

SECTION 16

ADVANCED LEVELS OF TEACHER EDUCATION

Though there are exceptions, until comparatively recently, the emphasis in teacher education in the developing countries of the Commonwealth has been on the professional preparation of non-graduate teachers for primary schools and for the lower forms of secondary schools. This emphasis is most certainly reflected in the conference and commission reports and in the writing about teacher education generally. Most of the published material is concerned solely with the education of primary or elementary school teachers.

In part this emphasis is explained by the fact that in many Commonwealth countries the post-primary schools have been, and in some cases still are, staffed with expatriate graduate teachers together with a small minority of local teachers, some of whom have no professional qualification or one obtained in a college overseas. In other words, until fairly recently, the professional preparation of teachers for post-primary schools in most Commonwealth countries has rarely been a matter of local concern. However, the situation is changing for several reasons: the recent and remarkable expansion of secondary school systems has created a vast demand for local teachers capable of teaching at that level; some governments have been concerned, with varying success, to staff their secondary schools with local rather than expatriate teachers; and the proliferation of new universities each with its department of education, as well as the development of advanced colleges of education, has made possible for the first time teacher education to a higher level on a local basis. Because of the continuous expansion of many secondary school systems the output of these departments and colleges has so far made only proportionately small inroads into the preserve of the expatriate and the untrained. Yet in absolute terms the last decade has been marked by a growth in teacher education at more advanced levels. What is remarkable is that comparatively little has been written about teacher education courses at these levels beyond the mere recording of their existence or their statistical growth. However, as far as Africa is concerned, there is some discussion of the question in G. Fradier's 'Secondary Education and Africa's Future' (33) and the series of country by country reports which are being published under the general title of Report on the Supply of Secondary Level Teachers in English Speaking Africa (41): these reports are published under the aegis of the Overseas Liaison Committee of the American Council on Education and the project director is John W. Hanson. To date the reports to have appeared are those for Botswana, the Gambia and Malawi. Another more general reference is The Shortage of Secondary School Teacher: Research in Comparative Education (122) which is the report of the XXXth Session of the International Conference on Public Education in 1967.

The report of the Programme Planning Seminar on Education in the University of the South Pacific (115) describes the provision of pre-service courses leading to (a) a non-graduate diploma for secondary school teachers after a three year course, with school certificate as the entry qualification (b) a Bachelor of Arts or Science degree with a large Education component and (c) the conventional one year Post Graduate Certificate in Education. With varying nomenclature this pattern of provision is not unusual. Stoner

and Neteland touch upon the shape of the local P.G.C.E. course in 'Current Teacher Education in Pakistan'(91). The preparation of secondary level teachers in India is covered in the Report of the Education Commission 1964-1966: Education and National Development (142), and the Second All-India Educational Survey (145).

In the Report of the Conference on Teacher Education for East Africa (1965) (136) S.K. Nkuta and Professor Eric Lucas describe the three year course at the University College of Makerere leading to the B.Ed. degree, while in his article Training Teachers for East Africa (4) John Anderson offers a comparative study of the various courses leading to graduate teacher status offered at the University Colleges of Makerere, Nairobi and Dar es Salaam; he considers the basic compents of a university-based course in teacher education and discusses the importance of the 'Education' element in such a course. From further south in Africa the report of the University of Zambia: School of Education, 1968 (151) indicates the provision of undergraduate and graduate courses for future secondary school teachers; and Professor John Turner in his 'Notes on the School of Education of the University of Basutoland, Bechuanaland Protectorate and Swaziland' (100) describes the four advanced courses offered there, the P.G.C.E. course, the B.A./B.Sc. (with Education) course, that for the Certificate in Education and that for the award of a B.Ed. which is similar to an 'Associateship' course elsewhere. From Ghana Barrington Kaye considers 'The Task of an Education Department in a Developing Area' (50), analyses the P.G.C.E. course and postulates that the aim of such a course is "to foster both flexibility of mind and attitude, and the conviction about basic human values necessary to enable teachers to fulfil effectively the role, not only of agents of social change, but also of 'liaison officers' between the traditional cultures of the communities in which they teach and the best of western civilisation". From Ghana also David Bradshaw describes 'The Work of the Post-Secondary Department, Winneba Training College, Ghana' (13) where a two year course was offered to School Certificate holders and organised on a basis of three phases of two terms each. The special contribution of Nigeria has been the development of the recommendation of the Ashby Report that Advanced Teachers Colleges be established; Wilson in 'The Advanced Teachers Colleges, Nigeria' (108) describes the three year courses, leading to the award of the Nigerian Certificate in Education, offered to teachers with a Grade II Certificate or the holders of the West African School Certificate.

The Associateship Course offered at the University of Ibadan, Nigeria, can also be regarded as an advanced level course even though its aim is one of "improving the standards of the non-graduate teachers who are leaders of primary education". This course is described by R. Chapman-Taylor in 'Teacher Training in an African University' (15).

General information about teacher education, particularly at the advanced and specialist levels, is also available in UNESCO Field Experience in Teacher Education (149) and also the Directory of Teacher Training Colleges Assisted by UNDP (Special Fund) and UNESCO (113).