

Expert Opinion

Competency Model/ Framework for Teachers

by Professor Oluremi Ayodele-Bamisaiye

Competency is the efficient synergy of natural ability and learning for successful professional performance. It combines intellectual ability with professional skills, technical know-how, talents (natural abilities) and dexterity.

A competent teacher is knowledgeable and demonstrates ready currency in practice. This is needed at all levels of education and by all levels of authority in education whether local, state or federal governments. A competency model for teachers would specify indices of professional competence which a teacher should readily demonstrate to justify his /her professional qualification or license. The teacher anchors the present and prepares the future of any society: a competency professional model for teacher is therefore highly imperative. Like other professionals, a teacher needs to be alert, effective, creative, innovative, efficient and teachable in the performance of his/her duties in order to be retained, retrained or released.



Professor Oluremi Ayodele-Bamisaiye has taught at the secondary and tertiary levels of Education for forty years. She has been Acting Head, Department of Teacher Education and Dean, Faculty of Education of the University of Ibadan. She has also taught in different universities within and outside Africa.

Volunteer teacher impacts on lives against the odds

A volunteer teacher with the Lagos Eko Project, Ms Susan Ihuoma, has promised to give her best in impacting on the lives of young people. This has now become her passion since joining the Volunteer Teachers Scheme (VTS), which has about 1,162 volunteers helping with the teaching of English Language, Mathematics and the Sciences in public secondary schools across the State.

Ms Ihuoma, a University of Lagos graduate of Basic Science Education, explained that she was inspired by her mother to join the scheme and that she has now taken to teaching as a profession because of the fulfilling experience of teaching public secondary school students.

'The most exciting experience for me is to see my students flourish academically and my contribution towards their performance has been informed by the zeal to impact on their lives positively, despite my physical challenges'. I urge all those who may want to volunteer to devote their time gainfully and contribute their quota to the development of education.



A volunteer teacher, Ms Susan Ihuoma at Mende Junior High School in basic science session with students.

Quizzing THE Teacher.

1) What do you consider the most important characteristic in teaching?

- a. Ability to communicate with parents
- b. Thorough education in subject area
- c. Understanding how people learn
- d. Well-trained and knowledgeable about how to teach effectively

2) What is the best reason for professional growth?

- a. Improve students' achievements
- b. Improve teaching skills
- c. Network
- d. Advance one's career

3) Which of the following aspects of teaching is most important to students?

- a. Caring about students
- b. Believing all children can learn
- c. Knowing the subject areas
- d. Maintaining classroom discipline

4) What aspect of school investment generates the greatest increase in students' achievements?

- a. Lowering class size
- b. Increasing teachers' salaries
- c. Increasing teachers' experience
- d. More teacher education

5) Which strategy has the greatest potential for improving schools?

- a. Reducing class size
- b. Recruiting and retaining better teachers
- c. Requiring standardised tests for promotion
- d. Giving greater control to the local level

The first ten correct answers will be specially acknowledged. Email answers to ekolandmark@gmail.com



A teacher at Opebi Junior Grammar School using a projector as a teaching resource.

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Welcome Note

It is my pleasure to introduce Eko Landmark, a quarterly publication of Lagos Eko Project to highlight the different aspects of its activities. The Project is hinged on the belief that the quality of the school system is a reflection of the quality of its teachers. It is on this strength that this first edition focuses on teachers' professional development.

Subsequent editions of Eko Landmark will focus on Standardised Students' Assessments, developments in Education Districts, collaboration with the Private Sector for Technical Education, and School Development Grants which are the main drivers of change for Lagos Eko Project.

In this edition, you will enjoy expert opinion about teachers' competency framework, developments in District Resource Centres, volunteers' contribution to teaching in schools as well as quizzes for teachers.

Eko Landmark is a light reading on contemporary education matters and a resource for teachers, administrators, researchers and students.

Have a pleasant reading experience!



Ms. Ronke Azeez

Special Adviser to the Governor/
Project Coordinator, Lagos Eko Project



A cross-section of public secondary school teachers at an ICT training session organised by Mega Tree Computer Concepts.

Teachers' Professional Development: Way forward for students' enhanced performance

Just as education has come to the fore as a key tool for economic, social and political advancement, all over the world, the education terrain in Lagos State is changing for the better. The impetus to use education as a major driver of growth has called for more pragmatic and far-reaching reforms in the education sector.

A key aspect of these reforms is the professional development of teachers as many studies have found that the quality of the teaching force is the most important contributor to students' enhanced performance. This, no doubt, has been the main thrust of the design and implementation of the continuous professional development initiatives of the Lagos Eko Secondary Education Project.

