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FOREWORD

The need to have quality teacher education in this country informed the development of this National Teacher Education Policy (NTEP). The policy is the outcome of the collaborative efforts of the Federal Ministry of Education and ENHANSE/USAID. It identifies the pivotal role of quality teachers in the provision of quality education at all levels. It gives emphasis to teacher education for educational planning and development and ensures access and equity in basic education as a way of assisting the nation to meet the Education For All (EFA) goals and the Millennium Development Goals (MDGs) and the 7-Point Agenda.

The policy objective is to produce highly knowledgeable, skilled and creative teachers who are capable of producing students who can compete globally.

The goal of the policy is to ensure that teachers are adequately catered for and made adaptable to our changing world. It is also to ensure that teachers are trained and recruited based on explicit performance standards.

It is hoped that the effective implementation of this policy based on the guidelines thereon will guarantee conducive learning environment and promote learning.

I, therefore, endorse the National Teacher Education Policy and urge all Stakeholders to support and join in its implementation that we may realize the ideal teacher for the progress of Nigeria.

ACKNOWLEDEMENT

The development of the National Teacher Education Policy is a major achievement towards the improvement of Pre-and In-Service Teacher Training in Nigeria. The implementation of this policy will enhance the production of quality, skilled, knowledgeable and creative teachers who are able to raise generations of students that can compete globally based on explicit performance standards.

In the development and production of this Policy, the Federal Ministry of Education wishes to acknowledge the immense contributions of all our Tertiary Institutions, Parastatals, Agencies, Labour Unions and other major Stakeholders including, the Universal Basic Education Commission (UBEC), National Commission for Colleges of Education (NCCE), National Teachers Institute (NTI), National Board for Technical Education (NBTE), Nigerian Educational Research & Development Council (NERDC), National Union of Teachers (NUT), Teachers Registration Council of Nigeria (TRCN), National Association of Parents-Teachers Association of Nigeria (NAPTAN), United Nations Educational Scientific and Cultural Organization (UNESCO), Japan International Cooperation Agency (JICA) and all the State Ministries of Education for their support in making this project a reality.

The Federal Ministry of Education is grateful to the Civil Societies, Non-Governmental Organizations and Development Partners especially ENHANSE/USAID for the technical and financial support they rendered in the development of this policy.

Finally, we thank all the Consultants and others persons that helped in diverse ways in the development, completion and approval of this policy. We appreciate the commitment of our line staff in the Department of Tertiary Education who assisted in the proof reading of the draft copies of this policy.

ACRONYMS

| | |
|---------|---|
| ANCOPSS | All Nigeria Conference of Principals of Secondary Schools |
| COEs | Colleges of Education |
| FME | Federal Ministry of Education |
| ISTE | In-Service Teacher Education |
| JCCE | Joint Consultative Committee on Education |
| JME | Joint Matriculation Examination |
| JSS | Junior Secondary School |
| LGA | Local Government Authority |
| LGEA | Local Government Education Authority |
| NBTE | National Board for Technical Education |
| NCCE | National Commission for Colleges of Education |
| NCE | Nigeria Certificate in Education |
| NCE* | National Council on Education |
| NERDC | Nigeria Educational Research and Development Council |
| NOUN | National Open University of Nigeria |
| NPE | National Policy on Education |
| NTEP | National Teacher Education Policy |
| NTI | National Teachers' Institute |
| NUC | National Universities Commission |
| NUT | Nigeria Union of Teachers |
| PSTE | Pre-Service Teacher Education |
| SMOE | State Ministry of Education |
| STM | Science, Technology and Mathematics |

| | |
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| SUBEB | State Universal Basic Education Board |
| TRCN | Teachers Registration Council of Nigeria |
| TSS | Teachers' Salary Scale |
| TP | Teaching Practice |

1. THE NATIONAL TEACHER EDUCATION POLICY: BACKGROUND INFORMATION AND MAJOR HIGHLIGHTS

Background Information: The National Teacher Education Policy (NTEP) a collaborative effort of the Federal Ministry of Education and ENHANSE/USAID should be placed in the overall context of on-going education sector reforms in the country, more particularly in the context of a National Policy of Education that recognises that no education system can rise above the level of its teachers. It is the product of a series of systematic and participatory policy development activities involving:

- A. Stakeholder deliberations on challenges facing teacher education in Nigeria
- b. Field and desk study of these challenges
- c. Draft policy ideas shared with the Federal Ministry of Education (FME), the three COMPASS/USAID States of Nassarawa, Kano and Lagos, international development partners
- d. The development (based on the above policy ideas) of a Framework for National Strategy on Teacher Quality and Development by the Federal Ministry of Education
- e. An early draft examined a teacher education task team at a stakeholders' meeting on 25 July 2007
- f. A draft policy examined by the reference committee on teacher education of the JCCE (Joint Consultative Committee on Education)on 1st and 2nd August 2007
- g. Consideration of a revised draft by the National Council on Education (NCE*), which recommended further consultations with stakeholders
- h. Stakeholder consultations on 26-27 March 2008
- i. A revised draft represented to JCCE Reference Committee in April 2008
- j. A revised draft represented to JCCE Plenary Meeting in November, 2008.

1.2: Major Highlights

1.2.1: One important highlight of NTEP is the systematic and participatory process of its development. This process would enhance government/stakeholder ownership.

1.2.2: The policy ideas are evidence-based, as captured by the following summary of the findings of the studies that preceded the elaboration of these ideas:

- i. P PSTE (Pre-Service Teacher Education) recruitment, admissions and graduation requirements are found to be inadequate. Few incentives exist to attract top talents into the teaching profession.
- ii. PSTE course content in the NCE (National Certificate in Education) and the university undergraduate programmes tend to be insufficient for the demands of a knowledge economy. The mastery of content knowledge in teaching subjects especially in science, mathematics and technology is poor and emphasis is on content memorization and use of the lecture method. Teaching and learning materials are still inadequate. There is little or no skill development in the application of ICT and modern media in teaching.
- iii. In teacher education and more especially in the degree programmes, the duration of practical teaching is short. Little or no time is devoted to classroom observation prior to teaching practice. Quality of lesson preparation and delivery by student teachers is low. Quality of supervision is poor and formal induction process for student teachers prior to teaching practice is inadequate.
- iv. Teacher training institutions operate mostly with dilapidated infrastructure and furniture; overcrowded lecture halls and insufficient equipment and materials (e.g. library books, computers). There is insufficient student support in the areas of scholarship, medical, accommodation housing, counselling services etc.
- v. Lecturer recruitment requirements in the COEs (Colleges of Education) are not rigorously pursued and adhered to. Lecturers are often inadequately prepared to teach in the areas to which they are assigned; especially PES. There is lack of opportunities for continuous professional development for lecturers.
- vi. ISTE (in-Service Teacher Education) curriculum and programmes are not addressing the needs of teachers. ISTE for basic education teachers consists primarily of programmes to provide for upgrading or certification through distance and "sandwich" courses

- vii. Funding, monitoring and evaluation in teacher education remain inadequate while few programmes exist for the professional development of post basic teachers.

1.2.3: This new initiative NTEP takes the forward-looking view of emphasizing TEACHER EDUCATION and TEACHER DEVELOPMENT, instead of the narrower concept of teacher training. Teacher development sees teacher education' as a continuum that closely integrates career-long personal and professional development of the teacher with pre-career education and professional preparation.

1.2.4: NTEP is also standards-based, dwelling on the standards to be implemented and attained in both PSTE and ISTE programmes, with a focus on monitoring and evaluation of teacher performance what they should know and be able to do and on means of verification, based on these standards.

2. PURPOSE AND STRUCTURE OF THE GUIDELINES

2.1: Purpose

NTEP is, as has already been said, the product of a systematic participatory and consultative process. Policies that follow such a process stand a greater chance of enhancing stakeholder engagement and commitment, and consequently improve the chances of smoothening policy implementation. These guidelines are intended to facilitate this 'smoothening' by providing viable options for translating policy intentions to concrete positive results, in terms of:

- a. improved investments (human, technical, financial) in teacher education and development;
- b. improved design of teacher education programmes;
- c. improved student teacher profiles;
- d. improved teacher educator knowledge, skills and competence;
- e. improved skills, knowledge and professional attitudes base of the graduate of teacher education programmes;
- f. improved knowledge and professional skills in the practising teacher and
- g. enhanced student learning.

