

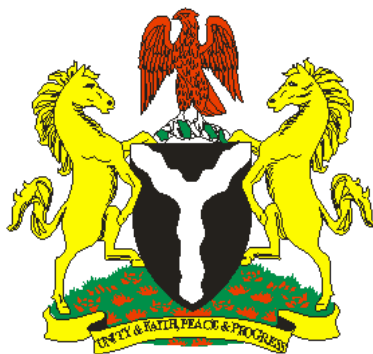
TEACHERS REGISTRATION COUNCIL OF NIGERIA

HEADQUARTERS ABUJA

(Federal Ministry of Education)

PROFESSIONAL QUALIFYING EXAMINATION

National Benchmarks 1st Edition 2014



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**PROFESSIONAL
QUALIFYING
EXAMINATION**

National Benchmarks 1st Edition 2014

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(Federal Ministry of Education)

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TEACHERS REGISTRATION COUNCIL OF NIGERIA

VISION

An effectively regulated teaching profession in Nigeria founded upon robust teacher education and practice and where teacher quality, discipline, professionalism, reward and dignity match international standards.

MISSION

To assure teacher excellence and professionalism among teachers at all levels of the education system through effective registration and licensing of teachers; accreditation, monitoring and supervision of teacher education programmes; promotion of continuing professional development; maintenance of discipline and leading the overall renaissance of the teaching profession in Nigeria.

MOTTO

Teaching for Excellence

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THAT VALIDATED THE PROFESSIONAL QUALIFYING EXAMINATION NATIONAL BENCHMARK 2014

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32	Dr. Jacinta Ezeahurukwe	Chief Education Officer	Teachers Registration Council of Nigeria, Abuja

FOREWORD

The Federal Ministry of Education at all times seek to break new grounds that will impact concretely and positively on the quality of education delivery in the country. There is no gainsaying the fact that education is the key to development and that the teacher through its pivotal role in the education system holds the key to development. This explains why every time we get the teacher factor right, the education system moves several steps ahead, exerting a multiplier effect on the learning process, the future of the Nigerian child and the overall prosperity of this great country, Nigeria.

It is against this background that on behalf of the Federal Ministry of Education I am very elated to present to the public this very novel benchmark designed to enhance quality assurance in the teaching profession. The full implementation of the Teachers Professional Qualifying Examination Benchmark will guarantee that teachers who hold professional registration and licensing under the Laws of the Federal Republic of Nigeria are truly tested and meet not only national but global and competitive standards. This is a very great step forward towards eradicating the use of the teaching profession as a dumping ground for quacks and as a stepping stone for other jobs.

The commencement of the Teachers Professional Qualifying Examination Benchmark underscores the seriousness of the Federal Government to bring to an end the employment of unqualified teachers in the school system, be it in the public or private schools. The Examination will help separate the quacks from the real teachers and the school system will no longer be a place for those who have not passed the litmus test as teachers. Therefore, the prima facie evidence of a qualified teacher shall be the passing of the Teachers Professional Qualifying Examination and the possession of a teacher's registration certificate and teaching license which are all in consonance with the prescriptions of the Law.

As one of the most vibrant and successful agencies of the Federal Ministry of Education, the Teachers Registration Council of Nigeria will continue to receive very strong backing from the Ministry in the course of implementing all aspects of its statutory responsibilities. I therefore urge all stakeholders to join the Ministry and the Council to ensure that Teaching as a Profession is restored to its original preeminent position among the professions.

Mallam Ibrahim Shekarau, CON.

Hon. Minister of Education

FOREWORD 2

The Teachers Registration Council of Nigeria (TRCN) Act CAP T3 of 2004 (originally TRCN Decree No. 31 of 1993) saddled the Council with the responsibilities of determining who can be called a teacher in Nigeria, setting the standards that must be attained by teachers and raising the standards from time to time. The Law goes further to state that the Council shall regulate and control teaching in “all its aspects and ramifications”. By implication therefore, the Council oversees the quality of teaching at all levels of the education system – from the pre-primary to the university levels. It is also the responsibility of the Council to assure quality not only in the public but also privately owned educational institutions.

