result, the approaches have evolved as described below:

- i. **"Mass" Teacher Training**, where large numbers of teachers were assembled in selected locations with resource persons delivering lecture – type training over a period ranging from two to five days. Course materials, sometimes in the form of "handouts", were distributed to trainees as resource and reference materials. The effectiveness of this approach is very limited. Among others, the training is resource person – centred with very little, if any, participation of the trainees. The content for training was determined by the resource persons and was not based on any form of prior needs assessment. The impact of the training was hardly felt in the classroom because post-training follow-up activities were never conducted.
- ii. The **Cascade Model**: In this case, a small group of Master Trainers were engaged to train another group called Trainers of Trainers (TOT) who were expected to step down the training to smaller groups of teachers at the local levels. The major

shortcoming associated with this model is the absence of structure to support the cascading of the training to the teachers. There were usually no coherent implementation plans for the cascading, and where there were plans, funds were usually not available.

- iii. **Cluster Schools Model:** Fifty teachers (including the Headteacher from each school)drawn from ten neighbouring schools (met at Cluster Centres with resource persons drawn from selected government-approved training institutions, to discuss identified training content identified by the resource persons and the selected teachers. Each Cluster was expected to be adequately equipped to support the Cluster Schools training. The resource persons were to regularly visit the schools and teachers in order to identify and address new challenges and use these as the basis for planning the next cluster training. The Headteachers and the teachers participating in the Cluster schools training were expected to replicate the training they receive at the Cluster Centre to the remaining teachers in the school. A major drawback in this model is that the training reaches a very small, and sometimes, negligible number of teachers in each school. Moreover, these teachers did not demonstrate adequate capacity to enable them replicate the training at the school level.

There were noticeable inefficiencies and ineffectiveness in these approaches that were used for the implementation of Teacher Professional Development. They did not lead to the desired improvement in teachers' classroom performance and pupils' learning outcomes.

A paradigm shift is being necessitated not only by the need to eliminate these inefficiencies but also by current global developments in Teacher Professional Development. The global trend is in favour of Continuing School-Based Training and support. Some of the International Development Partners involved in the implementation of Teacher Development programmes have used this Model and found it to be effective

and efficient. This model is being recommended for the Teacher Professional Development activities funded from the FGN-UBE Intervention Fund.

Establishment of Department of Teacher Development

The Universal Basic Education Commission initiated a number of steps towards addressing the challenge of teacher quality. One of these is the establishment of the **Department of Teacher Development** to serve as the major driver of the reform, providing guidance and support to SUBEBs in the utilisation of the UBE Intervention Fund for teacher professional development. The Department will liaise with other stakeholders for coordinated and focused interventions in teacher capacity enhancement in the country. It will gather and share global best practices and innovations in teacher development and teacher-pupil classroom transactions. It will promote the integration of technology in the teaching and learning process in the effort to prepare learners for full participation in the competitive knowledge economy driven by Information Technology (IT). Other functions of the Department include:

- i) develop a strategy for effective continuing TPD based on nationally approved standards for basic education
- ii) coordinate the disbursement of Teacher Professional Development (TPD) Fund;
- iii) monitor the utilization of TPD fund;
- iv) prepare and update the guidelines on the implementation of the TPD;
- v) support SUBEBs to develop and implement TPD Action Plans in line with national priorities;
- vi) coordinate the implementation of TPD by the States;
- vii) collaborate with the relevant Departments and SUBEBs to monitor the implementation of the TPD programme;
- viii) support states and FCT to develop, adapt and share innovative approaches in teaching and learning; ;

- ix) coordinate the interventions of International Development Partners and others working in teacher development at the basic education level; and
- x) implement the Federal Teachers' Scheme (FTS).

Section Three

The TPD Reform Strategies

The UBEC TPD reform is driven mainly by the decline in learning outcomes at basic education level due in part to :

- i) the low quality of teachers recruited to teach in the basic education schools;
- ii) poor Teacher Professional Development systems at state level, despite the huge resources allocated to the component;
- iii) the inexistence of a strong school support mechanism that will ensure continuous support for teachers, especially after undergoing training;
- iv) the failure of states to appoint competent head teachers resulting in the low capacity of Headteachers to demonstrate effective leadership for the sustenance of good practices at the school level;
- v) poor teacher motivation and lack of structured teacher career path;
- vi) ; and
- vii) the non-existence of facilities and skills (among teachers) for the deployment of technology to the classroom to facilitate learning and prepare a platform for the learners to appreciate and participate in the digital world in which they are growing.