2.2: **Structure**

The Guidelines begin with ideas on ENABLING CONDITIONS for implementation, while the main body of the document is patterned after the eight key principles derived from the objectives of NTEP, as follows

Principle 1: in order to attract competent people into the teaching profession, there must be adequate incentives

Principle 2: in order to produce capable teachers, admission and graduation requirements need to be reviewed to improve the quality of entrants and graduates

Principle 3: in order for student teachers to be able to learn effectively, teacher education institutions must be equipped to prepare them adequately

Principle 4: in order for teachers to be able to teach effectively, they must have sufficient mastery of content and subject-specific methods of teaching

Principle 5: successful student teaching is a result of structured, effective and supportive supervision provided to the student teacher by a variety of teacher educators

Principle 6: in order for teachers to be able to learn effectively, teacher educators must be sufficiently trained and capable of imparting and modelling desired knowledge, skills and attitudes

Principle 7: if teachers have to stay motivated, they must have opportunities for continuing professional development, advancement and improvement in their chosen career and

Principle 8: like all professionals, teachers must constantly update their knowledge and skills if they are to remain relevant in a rapidly changing world.

2.2. 1 Options are provided for turning the above principles into 'actionables', while the Guidelines conclude with plans for PHASED IMPLEMENTATION, to further enhance the chances of success.

3. **ENABLING CONDITIONS**

The following pre-conditions would need to be fulfilled at the policy, regulatory, institutional and programme development levels, to create an enabling environment for the implementation of NTEP.

3.1: AT THE POLITICAL LEVEL

The credo that no educational system can rise above the level of its teachers must be given demonstrable political support by radically improving the conditions of work and of living of teachers.

The Federal Government must continue to provide leadership in keeping NTEP alive through regular review of its implementation, along with states and local governments, and through direct technical and other forms of assistance (as the need arises) to States and Local Governments

State Governments must demonstrate in concrete terms their acceptance of and adherence to NTEP through state-specific directives to State Ministries and State Owned institutions for teacher education. That the States are proprietors of the largest number of institutions, and that they employ the bulk of teachers in the country, make such demonstrable commitment an imperative.

Local Governments must also demonstrate their strong commitment to NTEP establishing appropriate structures for ensuring its implementation down to the grassroots (community and institutional) levels.

3.2: At the regulatory level, the National Commission for Colleges of Education (NCCE), the National Universities Commission (NUC), the National Teachers' Institute, and the National Board for Technical Education (NBTE) must build the requirements of NTEP into the minimum standards requirements of Colleges of Education, Universities and Polytechnics respectively.

3.3: At the institutional level, tertiary institutions must allow NTEP to guide the organisation/development of their programmes, the development of new academic/professional profile for their staff, giving a new orientation to their teaching-learning processes, etc.

3.5: At the professional level, the systemic link between pre- and in-service teacher education must become widely accepted and both the system and the institutions should accept systematic career. Long education of teachers and their adequate pre-career education as two sides of the same coin.

3.6: At the change management level, there is the need for a mechanism for monitoring progress in the implementation of NTEP and for reviewing it on a continuous basis. This should become a major task of the JCCE reference Committee on teacher education which can best be done by States and Local Governments with a coordination role at the federal level through the Teachers' Registration Council of Nigeria (TRCN).

4. PRINCIPLE 1: TO ATTRACT COMPETENT PEOPLE INTO THE TEACHING PROFESSION, THERE MUST BE ADEQUATE INCENTIVES

4.1: Major Considerations

4.1.1: Broad categorization of Incentives: Incentives can be financial (additions to official emoluments), socio-professional (promotion or advancement on a given salary scale), material (provision of transport and/or housing), or psychological (enhanced social recognition).

4.1.2: What makes an incentive appropriate? This will vary from person to person and from group to group. Therefore, the specific needs of each person (and of each group) would determine what is appropriate.