The Lagos Eko Project believes that the professional development of teachers involves a continuous and long-term process of imbibing ethical values and attitudes, coupled with the development of up-to-date knowledge as well as practical and versatile skills under the guidance of more experienced and established professionals. It is a continuous process of learning how to teach and striving for excellence in the effective discharge of their duties as professional teachers.

In order to achieve the objectives of enhancing the learning outcome, in public junior and senior secondary schools, the Lagos Eko Project has focused on enhancing the professional competence of

teachers by ensuring that schools, Education Districts and the Project Support Unit all contribute to the training needs and professional development of teachers. These approaches have not only ensured adequate coverage of the teachers' training needs, it has also given teachers the much-needed motivation for better performance and ultimately, enhance students' learning.

In order to help teachers refresh their knowledge and pedagogical practice, in the most effective and cost-efficient ways, efforts must be constantly made to encourage networking, exchange of information and good practice among teachers in their individual schools.

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e-Learning is making education more interesting in Lagos Schools



Mr. Fariogun T.J, Head, District II Resource Centre.

Mr Fariogun J.T., the Head of District II Resource Room, Education District 2, takes us into the developments that have been recorded in the introduction of e-Learning to teachers in the district.

Could you give us a detailed explanation of your role as the head of resource centre in your district?

The major task here is to facilitate the use of e-Learning within the district. We train teachers on interactive learning by taking them through connecting a projector to a computer and how anything imputed to the computer can be shown on the projector screen. Also, we use e-tutors that have been pre-installed to further train them on how to use that in teaching.

How has the centre contributed to teachers' professional development?

In the past, teachers used to just sit down and put something in the chart to show as teaching aid. But, this particular centre is now changing the orientation by introducing a kind of interactive learning. What used to be abstract before, is now made real by visuals and adding animation. When students actually see these things animated, they can form a clear and easy-to-relate-to picture in their minds and are able to understand what is taught easily. Also, the teachers find it very easy now as they can surf the internet for materials which they will use in teaching and learning.

“ In the past, teachers used to just sit down and put something in the chart to show as teaching aid, but this particular centre is now changing the orientation by introducing a kind of interactive learning ”

How can the centre be sustained?

I think the sustainability has been, from the outset, through provision of the hardware. The computers are there, all other things that are needed are just software and this software are all around us, some on the internet.

Would you say the Resource Centre is accessible to all teachers?

Yes, it is accessible in the sense that all the teachers in the district are now aware of the Resource Centre and for their needs, they either call us or come here. Some of them have been coming here to access the internet. We give them free access to some of our equipment.

‘ICT Training has boosted my confidence'

A public school teacher at Ifako Comprehensive Junior Secondary School in Gbagada, Mrs Yetunde Amore has said ICT training has greatly boosted her confidence and improved the delivery and quality of her classroom teaching.

Mrs. Amore, who teaches Biology explained that the training process has impacted positively on and enhanced her knowledge of the computer system and the significance of Microsoft packages like Excel to keeping of school records. According to her, 'the complementary effect of ICT to teaching is laudable. I am urging other teachers to be part of the training so as to enhance their professional development'.

She explained that the cumulative impact of the different forms of training received by public school teachers is already having a positive effect on students' learning. Mrs. Amore also said, with the regular use of ICT, students have developed skills for independent and active learning as well as self-responsibility for learning.

Other courses attended by teachers, through the Lagos Eko Project, include: subject area mastery, health and safety awareness, technical aptitude and competence-based assessment skills, production and utilisation of instructional media, foundation in management and leadership for school, among others.

‘Teaching methodology makes a teacher’



Mrs. Victoria Olawaye

I am Mrs Victoria Olawaye, a Mathematics teacher at Agidingbi Senior Grammar School. Imparting knowledge into my students is what gives me joy. My inspiration to teach can be traced to my parents who were educationists. I would say, I took after the footsteps of my father.

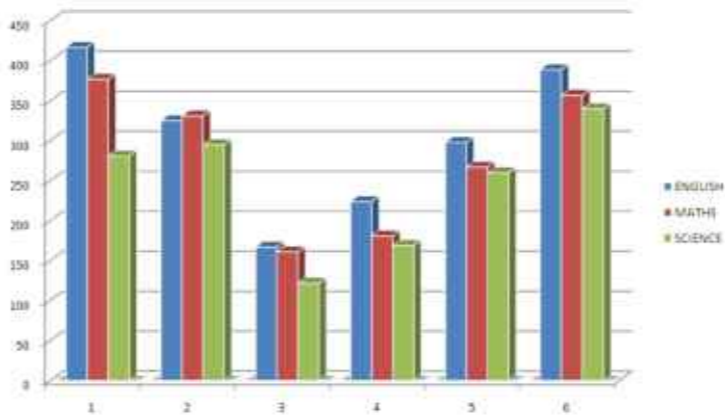
Before I became a professional teacher, I worked at a pharmaceutical company in the drug composition and machine room. But, my passion for teaching led me to a College of Education and later to a University where I obtained a degree in Mathematics Education. I now have a Master's degree in Education Administration with over thirty-two years experience. I can conveniently say, that my working experience at the pharmaceutical company has enriched my teaching as I am able to relate each lesson to what happens in the industry and my students feel excited about this as they seem to appreciate the importance of Mathematics to their everyday life.