These are very critical prescriptions of the Law which the Council is not ready to compromise in any way. Consequently, the Governing Board is ceaselessly coming up with a complex set of strategies to deliver each and every intention of the Law and to leave the Teaching Profession better than we met it. The Teachers Professional Qualifying Examination Benchmark is just one of such strategies. The coming into force of the Benchmark implies that Teachers will no longer be registered to practise as teachers unless they pass the prescribed professional qualifying examination in the same manner that other professionals like the Medical doctors, Engineers, Lawyers, etc pass relevant examinations to prove their suitability for professional practice.

One other strategy among several others being pushed forward by the Governing Board to raise the quality of teachers is the accreditation and continuous monitoring of teacher education programmes in the Faculties and Colleges of Education throughout Nigeria. Though this is a tedious and expensive exercise considering the large number of Teacher Education institutions in Nigeria and financial constraints, the Council is determined to achieve the relevant targets. Again, accreditation and monitoring of the education of would-be professionals by the professional regulatory agencies are not only national but international best practices and the Council has no intention of operating below national or international standards.

Besides the Professional Qualifying Examination, the Council is also interested in periodically re-assessing the quality of teachers serving in the schools. Therefore, the Council has written all State Governors and Honourable Commissioners of Education to clear the fact that the testing of the “competency” of serving teachers is the statutory responsibility of the Council. To this end, the Council is currently developing a Teachers Competency Test Framework that will be used by the Council in collaboration with the states of the Federation and the Federal Capital Territory to assess the developmental needs of serving teachers, from time to time.

These ambitious efforts by the Council therefore call for the support of the teachers themselves, employers of teachers, state governments, and indeed all well-meaning Nigerians in order to create a new teaching profession that befits our dear great country and which can guarantee the production of school graduates that are capable of competing globally.

Professor Greg O. Iwu, OON.

Chairman, TRCN Governing Board

PREFACE

Since the commencement of operations in the year 2000, the Teachers Registration Council of Nigeria has

sought to restore the lost glory of the teaching profession. It is often said that Teaching is the mother of all professions and the noblest of them all. However, teaching as a profession over the years succumbed to certain historical factors that robbed it of its glory and relegated it to the background. The worst aspect of this is that teaching became an “all-comers” job where anyone who could read or write can claim to be a teacher. In the ensuing confusion, it became difficult to ascertain who truly is a teacher; and the qualified teachers now come to share the blame arising from the professional incompetence and misconduct of the unqualified teachers because it is difficult to tell “who is who” in the profession. With this, the social status of all teachers plummeted and aspiring young fellows now avoid the teaching career like a plague.

However, with the establishment of the Council, the stage was set to squarely address these ills and to bring a sort of justice to the real teachers who have passed through the rigours of appropriate teacher education, imbibed the ethics of the teaching profession and have practically demonstrated their pedagogical prowess as stipulated by the Professional Standards for Teachers in Nigeria. The ascendancy of the Council in the actualization of its mandates has reverberated not only throughout Nigeria but also across the African continent and the world at large. This led to the unanimous adoption of Nigeria by the African countries as the Headquarters of the Teaching Regulatory Authorities in the continent. Similarly, the world body of the Teaching Councils based in Canada (the International Forum of Teaching Regulatory Authorities) recently also chose TRCN as Africa’s sole representative in the Executive Board of that world body. Today, a Nigerian teacher with TRCN registration certificate and license is treated with automatic admission into the teaching profession of any country anywhere in the world. This was contrary to the situation TRCN met on ground where Nigerian teachers who wished to teach abroad were denied recognition and were asked to go for re-education before being registered and licensed to practice in those countries.

The fact therefore cannot be over-emphasized that the work that the Council is doing is essentially building a new image of the teaching profession not only in this country but also around the world. Consequently, TRCN will not relent in forging ahead with its repositioning agenda and I have no doubt that posterity will judge all in glowing terms who rendered support to the cause of the teachers through collaboration with the Council.

Professor Addison Mark Wokocha, FNAE, FNIM, JP, NPOM.

Registrar/Chief Executive

ACKNOWLEDGEMENT

The Teachers Professional Qualifying Examination was at a time a very audacious project that we shuddered to contemplate. Then, several factors kept us wondering whether or not we should venture into the conduct of professional qualifying examinations for teachers – the factors included the huge number of teachers estimated at over 1.5 million, the financial implications of the examinations, the logistical nightmare and the fact that it would be the first time that teachers would write professional qualifying examination in Nigeria.