4.1.3: What makes an incentive adequate? Adequacy would depend on the extent to which a given incentive meets the specific needs of a person or a given group of persons.

4.1.4: 'Incentive' or 'Incentives'? The answer would depend on the level of complexity of the need, not necessarily on the number of needs. Two teachers may have a similar need for housing, but the one who lives too far away from the school might need both transport and housing, while the one who does not have to walk long distances might need only accommodation.

4.2: Incentives in NTEP

NTEP recommends the following incentives to attract the right type of candidates into teacher education programmes. Each incentive would need its own specific (appropriate) implementation methodology.

1. Scholarship schemes: In order to encourage admission into the NCE and Bachelor's degree programmes in education, the following incentives should be provided: Scholarships for tuition, feeding, book allowances and monthly stipends for general up-keep.
2. Special incentives shall be given to primary school teachers to rural or disadvantaged areas in form of rural posting allowance.
3. More incentives shall be provided for candidates studying ECE, Primary Education and the other areas such as Science, Technology, and Mathematics (STM), English Language and French.

4. Teacher trainees on Teaching Practice and Practicum shall be made to enjoy facilities similar to the Student Industrial Work Experience Scheme (SIWES).
5. The Federal Teachers' Scheme, which guarantees employment for a minimum of two years for qualified NCE graduates, is recommended for adoption by the State Governments.
6. Local Governments and State Governments should be encouraged to adopt Teachers Salary Scale (TSS).
7. All items under principle are incentives which are not binding on any state, but set as benchmark for their consideration and possible adoption.

4.3: Implementation Methodology

4.3.1: Scholarships: Care should be taken to ensure that quality is not threatened by avoiding the practice of automatic scholarships for every Education Faculty/College of Education students. The conditions for eligibility should include

- a. Reasonably high scores in Matriculation Examinations
- b. Special considerations for female candidates
- c. Automatic awards only for areas of need (science, mathematics, Technology, Nigerian Languages, English Language, French, Primary/Early Childhood Education)

4.3.2: Regular dialogue with teachers' organisations: This is one sure way of ensuring the appropriateness and adequacy of incentives and can be instituted at the three tiers of government.

4.3.4: Strict Implementation of TSS: The Teachers' Salary Scale shall be considered to boost the moral of teachers and care should be taken to ensure by all tiers of government, all of whom must ensure. Its effective implementation.

- a. Timely payment of teachers' emoluments
- b. Regular consultations with teachers' associations, to keep the salary scale under constant review, thus ensuring that TSS keeps pace with changes in the cost of living.

4.3.5: Incentives for Special Cases: These would arise from time to time, in response to new challenges (moving teachers to under-served areas, retaining teachers in difficult-

to access locations, retraining teachers for special responsibilities, etc). The exact nature of such incentives will have to be negotiated from time to time, as the needs arise.

4.3.6: Sustainability: Sudden/abrupt changes in policy directions should not affect incentives to teachers. Making teaching attractive has been such a big challenge which requires that governments stick to their decisions on incentives. Changes, where necessary, will have to be negotiated and shown to be justifiable to the beneficiaries in line with industrial relations practice.

5. PRINCIPLE 2: IN ORDER TO PRODUCE CAPABLE TEACHERS, ADMISSION AND GRADUATION REQUIREMENTS NEED TO BE REVIEWED TO IMPROVE THE QUALITY OF ENTRANTS AND GRADUATES

5.1 The New Admission and Graduation Requirements

The vision and goal of NTEP call for the raising of entry requirements into teacher education programmes as well as raising the conditions for graduation, as follows:

Admission requirements

1. The minimum requirement for admission into the NCE program shall be Credit passes in a minimum of 4 relevant subjects, in the GCE/TC II/SSCE, NTC and NBC at a maximum of two sittings.
2. For admission into pre-NCE candidates must satisfy the 4-subject minimum requirement cited in (1) above.
3. The minimum requirements for admission into the five-year B.A. /B.Sc. Ed. or B.Ed. program shall be credit passes in a minimum of 5 relevant subjects, including English language in the GCE/SSCE /TC II/NTC/NBC at a maximum of two sittings.
4. For admission into the 3-year degree programme designed for holders of NCE/GCE A/L, ND Diploma/Foundation Course Certificate, ANTC and ANBC or their equivalents for Direct Entry in Nigerian Universities, candidates must:
 - a. Meet the General Requirements for the 5-year programme.
 - b. A minimum of merit obtained at the NCE level in education and a teaching subject, at credit level in GCE A level or ND and the Diploma/Foundation course.

