

SECTION 12

IN-SERVICE TEACHER EDUCATION

It has already been remarked in Section 2 that in most developing countries of the Commonwealth there is a demand and a need for more education with a consequent demand for many more qualified teachers. Concurrently there is concern about the quality of the education provided in increasing quantities and about the quality of the teaching profession.

In the search for a means of achieving both quantity and quality in the teaching profession in-service teacher education has a number of obvious attractions; it is seen as a form of initial training, either as an alternative to the conventional pre-service course or as a method of providing initial training for the untrained; it is seen as a means of up-grading the status of qualified, serving teachers; and, thirdly, it is seen as a means of refreshing and up-dating the mass of serving teachers without necessarily improving their professional and financial status. Some urge that all three forms of in-service courses should be integrated in a systematic programme of teacher education. This is the view of the Working Party on The in-service education of teachers in the Report of the Annual Conference of the Afro-Anglo American Programme, (1965) (131). And Professor L.J. Lewis has stressed the importance of integrated in-service courses on a number of occasions, most recently in the Report of the 8th Annual Conference of the Afro-Anglo-American Program (134).

There are several proposals for, and accounts of, in-service courses as alternatives to the normal patterns of pre-service courses of teacher education. Professor L.J. Lewis, in his article 'In-Service Teacher Training' (56), suggests "replacing the present system of training by short periods of initial residential training together with career-long, systematic in-service training and consequent professional credit at intervals"; "to be effective", he adds, "teacher education of this kind will require organisation on an area basis and careful planning of subject matter" and also "teaching aid centres for the design, testing and the mass production of teaching materials". This idea is developed further by Professor L.J. Lewis in relation to a particular country in Teacher Training for the Primary Schools in Bechuanaland (55) where various types of in-service and residential courses are "regarded as integral elements in a continuous process of teacher education". The application of a similar idea is described in some detail in Professor John Turner's article 'Continuity and Integration in In-Service Teacher Education in Lesotho' (99); here the two year course leading to qualified teacher status is built round three residential courses each of three weeks duration together with supervised work and study in the intervening months. Another account is to be found in 'The Education of Teachers in Botswana, Lesotho and Swaziland' (114) where Stanley Woods describes 'The Francistown In-Service Teacher Training Project'; "our aim is to reduce the country's dependence on untrained teachers by using short in-service courses and longer correspondence courses in combination".

In Africa generally in-service teacher education is regarded as a possible means of overcoming the problem of the untrained teacher. J.J. Figueroa sees it as such in 'Teacher Training for Mass Education in Africa' (30). And Dr. P.C.C. Evans looks at the problem in a broader context in 'The Untrained Teacher in Africa' (24); he suggests that "the major emphasis may well have to shift from pre-service to in-service

training" and gives accounts of experiments in in-service teacher education drawn from Singapore, Jamaica and the Caribbean generally.

Indeed experience of in-service teacher education outside Africa is considerable. Ruth Wong makes the same point as Dr. Evans when she writes "In view of the circumstances . . . it is foreseeable that continuing in-service teacher education will take preponderance over pre-service education" in *Teacher Education and Its Problems in Some Developing Countries in South East Asia* (110). W.C. Kan describes something of the Singapore experience in 'The Development and Present System of Chinese Medium Teacher Training in Singapore' (48). For Hong Kong R.F. Simpson advocates the use of in-service courses to alleviate the problem of the untrained teacher in his report, Teacher Productivity and Professional Training (87); "this present study draws attention to the need to ensure that a larger proportion of teachers, particularly those at present in primary schools, should have some form of professional training even if only a basic six weeks course held in the vacations or given through television" . . . and later suggests that, as a temporary solution, "the only answer seems to be to provide mass low level basic practical training courses, perhaps using television, at schools and community centres early in the morning, just after school, and during holidays . . ." W.M.A. Warnasuriya looks briefly at the problem of the untrained teacher in Ceylon in his article 'School Inspection and In-Service Training' (107). But the Caribbean appears to have had especially rich experience in this field. There are references in Dr. P.C.C. Evans' 'Planning for Expansion of Teacher Training in Jamaica' (25), G.L. de Landsheere's 'L'Education et La Formation du Personnel Enseignant dans un Pays en Plein Developpement: La Jamaïque, (54), and M.K. Bacchus' 'Towards a Policy in Teacher Education' (7). Most useful and detailed is D.R.B. Grant's account of the Teacher Internship Programme in the Teaching Internship Report, Jamaica, West Indies (37), which describes the development of the programme and its working, evaluates the experience to date and makes recommendations for the future.