As a teacher, with many years of experience, I believe regular reviewing and updating of 'teaching methodology' is important in the continuous professional development of teachers. My particular interest in teaching methodology and keeping up-to-date with contemporary methods have greatly enhanced my teaching and my students continuously benefit from these.

TEACHERS’ DATA AS AT JULY 2012

DISTRICT	TOTAL NO. OF TEACHERS		
	JSS	SS	TOTAL
1	2,135	2,261	4,396
2	1,669	2,058	3,727
3	852	941	1,793
4	963	1,092	2,055
5	1,422	1,738	3,160
6	1,987	2,046	4,033
TOTAL	9,028	10,136	19,164

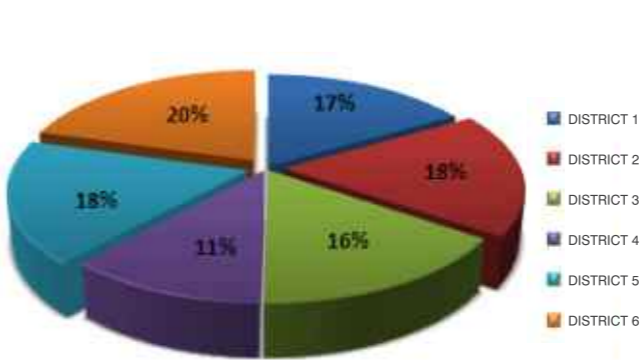
TOTAL NUMBER OF CORE SUBJECT TEACHERS IN DISTRICTS



TOTAL NUMBER OF SCHOOLS/DISTRICTS PERSONNEL TRAINED

Districts	Teachers	Principals	V-Principals	Admin.	TOTAL
Dist 1	849	93	166	91	1199
Dist 2	837	123	259	88	1307
Dist 3	718	154	201	59	1132
Dist 4	535	125	146	24	830
Dist 5	869	170	205	39	1283
Dist 6	995	180	234	77	1486
Total	4803	845	1211	378	7237

PERCENTAGE OF DISTRICT REPRESENTATIVES TRAINED



School leadership drives students’ performance



Mrs. Iyabo Awokoya
Director, Sages Consult Limited.

Could you give us a brief insight into your training programmes?

Our main focus is on Leadership and Management Courses and enhancing the capabilities of school leaders in Monitoring and Evaluating School processes and programmes. Our courses are school-centric, high-impacting and life-changing. We have, so far, trained 352 teachers this

year.

What kind of approach do you deploy?

We develop the heads of schools, first and foremost, as self-leaders and then as leaders of high-performing teams. Our graduating participants are driven with purpose and integrity and have imbibed the concept and dynamics of instructional and shared leadership such that they go back to their schools to practise team leadership, peer and subordinate empowerment, which in turn inspire students to achieve improved academic results.

What notable transformations have your trainings achieved?

In the past three years of Lagos Eko Project, we have seen school leaders transformed from near despondency in the first year (when they thought Government did not care about their welfare) to cautious optimism and curious interests in the second year and in this third year, to passionate and enthusiastic leaders and learners, full of appreciation of Government's intervention in the education sector.

What is your view on the sustainability of Lagos Eko Project?

If the initiative of Lagos Eko Project is to be sustainable, it is recommended that the capacity-development content of the Project be continued long beyond the Lagos Eko Project and all teachers be given continuous in-service training to keep them abreast of contemporary teaching methodology. In our opinion, teachers require at least 60 hours of professional development, yearly. (Three training sessions of three-day durations) and all teachers in particular, no matter the cadre, require leadership training.

TABLE OF TEACHERS’ ATTENDANCE BETWEEN JUNE - AUGUST 2012

DISTRICT	% ATTENDANCE FOR JUNE	% ATTENDANCE FOR JULY	% ATTENDANCE FOR AUGUST
1	95	94	87
2	95	96	95
3	97	96	75
4	98	95	63
5	92	93	79
6	93	96	96