5. NCE holders having below the minimum requirement for a 3 -year degree programme could be admitted for the 5 year degree programme.

Graduation requirements

For graduation from the NCE and Bachelor's degree programme, each student teacher shall be required to pass the minimum number of units of courses as prescribed in the NCCE Minimum Standards and the NUC Minimum Standards respectively. In addition, a student teacher should be exposed to a well supervised and extensive period of teaching practice and practicum.

5.2: Rationale for an upward review of admission and graduation requirements

This is necessary to realise the vision of NTEP - to produce teachers capable of raising a generation of Nigerians who can compete globally. In more concrete terms, this entails:

1. Eliminating the admission deficit to teacher education programmes, a practice that involved setting lower entry levels than those required for comparable professional courses;
2. Broadening and deepening the scope of teacher education curriculum to ensure:
 - life-long learning skills
 - a broad general education
 - a sound foundation in specific subject disciplines
 - a broad spectrum foundation in education and pedagogy
 - a solid grasp of subject-field methodology
 - practical competence in managing teaching and learning
3. Developing the essential pedagogical behaviour skills, values and attitudes required of today's teacher
 - i. love of learning
 - ii. a caring disposition
 - iii. versatility

iv. creativity

5.3.: Implementation Methodology:

A preparatory year is required for stakeholder work on a new curriculum for teacher education that will respond to the desire of NTEP to be a standard-based policy that should aim at world standards. This should be a systematic process to be anchored by the Teachers' Registration Council of Nigeria (TRCN),

i. Teacher education curriculum dialogues at the College of Education, Polytechnic and University levels (expanded to include science, technology, humanities disciplines)

ii. National level dialogues bring all concerned tertiary institutions together, and including the Nigeria Educational Research and Development Council (NERDC), the National Teachers' Institute (NTI), the Teachers' Registration Council of Nigeria (TRCN) National University Commission (NUC), National Board of Technical Education (NBTE), Nigeria Union of Teachers (NUT), subject teacher associations, All Nigerian Conference of Principals of Secondary Schools (ANCOPSS), and State/Federal Ministries of Education

iii. Revision of existing minimum standards by NCCE, NBTE and NUC following the results of 1 and 2 above

iv. Revision of teacher education curricula, based on the results of i-iii above

V. intensive re-education of teacher educators at all levels

6. PRINCIPLE 3: FOR STUDENT TEACHERS TO LEARN EFFECTIVELY, TEACHER EDUCATION INSTITUTIONS MUST BE EQUIPPED TO PREPARE THEM ADEQUATELY.

6.1 A Comprehensive View of equipment to be taken fully into consideration

1. Personnel: This is easily the most important of all equipment/facilities/resources. For educational institutions, personnel must be adequate in number, in quality and in terms of skill-mix. For effective teacher education, personnel must also be well educated, in addition to being appropriately skilled in pedagogy and demonstrable teaching competencies.

2. A second category of personnel for teacher education would be Managers of institutions and its resources. Managers are of course first and foremost teachers.

3. Pedagogical Equipment or Facilities:

- i. Books (text books, reference materials, teachers guides, student workbooks)
- ii. Semi textual materials (charts, maps)
- iii. Laboratory equipment
- iv. Workshop equipment
- v. Field work materials
- vi. Library facilities

4. Physical facilities

- i. Classrooms/lecture rooms/furniture
- ii. Laboratory space/furniture
- iii. Sports/games spatial facilities
- iv. Workshop space/furniture
- v. Field activities pace

5. Financial (funds required for teaching learning materials, as well as for development and maintenance of physical facilities)