In addressing these concerns, and based on lessons from past experience, certain fundamental changes must be effected in the way the TPD had been conducted in the past. There is also the need to set new principles for TPD implementation, which, if implemented would lead to achieving the desired results, i.e. improved teacher performance and pupils' learning outcomes.

Some of these changes that need to be effected include the following:

1. Training needs to be focused on the priority needs of pupils and teachers.
2. Train teachers to be resourceful and innovative facilitators of learning.
3. Only qualified and licensed teachers will receive training and this will be continuous and regular.
4. Train head teachers to lead teaching and learning in their schools.
5. Strengthen SUBEBs, LGEAs and training institutions to improve the effectiveness of training.
6. Train all teachers in the school using the school-based approach. Smaller schools can be clustered.
7. Provide follow-up support and use the findings to plan future professional development activities.
8. Harmonise and effectively utilise the models and materials developed by IDPs over the last 10 years .
9. Effectively harness technology for teacher training, classroom use and monitoring.
10. Effectively monitor all training programmes using the TPD Results Framework to determine the performance of institutions and personnel engaged.

Principles for a new Approach to In-service Teacher Professional Development

The following are the major principles prescribed for in-service teacher professional development programmes. The aim of the standardised approach is to ensure that all training conducted using UBEC's TPD funds is consistently implemented, the methodology is based on best practices and the training is results-focused.

It is expected that their enforcement will improve the quality and impact of in-service teacher development programmes and, ultimately, the learning achievement of the learners.

Principle 1. Training for Basic Education Teachers is level specific

Learners in basic education have different learning needs which are determined by their level of schooling. The learning needs of a child at ECCDE level are different from those in the lower level of primary schools. The needs of those at the primary school level are different from those at junior secondary level. Being at different levels of cognitive and affective development, which to some extent, influences **what** learners at each level can learn, and **how** they learn, suggests that teachers at every level of basic education should be trained to a mastery of the knowledge and skills suitable to the level they teach.

Arising from this, therefore, Teacher Training must be aimed at specific levels of basic education so that it is relevant to the teachers and they can put it into immediate use in the classroom: i.e. teachers teaching ECCDE, lower primary and upper primary pupils and JSS students should be trained on how and what to teach that particular age group, based on the national curriculum and learning levels. This works best if teachers at the primary level are class teachers and not subject teachers.

In line with the National Policy on Education (NPE), training for:

- i) **ECCDE teachers** should focus on communication and language of the immediate environment, physical development, personal, social and emotional development, literacy and numeracy, understanding the world and expressive arts and design;
- ii) **Primary teachers** should focus on foundational skills in literacy and numeracy including early-grade reading and the use of language in the classroom (including language of the immediate environment)

and approaches to remedial teaching to develop foundational skills in literacy and numeracy for older pupils;

iii) **JSS teachers** should focus on subject-based pedagogy.

Accordingly, the TPD funds are to be allocated to each of the three levels in a proportion approved by UBEC (See Allocation of Funds).

Principle 2: Plan Teacher Professional Development using identified Training Needs

There should be improved evidence-based, training needs-assessment to determine across each state what teachers should know (subject content knowledge), be able to do (pedagogy) and how they should behave (conduct). This should take into account existing data on learning outcomes, teacher competency and classroom behaviour. The needs assessment should guide the content of training to address the identified needs of the teachers and support the implementation of the basic education curriculum. Training institutions will be supported by UBEC and Development Partners to take this forward.

Use the training needs assessment to select the training that each teacher will participate in

The Commission will assist states by making available appropriate needs assessment tools and support them by training their staff on how to use the tools.

Principle 3: Assess the Impact of Training on the teacher effectiveness and Learning outcomes using results-based Monitoring and Evaluation

Data on teacher effectiveness and learning outcomes are regularly collected and analysed. The findings are used to assess the efficacy of training, highlight key priorities for training and improve the quality and effectiveness of the training. In this respect, the relevant departments in UBEC and SUBEBs will work closely together in monitoring and evaluation activities.