Notwithstanding these fears, however, TRCN took the “bull by the horn” to prove its capability to do whatever is necessary to lift-up the teaching profession and to enable it reclaim its position in the comity of the professions. Therefore, over 50,000 teachers who applied for registration in 2008 were made to write the first ever professional qualified examinations in Nigeria. The conduct of that examination turned out to be far more stress-free than ever imagined with a result that was very instructive – about 50% (25,000) of the teachers who wrote the examination passed while another 50% (25,000 teachers) failed. Only those who passed the examination were registered.

That first attempt perhaps could not have been as successful as it turned out to be without the collaboration with the **Joint Admissions and Matriculation Board (JAMB)**. The JAMB was able to convert all the test items to its standard objective format and worked with the Council to deliver the papers to all state capitals in the country and the Federal Capital Territory where the teachers wrote the examinations. At the end of the examinations, JAMB also applied its acclaimed sophisticated technology to mark the papers and get the results released online within 24 hours. This was a feat that made the Council proud and boldly spelt, “**YES WE CAN!**” The success of that first attempt at Teachers Professional Qualifying Examination proved that the Council and indeed the nation can attain any height once there is passion, determination, patriotism, expertise and total commitment to national goals and objectives.

The success of the 2008 “experiment” paved the way to the development of the Teachers Professional Qualification Examination Benchmark, which has now become a reality. The making of the Benchmark attracted the collaboration and input of several organisations and scholars worth acknowledging. Prominent among the organisations is the **Educational Testing Service (ETS)** of the United States of America – the organisation responsible for the conduct of the professional qualifying examination of teachers in America. The ETS interacted with TRCN at various levels including meeting with TRCN Chief Executive and Director of Professional Operations in Austin, Texas and training some TRCN staff at its Headquarters (USA) in the latest art of professional qualifying examination. The moral and technical support received from the ETS was therefore quite fundamental and helped to ensure that the Benchmark meets international expectations.

Similarly, the professional regulatory agencies in Nigeria assisted in no small measure in motivating and shaping the thought and modus operandi of the Benchmark. This support came principally from the Medical and Dental Council of Nigeria, Council for Legal Education, Council for the Regulation of Engineering in Nigeria, Pharmacists Council of Nigeria and the Institute of Chartered Accountants of Nigeria.

At a point, educational consultants led by the erudite scholar, Professor Daniel Ogum, helped to accelerate the development of the Benchmark. Later, the Benchmark was validated by a Core Group of scholars, technical experts, international development partners and teachers whose names and addresses are contained in this publication. Professor Grace Offorma, former Dean, Faculty of Education, University of Nigeria, Nsukka was the Chair Person of the Committee that managed the 2008 Professional Qualifying Examination and again she chaired the validation of the current Teachers Professional Qualifying Examination Benchmark. Therefore, our immense gratitude goes to Professor Grace Offorma and her various teams that helped to make the Teachers Professional Qualifying Examination a reality in Nigeria.

Finally, and above, all the Council is grateful to the National Council on Education, which at several times brainstormed on the issue of professional qualifying examination for teachers and strongly endorsed its commencement. Also to the general stakeholders who spoke out in different forums calling for the examination, TRCN and the teaching profession owe them a great deal of gratitude.

Professor Steve Nwokeocha, FNIM, FCoT (UK).

Director of Professional Operations

Photo

Above: Photos of the first professional qualifying examinations held in 2008 in all State capitals in Nigeria and the Federal Capital Territory in collaboration with the Joint Admissions and Matriculation Board (JAMB) which featured over 50,000 thousand primary, secondary and tertiary level teachers seeking registration with TRCN.

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CHAPTER ONE INTRODUCTION



1.1 THE CONCEPT OF PROFESSIONAL QUALIFYING EXAMINATION (PQE)

According to Wikipedia, “Professional certification, trade certification, or professional designation, often called simply certification or qualification, is a designation earned by a person to assure qualification to perform a job or task” (http://en.wikipedia.org/wiki/Professional_certification).