In-service courses are seen not only as an alternative to pre-service training or as a solution to the problem of the untrained teacher: they are also seen, and used, as a means of up-grading in status large numbers of serving, qualified teachers. Margaret Russell describes such a scheme in her account of 'Courses for In-Service Teachers in Northern Nigeria' (84), whereby it was planned to raise three thousand Grade III teachers to Grade II status in an integrated three year course. A similar scheme in Tanzania is the subject of the 'Report on the Current Teacher Up-grading Programme, C to B' (143); in this three hundred and twenty Grade C teachers were being up-graded to Grade B in an integrated course which included three residential sessions. Similar use of in-service education is being made elsewhere. It is envisaged in the report, Education in the University of the South Pacific (115), produced by that University's Programme Planning Seminar; this seminar suggested a series of academic and professional in-service courses which would carry a system of credits leading to increased status.

The third main use of in-service courses is that of providing continuing education for the up-dating and refreshment of teachers, either compulsorily or on a voluntary basis, either with or without the incentive of additional increments. The underlying idea is that expressed by Mussawir Ali Hamidi and others in *Teacher Education in West Pakistan* (40) - "a teacher is . . . to be a student for ever"; in this pamphlet the authors describe the

use of Education Extension Service Centres as "the nucleus of in-service training facilities" to supplement the work of headteachers, colleges of education and "mobile training squads". L.W. Lieber in 'Need for an Integrative Framework in Teacher Training Curricula' (57) advocates the establishment of "machinery for continuing evaluation and assessment of the graduate teacher . . . to be supplemented by compulsory in-service training". This concept of continuity in in-service teacher education finds several sponsors. From India, the Report of the Education Commission, 1964-1966: Education and National Development (142) advocates the introduction of a scheme whereby every teacher would have two or three months of in-service education during every five years of teaching service; from India also there is emphasis on the importance of in-service and extension education services in The Education of Primary Teachers in India (119) and in Elementary Teacher Education: Report of the Committee to Evolve Model Syllabi for Elementary Teacher Education 1963-1965 (116). Elsa H. Walters, in Teacher Training Colleges in the West Indies (104), suggests that college staff should visit former students on a regular basis and that there be a week's refresher course for students at the end of their first year's teaching. J.W. Dunhill in 'The Education of a Teacher in Malaya, (22) similarly recommends that students should return regularly to their college for courses and be visited on a regular basis by their former supervisors. Dr. H.M. Sharif advocates the use of in-service education for a specific purpose in the article 'A Proposed Program of In-Service Education for Teachers with special reference to improving the Teaching of the Language Arts in the Primary Schools of Pakistan' (85).

The use of a whole range of different forms of in-service education, both as a means of up-grading teachers and also as a means of keeping serving teachers refreshed and alert to changing methods, is fully described in S. Vivian's article 'In-Service Education for Primary Teachers in Uganda' (103); he traces the development of in-service education in that country over the period 1953 to 1968, from the unplanned and haphazard to a scheme designed to put a sense of urgency back into education; he looks at one day courses at local centres as well as residential vacation courses; he touches upon the role of the Ministry, the inspectorate and the institute of education; and he refers to the role of such bodies as the British Council and UNESCO. Some of the same ground is covered in V. Ravendale's 'The In-Service Training of Teachers, (80) which also relates to Uganda.

One theme which recurs in the descriptions of the various kinds of in-service courses is that of assistance on an international basis. Stanley Woods in 'The Education of Teachers in Botswana, Lesotho and Swaziland' (114) mentions the collaboration of the Swedish Government, UNESCO and UNICEF in the 'In-Service Teacher Training Project' at Francistown; the assistance of St. Hilda's College, Durham is referred to by Professor Turner in his account of 'Continuity and Integration in In-Service Teacher Education in Lesotho' (99); R.M. Smith's article 'How Nigerians Use In-Service Centres' (88) describes the role of the University of Ohio and U.S.A.I.D. in the establishment of a number of teachers centres for in-service education in Western Nigeria. This aspect of international links in in-service education is most evident in the accounts of the various 'Ashby' or British Council vacation courses in Nigeria; amongst these accounts are W.B. Tudhope's 'Short Courses in Nigeria' (98), J.M. Wilson's 'Vacation Courses for Teachers' (109) which also includes an evaluation of such courses, G.E. Andrews' 'In-Service Training Abroad: Nigerian Holiday Course' (5), and Margaret Russell's 'Course for In-Service Teachers in Northern Nigeria' (84).

Three reports provide a valuable overview of the extent and variety of in-service education of teachers on a continental scale. The first is A Study of the In-Service Training of Primary School Teachers in Asia (77) by E. A. Pires, which is a collation of the replies to an exhaustive questionnaire received from UNESCO member states in Asia. It looks at such topics as the agencies providing in-service education, the categories of teacher who benefit, the types of courses offered, the use and value of foreign aid in this field. The second is the report on the provision of In-Service Teacher Training in English-Speaking Africa (97) sponsored by the Afro-Anglo-American Programme and compiled by Graham A. Trevaskis; this report provides a useful complement to that on Asia and includes a lengthy bibliography. Thirdly, there is In-Service Training for Primary Teachers; Research in Comparative Education (120), the report of the XXVth International Conference on Public Education of 1962.