Principle 4: Equip teachers with language skills to teach and access training programmes

Teachers to be trained should be capable of benefitting from the training provided and all teachers should have sufficient language skills (listening, speaking, reading and writing). In this regard, part of the TPD will be focused on improving teachers' language proficiency levels and communication skills in English and mother-tongue/language of the environment.

Principle 5: Create opportunities for all teachers to receive Continuing Professional Development

States should ensure they have the resources to train all their teachers at least every three years to improve their effectiveness and also meet the TRCN regulations for licensing. States are to use their Medium Term Basic Education Strategic Plans (MTBESP) to allocate resources to achieve this. The States' TPD Action Plans should be drawn from the MTBESP. Participation in accredited teacher development programmes contributes to the teachers TPD portfolio. These credits will be needed at the point of renewal of licenses and for career path progression. Teachers are to be encouraged to contribute to their development, by taking advantage of self-study opportunities using materials available on-line and off-line as well as participation in seminars and conferences.

Principle 6: Use School-based Training Model for Teacher Professional Development

Training all the teachers in a school using the school-based model reduces costs and increases effectiveness by improving teaching and learning within the whole school and creating a community of learners.

Principle 7: Equip Schools to provide an enabling environment for Teacher effectiveness and learning

The school-based training model will ensure that resources are concentrated on the selected schools for facility upgrade and equipment, creating an improved learning environment in the school that is both teacher- and learner-friendly. It provides opportunity for systematic approach to school facility upgrade as new

schools are selected and upgraded every year for teacher professional development. The selection of schools would need to be done before the commencement of the training in order to give adequate time for upgrade of the school facilities and the provision and installation of equipment. Hence, states are required to include the selected schools in their Action Plans for accessing the Matching Grant.

Principle 8: Align Training with the Academic Calendar and the Scheme of Work.

Training will be provided at the beginning of first, second and third terms to support teachers on what they deliver in the classroom each term. A review meeting will be conducted at the end of the academic session to assess progress and determine needs for on-going support. Training will be planned, funding released and utilised to maximise the benefit to teachers in the school.

Principle 9: Create a team of Competent Master Trainers to train and support Local Government trainers

Each state should have a team of competent master trainers who will train and support the Local Government level trainers, who will in turn train teachers to be more effective in the class. Existing master trainers in states supported by International Development Partners will be part of the team and will be used to train master trainers in other states at the initial stage. .

Principle 10. States establish a cadre of competent Local Government Trainers.

States need to have sufficient competent Local Government-based trainers in place who will be responsible for training teachers and carrying out school support visits. States will be given guidance on the criteria to use for this process. The process will be competency-based to ensure the key officers have the right skills, knowledge and attitude to do the work effectively. Where the required calibre is not available the use of retired, experienced teachers could be considered. UBEC and SUBEBs will provide these trainers with the resources they need to regularly visit and support schools and for LGEAs to monitor them.

Principle 11. Training and development of teachers include Follow-up Support in the Classroom

Regular follow-up support and guidance are essential components of teacher development. Sustained classroom support related to the improvement of instruction is essential if teacher professional development efforts are to lead to enhanced practice and significant gains in student learning. The support can come from various sources – trainers, lead and mentor teachers, principals, Head teachers, school support officers, and peers. This will strengthen teachers' ability to try out new approaches and implement the training they have been given.

The School Support system will be in the form of regular follow-up school visits which could be scheduled or unscheduled. A maximum of fifty f teachers will be assigned to each School Support Officer to ensure continuous mentoring and support to the teachers. Each teacher will be observed and supported in the classroom at least three times in a term and will participate in other school-based professional activities.

Principle 12. Training and support are monitored regularly, and findings are used to improve teacher development

All monitoring and reporting should be done according to the UBEC TPD M&E Framework. Standardised forms and templates are used for consistency. These are aligned to the National Teacher Education Policy (NTEP) M&E Framework and are based on the Professional Standards for Nigerian Teachers. UBEC will design and host a database on all teachers. LGEAs will provide data on those who have participated in teacher development activities which will also indicate type of training, CPD credits and any lesson observation carried out. This will be accessible to LGEAs and SUBEBs for planning purposes.