The education of a professional is a life-long process which begins with pre-service training, through induction into the profession and thereafter, ongoing professional or in-service training. This life-long process of professional education is divided into stages marked by evaluation which are intended to determine the capacity of the individual to proceed to the next higher level of responsibility. In other words, evaluation is an integral and continuous part of any authentic process of scientific or professional undertaking.

Professional Qualifying Examination (PQE) is one of such evaluation strategies that come at the completion of pre-service education of an intending professional which is aimed at determining the level of competences of the individual. The evaluation is a kind of “checks and balances” organized by a statutory body of competent jurisdiction to independently ascertain to what extent the individual has accomplished laid down benchmarks for admission into the profession.

The professional regulatory agencies therefore have a responsibility to ascertain the quality of candidates who approach them to be registered and licensed for independent practice. This does not cast doubt on the capacity of the educational institutions to discharge their responsibilities of training and educating the candidates but is simply a best practice that adds to value to the sorting and screening of candidates for the world of work. In Nigeria, there was so much public debate about the merits and demerits of the Post University Tertiary Matriculation Examination (Post-UTME) tests conducted by universities to further screen candidates who had already passed the UTME. But today, the debate has waned and the Post-UTME tests have gradually become a convention among Nigerian universities.

Therefore, the need to test and re-test an intending professional is far more a necessity than admitting an individual into tertiary education because once registered and licensed to practice, the individual will enjoy great freedom to handle functions that are critical for the safety, well-being and survival of the people and society. Such functions that pertain to education, health, law, environment, etc are the foundations of society and entrusting their management in the hands of the incompetent persons may be detrimental to humanity and society. Indeed, the need for very competent teachers to manage teaching and learning is of paramount importance for any given society. This is why it is often said that “if a medical doctor makes a mistake, an individual may die; if a lawyer makes a mistake, an individual may lose freedom; if an engineer makes a mistake, a bridge may collapse; but if a teacher makes a mistake, generations of humanity may sure grave consequences.” In the light of this fact, the PQE is an assessment tool to determine

1.2 THE PRACTICES OF PROFESSIONAL QUALIFYING EXAMINATION OVERSEAS

Professionalism has firmly taken its roots overseas and this is clearly reflected in the very rigorous requirements for professional recognition and registration abroad. Whether it is teaching, medical, legal, engineering, pharmacy, or nursing and other professions, an individual is mandatorily required not only to undertake years of approved training but also passes through supervised practice

exposure before licensure. Even after the registration of a professional, they are expected to continuously improve their knowledge and skills through on-going professional development. In most professions, only practitioners that earn the minimum credits specified for on-going professional development can have their licenses renewed and have their names retained on the register of professionals.

Teaching abroad is such a very serious profession that it is absolutely criminal for an individual to be found in the classroom teaching without a teaching licence. Where such happens, the entire society will be agitated and panic-stricken. This is so because parents want to be absolutely sure that their children and wards are safe at school and learning only legitimate and approved curriculum under the most competent teachers. They fear leaving their children and wards in the hands of persons who would abuse and molest them physically, emotionally and sexually; they fear leaving them in the hands of those who would fail to implement the curriculum but rather help to nurture and sustain the culture of examination malpractice; they fear leaving them in the hands of incompetent persons who could kill the talents in their children and wards through wrong teaching methods and poor evaluation; etc. For all these and more reasons, the entry of quacks into their classrooms is banned and the teaching councils are given statutory powers to hold the children in trust for the parents and to ensure that no harm befalls them. The Teaching Regulatory Councils are therefore the custodian of teaching morality and standards and are held accountable by the public for breaches bothering on incompetence, negligence and misconduct of teachers.

In a very educationally advanced country like the United States of America, each of the 50 States of the USA has its teaching regulatory authority that ensures that no one enters the profession without complying with very strict professional standards. Part of these standards is a professional qualifying examination called PRAXIS TEST. To practice in any state, an individual must sit and pass the PRAXIS and other related tests in addition other requirements such criminal background checks, etc. But again, passing the professional qualifying examination in one state of the USA does not entitle one to practise teaching in another State of the USA. Therefore, as an individual moves from state to state in the USA, each state has the duty to test the person again to be sure of his or her competency before issuing him or her a license to teach in the new State. A person is exempted from writing the test only if his or her previous and new states have a bilateral agreement or understanding to recognize the licensure of each other. However, to teach in all states across the USA, an individual is required to pass a national qualifying PRAXIS examination or examination conducted by the National Board for Professional Standards or other acceptable national qualifications. This goes a long way to show how, not only the parents, but also the states and nation of the USA jealously guard the sanctity of their educational system particularly the teaching service.