6. Psycho-Social Facilities

- i. Institutional Management Culture
- ii. Inter-personal relations
- iii. Staff and students motivation
- iv. Overall institutional climate

6.2: Implementation Methodology

To meet the requirements of NTEP,

1. NCCE shall review its extant minimum standards, taking a comprehensive view of EQUIPMENT, as illustrated above

2. NUC shall work with Universities to develop appropriate minimum standards for universities
3. NBTE shall be required to take similar steps with Polytechnics offering teacher education programmes
4. Colleges of Education, Universities and Polytechnics shall be given a maximum of two years (after the preparatory phase described in section 5.3) to comply with the new minimum standards.
5. Accreditation of institutions and programmes shall be based on conformity with these minimum requirements

7.2: Implementation Methodology:

1. The task to be undertaken to put the above policy directions into effect will take the form of a comprehensive curriculum review following the systematic process outlined in section five
2. The process should enable NUC and NCCE to develop appropriate minimum standards for NCE and Bachelors' degree programmes in Education.
3. This will then be followed by detailed curriculum development work at the institutional level that should bring together all faculties and departments that contribute to teacher education.
4. Curriculum work at the institutional level should be capped up with the preparation of comprehensive curriculum guidelines that fully reflects the details stipulated in table two.
5. In addition, there should be instituted at the institutional level, an internal monitoring mechanism to ensure constant conformity with the overall guidelines and to keep NTEP alive by each institution contributing through its monitoring results to its continued development.
7. **PRINCIPLE 5: SUCCESSFUL STUDENT TEACHING IS A RESULT OF STRUCTURED, EFFECTIVE AND SUPPORTIVE SUPERVISION PROVIDED TO THE STUDENT TEACHER BY A VARIETY OF EDUCATORS**

8.1: Derail of Teaching Practice in Nigerian Teacher Education Programmes

1. Teaching practice was carried out with due rigour in the early days of teacher education in Nigeria, particularly at the grade two and grade three levels

2. This also applied to various categories of the grade one teachers' certificates that flourished up to the emergence of the NCE programme
3. In the early years of the NCE and Bachelors' degree and Post Graduate Diploma programmes in the country, practice teaching was also pursued with due rigour.
4. The proliferations of institutions for teacher education, beginning from the mid 1980s, was accompanied by
 - i. large enrolments,
 - ii. harmonisation of primary and secondary education calendar with tertiary level calendar,
 - iii. the emergence of non professional teachers as teacher educators, and
 - iv. Chronic under-funding of Education.
 - v. For these and other reasons, teaching practice was no longer rigorously planned and executed. The impact of the loss of rigour on the professional competence of practising teachers is well known 'talking and chalking' in place of promoting learning through effective teaching

8.2 Demands of the new requirements of NTEP

In order to ensure compliance with international best practices and to produce teachers who can lead the next generation of Nigerians to compete globally, NTEP has challenged the system by making specific demands

8.2.1: Demands on the System

- A structured process of deployment and supporting graduates (PGDE NCE or Bachelor's) in their first year of service as teachers shall be developed.
- Supervisory personnel from MOEs, TRCN, SUBEBs and LGEAs shall receive training in standardized procedures for ensuring optimal support for new teachers during the induction period.
- Student teachers shall be paid a minimum amount not below the minimum

wage as stipends during the TP period by State Government/LGA (primary).

8.2.2: Demands on Institutions

- Every student teacher shall be exposed to professional training in the school system through the Teaching Practice (TP) exercise.
- At least one course will include a minimum of 30 hours of micro-teaching, to be carried out before TP begins (2 credits).
- The duration of the TP for NCE shall be for a total of two (2) terms; one at 200 Level and the other at the 300 level. The TP shall begin with guided classroom observation, followed by instruction assisted by the classroom “cooperating teacher” and ending with assumption of full responsibility for teaching with the cooperating teacher remaining in the classroom.
- For the Bachelor's degree programme, the duration of the TP shall be for a Total of two academic terms, one at the 300 level and the other at 400 level.