UBEC and SUBEB monitoring officers (especially those visiting schools for quality assurance) are to be trained on the use of the forms and templates before being deployed to the field.

Principle 13 Equip School Heads with effective leadership skills

All School heads t will be trained on leading and managing teaching and learning in their schools. They need the skills and capacity to support teachers to improve their effectiveness and learning outcomes. These skills include how to observe teachers and give feedback, as well as create space for peer-to-peer learning through mandatory professional development meetings.

Principle 14. Equip Schools with adequate teaching and learning facilities and resources to implement the training in the classroom

Teachers need teaching and learning resources to implement new skills in the classroom. The resources include reading and writing materials for learners and other instructional materials. .UBEC, SUBEBs and LGEAs are to ensure that schools are provided with these resources.

Section Four

UBEC Specialised Training Programmes

The Commission has identified the following priority training areas on which training programmes will be developed for implementation across the country. These priorities are based on identified gaps in teaching and learning as well as global best practices and emerging issues. A proportion of the FGN-UBE TPD Fund will be allocated to these programmes, some of which may be centrally organised. The main goal is to strengthen school leadership and teacher capacity in order to improve learning outcomes. These areas include:

1. Leadership and Management Training for School Heads and Assistants.

The quality of school leadership is as important as all the other factors that influence education delivery and only next to classroom teaching as an influence on pupil learning. Available reports show that many Headteachers and principals at basic education level are incapable of effectively discharging the responsibilities attached to their offices. This weakness rubs off on the efficiency of the school and affects the quality of learning. The headteachers and principals, therefore, need to be exposed to continuing training in order to prepare them to function effectively.

Appropriate training programmes will be developed to enhance their capacity in collaboration with the National Institute for Educational Planning and Administration (NIEPA) and support from development partners.

.Training on Education Management for SUBEB and LGEA officials

The training of Education Managers in both SUBEB and Local Government Education Authority levels is equally very important. These officers are responsible for ensuring that education policies are implemented in schools and are involved in teacher recruitment and deployment. They ensure availability of facilities and equipment and conduct quality assurance to promote quality learning outcomes.

Training programmes will be developed to sharpen the management and monitoring skills of these officers in order to improve the efficiency and effectiveness in Basic Education implementation

2. Early Grade Literacy and Numeracy Skills programmes

One of the major challenges in basic education delivery is the poor learning outcomes which is traced to poor foundation in literacy and numeracy. Available reports, especially baseline studies conducted by International Development Partners implementing literacy and numeracy programmes, show that learners in the upper classes in the primary school are operating at beginner level in literacy and numeracy. What the studies reveal is that there are learners who complete their primary school education without being able to read and write and do elementary mathematics. This continues to adversely impact on the ability to learn at the higher levels or to be productive members of the society.

In an attempt to reverse this trend, the Commission will support states to implement programmes aimed at improving literacy and numeracy acquisition in the lower classes (Primary One to Primary Three) in the language of the immediate environment. The first step will be to train master trainers in each state on early grade literacy and numeracy skills. The States where such programmes are being implemented will be allowed to use part of their TPD fund for primary school teachers to sustain and expand the programmes. In states where this is yet to be implemented, states should allocate part of their TPD funds for primary school teachers for this programme.

3. Training Teachers on Science and Mathematics Teaching

The development of science and mathematics at basic education will remain a priority for the Commission. The foundation for these two subjects is very weak and its implications are very obvious. There are few students applying to read the sciences and mathematics in universities. The universities have not been able to achieve the prescribed 60:40 admission ratio in favour of the sciences. The

Polytechnics which were established to produce manpower for the industries are running more management courses than technology. There is an acute shortage of teachers in the two subjects at all levels. This prevailing condition is not good for a country aspiring to be a player in technological and scientific development.

The Commission's TPD will focus on training teachers to improve their content knowledge and pedagogical skills so as to make the teaching of science and mathematics more learner-friendly,

The National Teachers' Institute (NTI) has carried forward the Strengthening of Mathematics and Science Education (SMASE) introduced by the Japan International Cooperation Agency (JAICA). The Cambridge-Education Teacher Development Programme (TDP) also ran a programme on the development of science and mathematics. The experiences of these two agencies will be harnessed to develop a robust teacher professional development for science and mathematics teachers at basic education level.