The story is not different in the United Kingdom where each province has a General Teaching Council – The General Teaching Council for Wales and the General Teaching Council for Scotland. In these provinces, no individual can be found in the classroom without teaching licensure of the respective General Teaching Councils. The General Teaching Councils prescribe minimum teaching requirements which include what constitutes a “Qualified Teaching Status” part of which is theoretical and practical examination of persons aspiring to teach as well as background checks to ensure that the person is free from criminal traits.

A review of literature at this stage will help drive home the point that qualifying for a profession is no longer “business as usual” but a serious business which keeps aspiring professionals working round the clock to prove their competency and moral trust-worthiness. It

suffices to simply cite some random cases as done below to make the point that Professional Qualifying Examination has taken roots as a global best practice.

The USA is perhaps the most famous country in terms of teacher testing before licensure and it employs series of sophisticated examinations to achieve this. The testing giant in the USA not only for the teaching profession but also other variety of professions and stakeholders is the Educational Testing Service (ETS). Coming second as a giant in testing in the USA is the Pearson firm. Because the USA presents the most inspiring and instructive seriousness in the professional qualifying examinations (which it calls pre-professional tests), this review of literature begins with a look at the USA example and particularly the pre-professional tests conducted by ETS for the teaching profession in the USA.

The most popular teacher qualifying examination (pre-professional tests) in the USA is the PRAXIS SERIES Test conducted by the Educational Testing Service (ETS, 2013). The PRAXIS tests have three components. An email sent to TRCN on July 10, 2013 by the ETS Director of Client Relations succinctly summarized the three components of the PRAXIS tests as follows:

- (i) **Praxis I/Core Academic Skills for Educators Test:** This is a test that assesses the basic skills and knowledge in reading, writing, and mathematics that a teacher candidate needs to have in order to enter a teacher preparation program;
- (ii) **Principles of Learning and Teaching Test:** This test assesses a new teacher’s knowledge and understanding of educational practices foundational to beginning a career as a professional educator; and
- (iii) **Praxis II:** Various subject area tests designed to measure the knowledge and competencies necessary for a beginning teacher.

The ETS Director asserted that there are over 140 sets of tests for teachers in the USA and these he said could be accessed via the link: http://www.ets.org/praxis/prepare/materials?WT.ac=praxishome_prepare_121126 or the general website: <http://www.ets.org/praxis>.

A candidate for licensure in the USA writes a combination of tests prescribed by the state or national licensing agency. The combination of tests varies from state to state. However, each state or national licensing agency ensures that the combination is adequate to reveal the competency of the intending teacher.

The table below adapted from ETS (2012) publications on Praxis illustrates the nature of the tests. Only a few of the tests are illustrated here and they are the tests for Principles of Learning and Teaching; Reading Skills; Writing Skills; Mathematics; etc.

Table 1: Principles of Learning and Teaching in Early Childhood Test

Test Name	Principles of Learning and Teaching: Early Childhood	
Test Codes	0621	5621
Time	2 hours	2 hours
Number of	70 multiple-choice questions;	70 multiple-choice questions;

Questions	4 constructed-response questions.		4 constructed-response questions.	
Format	Multiple-choice; constructed-response questions related to two case histories.		Multiple-choice; constructed-response questions related to two case histories.	
Test Delivery	Paper delivered		Computer delivered	
Content	Categories	Approximate Number of Multiple-Choice Questions	Approximate Number of Constructed-Response Questions	Approximate Percentage of Examination
	Students as learners	21		22.5%
	Instructional Process	21		22.5%
	Assessment	14		15%
	Professional Development, Leadership and Community	14		15%
	Analysis of Instructional Scenarios:		4	25%
	<i>Students as Learners</i>		1-2	
	<i>Instructional Process</i>		1-2	
	<i>Assessment</i>		0-1	
	<i>Professional Development, Leadership and Community</i>		0-1	
	Pacing and Special Tips	In allocating time on this assessment, it is expected that about 70 minutes will be spent on the multiple-choice section and 50 minutes will be spent on the constructed-response section; the sections are not independently timed.		
About this Test	The purpose of this test is to assess a new teacher's knowledge and understanding of educational practices foundational to beginning a career as a professional educator. The test content assesses key indicators of the beginning teacher's knowledge of topics such as human development, learning processes, instructional processes,			