8.2.3: Demands on Teacher Educators

- Supervisory personnel from MOEs, TRCN, SUBEBs and LGEAs shall receive training in standardized procedures for ensuring optimal support for new teachers during the induction period

8. 2.4: Demands On students

- After graduation from the NCE or Bachelor's program, each new teacher shall be registered by the TRCN after one year of internship with mentoring. And get licensed

8.2.5: On regulatory authorities

- Recertification of every registered teacher by the TRCN, based on evidence of Continuing academic and professional development, shall take place every

five years

8.3. Rationale for the Above Policy Provisions

A major problem for educational development in Nigeria is TEACHERS

1. Their inadequacy in terms of numbers
2. Their inappropriate level of general education and professional training
3. Lack of opportunities for continuous self improvement
4. The non-recognition of Teaching as a profession

This particular policy provision would contribute to the professionalization of teaching, with its emphasis on quality general education for the trainee teacher, quality professional education, capped by adequate exposure to work place conditions. This exposure will now be backed by a period of induction and licensing. These provisions are similar to those made by other regulatory bodies of professions like Law, Medicine, Architecture and Engineering.

8.4: Implementation Methodology

The focus of action here is a combination of practical steps that would make the policy provisions related to enhancing professionalism in teaching. This can be achieved through the following measures:

1. Regulatory bodies building these provisions into their rules and regulations and giving this adequate publicity.
2. Institutionalisation of penalty of erring teachers (after due process by some disciplinary bodies), as has been the case in Medicine and Law.
3. Bringing in practising educators (inspectors, practising teachers, etc) into governance and curriculum development bodies of teacher education.
4. Professionally strengthening quality assurance services down to the Local Government level.
5. Developing standardized procedures for teacher development at the school level, including teacher mentoring and supervision of interns.
6. Pedagogical Fellowship awards (annually) for outstanding teachers

7. Serious attention to teacher professional issues by Nigeria Union of Teachers (NUT) through the establishment of functional PD (Professional Development) departments down to their local government branches, as is the practice with teachers' unions worldwide.

8. Development of a teacher grading and career path structure determined by evidence of continuous, sustained professional improvement and proven competencies

9. PRINCIPLE 6: FOR TEACHERS TO LEARN EFFECTIVELY, TEACHER EDUCATORS MUST BE SUFFICIENTLY TRAINED AND CAPABLE OF IMPARTING AND MODELLING DESIRED KNOWLEDGE, SKILLS AND ATTITUDES

9. 1: Teacher Educators need to develop a TEACHING PERSONALITY

Developing a TEACHING PERSONALITY (which is what Principle 6 is illustrating) is a world standard requirement well captured in the quotation below as well as in Figure 1

“Those who should teach teachers should possess the same educational breadth and depth as academics and professionals in other academic and professional fields. In addition, education sector academics must be persons who can operate within the requirements of the Pedagogy Inculcation Principle (PIP), as illustrated in figure one below. PIP contributes to the development of a teaching personality, a trait that should ultimately be developed in every graduate of a teacher education programme.”

‘The PIP-Teaching Personality requirement should apply to all teacher educators. There should be no distinction between those who teach 'academic content' and those who teach 'professional courses'. This is because there is usually a 'follow your leader' syndrome in teacher behaviour, with teachers showing a greater tendency to teach the way they were taught and not the way they were taught to teach.’

9.2: Implementation Methodology

Actions in the following directions would help to give teeth to this policy requirement:

1. Development of guidelines by NUC, NCCE, and NBTE that institutionalise pedagogical competence as a qualification for career advancement in tertiary institutions.
2. Tertiary institutions establishing pedagogical support units to give effect to

such guidelines. These units will be responsible for pedagogical needs assessment of teaching staff and offer necessary assistance.

3. The units will also organise regular training on specific pedagogy needs for all teaching staff.
4. Institutions should also make pedagogical training a continuous career long Process.
5. Masters and doctoral programmes in Education to include classroom and school practice, especially for young persons with limited school experience.

This would be one way of relating pedagogical research work to school realities and to ensure that those preparing future teachers are themselves competent teachers.