4. Early Childhood Care Development and Education (ECCDE)

Research has shown that the early childhood years is fundamental to holistic development of a child. It is therefore essential to build the capacity of facilitators and caregivers in charge of this stage as the foundation laid at the early years will immensely impact on the subsequent years.

In recognition of the early years and coupled with the fact that the ECCDE programme is a specialised one, some amount of money is assigned to the training of teachers for this level of education. UNICEF has introduced the Reggio Emilia and other child centred approaches to ECCDE facilitation. This will be implemented as well as other training programme to build capacity of teachers and caregivers in curriculum implementation, improvisation and toy making. The focus is to put the child at the centre and ensure his/her development holistically.

5. The Integration of Technology into classroom instructional process

Instructional Technology is also one of the foci of the Teacher Professional Programme in the UBE Programme. The idea is to build the capacity of teachers and manager in digital literacy and the use of technology in the classroom. Technology has become an integral part of classroom interactions and this has eased teaching and learning as well as improved learning outcomes. Nigeria's teachers and learners will be exposed to this opportunity and more importantly the teachers through capacity building in order to deliver quality education through the use of technology.

The Commission will leverage on the relevant sections of the National ICT Policy so that the teacher development training programmes are in tune with the aspirations of the country. In this age of **Smart phone technology** and the possibilities it offers in communication, efforts will be made to explore how the device can be used to promote learning among teachers and their learners. Teacher and learners will be encouraged and motivated to engage in independent self-learning outside the classroom.

The Commission is making efforts also to introduce e-management into aspects of the conduct of TPD. For example, all monitoring instruments are to be digitized and data on teacher performance will be collected, analysed and reported electronically. The e-reporting system between UBEC and SUBEBs on TPD will be encouraged. This will involve training key officers in SUBEBs on selected applications and devices.

Section Five

School-Based TPD Model

The School-Based Training model is the new focus of training being adopted by the Commission, although there will still be some schools clustered for training. For example, at the Junior Secondary School level and for Headteachers and managers, the major focus will be on cluster schools training. Similarly, small schools with few teachers, especially those in rural areas will still be using the cluster school model.

The School-based training model selects a particular school and engages all the teachers in the training programme. Training is carried out at the school level, eliminating the transporting of teachers to cluster centres. This will give training opportunity to all the teachers in a selected school and ensure cost effectiveness.

The selection of schools for training will be done at the discretion of SUBEBs. While it is recommended that they start with the larger schools in each senatorial district within the state, schools in the rural areas will also be selected and clustered around a Cluster Centre. The facilities in the selected schools and the Cluster Centres will be upgraded by the SUBEBs to provide conditions conducive for training. A minimum number of equipment recommended by UBEC will be provided in the training centres. These will be used by the Resource Persons for training and for hands-on activities by the trainees. In addition, the equipment and materials will be readily available to the teachers as they try to apply the knowledge and skills acquired during training in their classrooms

The school based training engenders peer to peer support and promotes community of learners. One major attribute of a school based programme is the Mandatory Professional Development Meeting (MPDM) which is conducted by the Headteacher and could be monitored by the School Support officer. At the MPDM, there is transfer of knowledge from trainers and colleagues as well as shared understanding using the knowledge acquired at the meeting to improve their daily activities in the class. The school based training also allows a follow up of teachers at the local level since whatever training received is put to

use in the school while teachers are supported by Officers in order for effective teaching to take place.

With the introduction of the School - Based Model, the era of favouritism in the selection of trainers, duplication of trainers and side lining of some participants will be a thing of the past. Besides, depending on available resources and the number of teachers in a state, it might be possible to train all the teachers in a particular state between 3-4 years.

In implementing this, Universal Basic Education Boards at the State and FCT are expected to engage Training institutions as well as recruit Master Trainers or Senior School Support officers who will train personnel drawn at the Local Government level for the purpose of training the teachers at the school level.

The Trainers at the Local Government level are also the School Support officers (SSOs). Their responsibility is to train teachers at the school level, support them through school visits and classroom observations for the purpose of mentoring and also support the Headteachers in order to effectively manage the schools.