	<p>diverse learners, educational psychology, and professional issues. Examinees taking Principles of Learning and Teaching (PLT) will typically have completed, or will have nearly completed, an undergraduate education program. Each test includes questions that apply specifically to the stated grade range of the test as well as some that are universal to all grades.</p> <p>This test may contain some questions that will not count toward an examinee’s score.</p>
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Adapted from: Educational Testing Service (2012a). *The Praxis Series: Principles of Learning and Teaching – Early Childhood (0621/5621) Test at a Glance*.

Table 2: Reading Skills Test

Test Name	Computerized Pre-Professional Skills Test: Reading		
Test Code	5710		
Time	75 minutes		
No. of Questions	46		
Format	Multiple-choice questions based on reading passages and statements.		
Content	Categories	Approximate number of questions	Approximate percentage of examination
	Literal Comprehension	21	45%
	Critical and Inferential Comprehension	25	55%
About this Test	<p>This test measures the ability to understand, analyze and evaluate written texts. Varying in difficulty, the reading material is drawn from a variety of subject areas and real-life situations that educated adults are likely to encounter. Each passage is followed by questions that are based on its content and that relate to a variety of reading skills. All questions can be answered by using information contained within the passage; no question requires outside knowledge of the content.</p> <p>The test consists of three types of stimulus material: long passages of approximately 200 words with four to seven questions, short passages of approximately 100 words with two or three questions, and brief statements followed by a single question. Passages are drawn from both print and electronic media, such as newspapers, magazines, journals, nonfiction books, novels, online articles, and visual representations. Questions in each of the three formats may pose tasks of varying difficulty and test any of the skills identified in the Topics Covered section.</p> <p>This test may contain some questions that will not count toward an examinee’s score.</p>		

Adapted from: Educational Testing Service (2012b). *The Praxis Series: Computerized Pre-Professional Skills: Reading (5710) Test at a Glance*.

Table 3: Writing Skills Test

Test Name	Computerized Pre-Professional Skills: Writing		
Test Code	5720		
Time	68 minutes, divided into a 38-minute multiple-choice section and a 30-minute essay section.		
Number of Questions	44 multiple-choice questions, 1 essay question.		
Format	Multiple-choice questions involving usage and sentence correction; essay topic as a basis for a writing sample.		
Content	Categories	Approximate number of questions	Approximate percentage of examination
	Grammatical Relationships	15	17%
	Structural Relationships	16	18.5%
	Word Choice and Mechanics	13	14.5%
	Essay	1	50%
About this test	<p>The test assesses the ability to use grammar and language appropriately and the ability to communicate effectively in writing; these abilities are essential to well-educated adult in a professional role. The Writing test is 68 minutes in length and has two separately timed sections: a 38 minute multiple-choice section containing 44 multiple-choice questions on the use of Standard English and a 30-minute essay section that requires a writing sample based on an essay topic.</p> <p>The multiple-choice section is designed to measure an examinee’s ability to use standard written English correctively and effectively. This section is divided into two parts: usage and sentence correction. In the usage questions, examinees are asked to recognize errors in mechanics, in structural and grammatical relationships, and in idiomatic expressions or word choice and they are also asked to identify sentences that have no error and that meet the conventions of standard written English. The sentence correction questions require examinees to select, from among the choices presented, the best way to restate a certain phrase or sentence by using standard written English; in some cases, the phrase or sentence is correct and most effective as stated. Examinees are not required to have a knowledge of formal grammatical terminology.</p> <p>The essay section assesses an examinee’s ability to write effectively in a limited period of time. The essay topic</p>		

	invites examinees to draw from personal experiences, observation, or reading to support a position with specific reasons and examples.
	This test may contain some questions that will not count toward an examinee's score.