4. Recognition of exceptional pedagogical competence and achievement for awards.

PRINCIPLE 7: IF TEACHERS HAVE TO STAY MOTIVATED, THEY MUST HAVE OPPORTUNITIES FOR CONTINUING PROFESSIONAL DEVELOPMENT, ADVANCEMENT AND IMPROVEMENT IN THEIR CHOSEN CAREER

And

PRINCIPLE 8: LIKE ALL PROFESSIONALS, TEACHERS MUST CONSTANTLY UPDATE THEIR KNOWLEDGE AND SKILLS IF THEY ARE TO REMAIN RELEVANT IN A RAPIDLY CHANGING WORLD.

10.1: Need for Broad Interpretation:

The career-long development needs of the practising teacher fall into different categories, as follows:

1. Personality Development, in terms of continuing general education and continuing learning to learn skills
2. Academic Development, in terms following new trends in the teacher's academic disciplines and openness to the acquisition of new fields of

academic knowledge

3. Professional Development, in terms of continuing exposure to education and teaching-learning methods

10.2: Rationale for Continuing Professional Development: For teachers and teaching, in particular, continuous professional development opportunities would contribute to:

1. equipping the teacher to operate in a fast changing world in which knowledge has become the most valuable of all human possession
2. enhancing the teacher's self confidence, as knowledge really empowers
3. raising the social status of the teaching profession, bringing it at par with other liberal professions in which continuing Education has become the norm.

10.3: Implementation Methodology

In translating Principle 7 of the Policy into action, the following general principles are very likely to work.

1. Application of human resources principles by systematically following up the professional performance of teachers, identifying their learning needs and regularly equipping them with requisite knowledge skills for continuing professional improvement, and use of proven professional improvement as a major criterion for professional advancement.
2. A systematic and continuous process, by cooperating with educational institutions to map out proactively, continuing education plans for specific classes of teachers.
3. Need for a general education component for updating of knowledge on a variety of areas that impact on human life (e.g. environment and population issues, human rights,

gender, HIV/AIDS, etc, world events in general), for enhanced self concept that comes from being knowledgeable.

4. Built-in rewards and incentives (cash bonuses, promotion, professional recognition, exposure to higher responsibilities, etc) for teachers engaged in consistent, continuous self-improvement.

5. Encouraging practising teachers to obtain higher professional/academic studies, requiring improved facilities from institution such as the National Open University of Nigeria (NOUN) and the National Teachers' Institute (NTI)

10.4: Self Improvement Focus Areas at different points on the career ladder, as illustrated in table 2.

- a. Teachers early in their career should concentrate more on professional and academic improvement.
- b. Middle and top career teacher will have opportunities for general education with introduction to management-related programmes,
- c. Teachers in supervisory and management positions will have adequate exposure to management skills development

11.1: Rationale

Every care should be taken to avoid the 'with immediate effect' approach to implementing NTEP for the simple reason that such approach has never worked. It would also be advisable to set a realistic take-off date to avoid the habit of continuous shifting of the take-off date.

Other reasons for phased implementation are:

1. To ensure a hitch-free implementation
2. To ensure public understanding and deepened stakeholder involvement

3. To allow time for putting in place the necessary mechanisms for managing the Implementation process.

11.2: The Strategy

The year 2013 is a realistic date for the take off of NTEP. This is to allow for a ground breaking period (2009-2010) during which the pre-conditions in the system are expected to be met. A gestation period then follows (20011-2012) during which the human resources, the needed systems and processes are put in place, leading to an expected smooth take off in 2013.

CONCLUSION

The purpose of these guidelines is to facilitate the process of implementing NTEP. Nothing in the guidelines has been cast in stone. The ideas should therefore be treated like a living organism, adaptable horizontally (to geo-politico-social realities) as well as vertically (to the requirements of changing times).

Most importantly, States and Local Education Authorities (LEAs) are the greatest employer of 'teaching labour' in the country. They should therefore be the major actors in implementing the National Teacher Education Policy. They will be expected to work in concert with institutions of teacher education (the bulk of which are State-owned) and the regulatory authorities (TRCN, NUC, NBTE, and NCCE), teachers' associations (NUT, ANCOPSS, etc) in translating elements of the overall policy into State and Local Government -specific 'implementables'.