TDP Training Methods

The topic selected for training will determine the technique(s) that will be used for the teacher professional training. However, the Commission will encourage the adoption of techniques which will engage the trainees in active learning (by doing). The participation of the teachers through activities like group discussion, presentations, projects, research, discovery, experimentation, role playing, etc will be emphasised. The Resource Persons, as facilitators, will be encouraged to devise strategies for exploring and exploiting the trainees' previous knowledge and immediate environment to make training practical, real and long-lasting. The facilitators' will be directing and coordinating the training and leading the teachers to where resources are available to complement the training manuals.

It is envisaged that in the near future, the Commission would evolve its own model of TPD which will be used for all teacher professional training. SUBEBs, training institutions and

partners will occasionally be invited to participate in training organised towards making the TPD efficient and effective.

Section Six

The School Support Mechanism

School Support is targeted at improving the quality of teachers for effective delivery and eventual improvement of learning outcomes. It entails attaching officers who serve as mentors to teachers observing them and orientating them towards efficiency and effectiveness on their duty. In the UBE Teacher Development Programme, the Support Mechanism will focus on improving classroom practice, strengthening school leadership and gathering and sharing of information about schools.

It is expected that School Support Officers (SSOs) will be recruited by SUBEBs from the LGEAs and be attached to schools to mentor and support teachers and Headteachers alike.

The SSOs are to work with the Headteachers to support the teachers in their assigned schools to improve classroom practice, enhance learning as well as the professional capacity of the participating teachers in the programmes

Section Seven

Coordination of Stakeholders' Interventions in Teacher Development

The partners in basic education delivery, especially International Development Partners and those from the private sector have been playing very significant role in teacher development in the country. Currently, about six teacher development programmes are being implemented in the country by development partners using the UBEC TPD funds. Some of these have been scaled up to cover the entire country and others are in selected states. There are new programmes that are at the level of baseline studies or ready to roll out. The focus of the programmes varies from one agency to the other. For example, there are programmes concentrating on building the capacity of the pedagogical skills of teachers at all levels of basic education, while some are concerned with the development of lower level literacy and numeracy skills at primary school level only. Each programme has its distinct approach to teacher training. While the impact of some of these programmes is noted, it is important for UBEC to play a greater role by way of coordinating and streamlining these interventions for the benefit of the UBE programme and the country. UBEC will advise on the nature of intervention required and it is needed. Above all, the Commission should be part of the discussion on how to sustain the programmes beyond the intervention period.

One of the strategies to be adopted by the Commission in this respect is the convening of periodic meetings with the partners to review their activities and share experience.

The Commission will sponsor its own impact assessment of the intervention teacher development programmes on the basis of which to advise states to sustain and scaled up the programmes with support of the FGN-UBE TPD Fund.

Section Eight

Assessment of Teacher Professional Development Programmes

It is essential to assess and evaluate the impact of a programme in order to ascertain its effectiveness. To this end, UBEC will from time to time conduct evaluation of the programmes and interventions from development partners. This will give information on implementation strategies, challenges, impact on learning outcomes and way forward for scaling up or sustainability. States will also be encouraged to carry out their impact assessment of programmes being implemented in their states. The overall focus of evaluation in the programme shall be to assess the improvement in learning achievement.

Resource Persons, selected on the basis of pre-identified criteria will be engaged to conduct the assessment studies. They will work with UBEC officers who will take advantage of the opportunity for self-development.

Section Nine

Accessing, Disbursing and Utilisation of Teacher Professional Development Fund

Accessing, disbursing and utilising the Teacher Development Funds will be in line with the provisions of the UBEC Guidelines on Accessing, Disbursing and Utilising FGN-UBE Intervention Fund. Other conditions are contained in the Guidelines on Teacher Professional Development. Compliance with the guidelines is necessary to assure accountability and transparency.

Fund will be allocated to the three levels of Basic Education (ECCDE, Primary and Junior Secondary) for the training of their teachers. Fund will also be allocated to the specialised training programmes.

Section Ten

UBEC Guidelines on Teacher Professional Development

The Commission's reviewed Guidelines on Teacher Professional Development sets out the details of how the TPD is to be organised by the SUBEBs and other partners in order to have the desired impact and value for money. As the TPD is implemented in different states of the Federation, the lessons learnt and the emerging challenges will form the basis for reviewing the document.

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(All documents relating to the Teacher Professional Development are available on the UBEC website: www.ubec.gov.ng)