Adapted from: Educational Testing Service (2012c). *The Praxis Series: Computerized Pre-Professional Skills: Writing (5720) Test at a Glance*.

Table 4: Mathematics Test

Test Name	Computerized Pre-Professional Skills Test: Mathematics		
Test Code	5730		
Time	75 minutes		
Number of Questions	46		
Format	Multiple-choice questions (calculators prohibited)		
Content	Categories	Approximate number of questions	Approximate percentage of examination
	Number and operations	15	32.5%
	Algebra	9	20%
	Geometry and Measurement	10	22.2%
	Data Analysis and Probability	12	25%
About this test	<p>This test measures those mathematical skills and concepts that an educated adult might need. It focuses on the key concepts of mathematics and on the ability to solve problems and to reason in a quantitative context. Many of the problems require the integration of multiple skills to achieve a solution.</p> <p>The test questions are from four content categories: number and operations, algebra, geometry and measurement, and data analysis and probability.</p> <p>Computation is held to a minimum, and a few technical words are used. Terms such as area, perimeter, ratio, integer, factor and prime number are used because it is assumed that these are commonly encountered in the mathematics all examinees have studied. Figures are drawn as accurately as possible and lie in a plane unless otherwise noted.</p> <p>This test may contain some questions that will not count toward an examinee's score.</p>		

Adapted from: Educational Testing Service (2012d). *The Praxis Series: Computerized Pre-Professional Skills: Mathematics (5730) Test at a Glance*.

Table 5: Mathematics: Content Knowledge

Test Name	Mathematics: Content Knowledge		
Test Code	0061	5061	
Time	2 hours	2 hours	
Number of Questions	50	50	
Format	Multiple-choice questions, graphing calculator required	Multiple-choice questions, graphing calculator required	
Test Delivery	Paper delivered	Computer delivered	
Content	Categories	Approximate number of questions	Approximate percentage of examination
	Algebra and Number Theory	8	16%
	Measurement	3	6%
	Geometry	5	10%
	Trigonometry	4	8%
	Functions	8	16%
	Calculus	6	12%
	Data Analysis and Statistics	5-6	10-12%
	Probability	2-3	4-6%
	Matric Algebra	4-5	8-10%
	Discrete Mathematics	3-4	6-8%
About this test	<p>This test is designed to assess the mathematical knowledge and competencies necessary for a beginning teacher of secondary school mathematics.</p> <p>Examinees have typically completed a bachelor's program in mathematics or mathematics education. The examinee will be required to understand and work with mathematical concepts, to reason mathematically, to make conjectures, to see patterns, to justify statements using informal logical arguments, and to construct simple proofs. Additionally, the examinee will be required to solve problems by integrating knowledge from different areas of mathematics, to use various representations of concepts, to solve problems that have several solution paths, and to develop mathematical models and use them to solve real-world problems.</p>		

	<p>This test may contain some questions that will not count toward an examinee’s score.</p> <p>The test is not designed to be aligned with any particular school mathematics curriculum, but it is intended to be consistent with the recommendations of national studies on mathematics education, such as the National Council of Teachers of Mathematics (NCTM) <i>Principles and Standards for School Mathematics</i> (2000) and the National Council for Accreditation of Teacher Education (NCATE) <i>Program Standards for Initial Preparation of Mathematics Teachers</i> (2003).</p>
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Adapted from: Educational Testing Service (2012e). *The Praxis Series: Mathematics: Content Knowledge (0061/5061) - Test at a Glance*.

The five tables above show that an individual intending to be a teacher in the USA must possess a bachelor’s degree and write at least five tests. Four of the tests are on the Principles of Learning and Teaching; Reading; Writing; and Mathematics while the fifth is on the individual’s teaching subject. For instance, table 5 above explains the fifth test to be written by an individual intending to teach mathematics at the secondary school level. In other words, every teaching subject and level has its own test packages which must be taken in addition to the general tests.

To further demonstrate the depth or detail of Educational knowledge required and the demanding nature of teacher professional qualifying tests in the United States of America, table 6 below shows a sample of topics covered under Education. The table shows just some of the topics that must be covered by persons intending to teach at the Early Childhood level of the American education system. Each level of the Education system (such as the primary, secondary and tertiary levels) has its own set of Education topics required to pass the test at that level.

Table 6: Topics Covered in Principles of Learning and Teaching: Early Childhood

PART 1: STUDENTS AS LEARNERS	
Student Development and the Learning Process	Students as Diverse Learners
<ul style="list-style-type: none"> • Understands the theoretical foundations of how students learn <ul style="list-style-type: none"> – Knows how knowledge is constructed – Knows a variety of means by which skills are acquired – Understands a variety of cognitive processes and how they are developed 	<ul style="list-style-type: none"> • Understands that a number of variables affect how individual students learn and perform <ul style="list-style-type: none"> – Identifies a number of variables that affect how students learn and perform <ul style="list-style-type: none"> ○ Learning style ○ Gender ○ Culture

- **Knows the major contributions of foundational theorists to education**

- Relates the work of theorists to educational contexts of

- Bandura
- Bruner
- Dewey
- Piaget
- Vygotsky
- Kohlberg
- Bloom

- **Understands the concepts and terms related to a variety of learning theories**

- Metacognition
- Schema
- Transfer
- Self-efficacy
- Self-regulation
- Zone of proximal development
- Classical and operant conditioning

- **Knows the distinguishing characteristics of the stages in each domain of human development (i.e., cognitive, physical, social and moral)**

- Describes the characteristics of a typical child in each stage and each domain
- Recognizes typical and atypical variance within each stage and each domain

- **Understands how learning theory and human development impact the instructional process**

- Defines the relationship between learning theory and human development
- Provides examples of how learning theory is impacted by human development
- Uses knowledge of learning theory to solve educational problems
- Uses knowledge of human development to solve educational problems

- Socioeconomic status
- Prior knowledge and experience
- Motivation
- Self-confidence, self-esteem
- Cognitive development
- Maturity
- Language

- Provides examples of how variables might affect how students learn and perform

- **Recognizes areas of exceptionality and their potential impact on student learning**

- Identifies areas of exceptionality

- Cognitive
- Auditory
- Visual
- Motor/physical
- Speech/language
- Behavioral

- Explains a variety of ways exceptionalities may impact student learning

- **Understands the implications and application of legislation relating to students with exceptionalities on classroom practice**

- Identifies the provisions of legislation relevant to students with exceptionalities

- Americans with Disabilities Act (ADA)
- Individuals with Disabilities Education Act (IDEA)
- Section 504, Rehabilitation Act (504)
- Explains how the provisions of legislation relating to students with exceptionalities affect classroom practice
- Recognizes the traits, behaviors, and needs of intellectually gifted students
- Recognizes that the process of English language acquisition affects the educational experience of English language learners (ELLs)

- **Knows a variety of approaches for accommodating students with exceptionalities in each phase of the education process**

- Recognizes students with exceptionalities require particular accommodations
 - Knows how to modify instruction, assessment, and communication methods to meet a recognized need
- Student Motivation and Learning Environment

- **Knows the major contributions of foundational behavioral theorists to education**

- Relates the work of behavioral theorists to educational contexts
 - Thorndike
 - Watson
 - Maslow
 - Skinner
 - Erikson

- **Understands the implications of foundational motivation theories for instruction, learning, and classroom management**

- Defines terms related to foundational motivation theory
 - Self-determination
 - Attribution
 - Extrinsic/intrinsic motivation
 - Cognitive dissonance
 - Classic and operant conditioning
 - Positive and negative reinforcement
- Relates motivation theory to instruction, learning, and classroom management

- **Knows principles and strategies for classroom management**

- Knows how to develop classroom routines and procedures
- Knows how to maintain accurate records
- Knows how to establish standards of conduct
- Knows how to arrange classroom space

	<ul style="list-style-type: none"> – Recognizes ways of promoting a positive learning environment • Knows a variety of strategies for helping students develop self-motivation <ul style="list-style-type: none"> – Assigning valuable tasks – Providing frequent positive feedback – Including students in instructional decisions – De-emphasizing grades.
PART 11: INSTRUCTIONAL PROCESS	
Planning Instruction	Instructional Strategies
<ul style="list-style-type: none"> • Understands the role of district, state, and national standards and frameworks in instructional planning <ul style="list-style-type: none"> – Understands the theoretical basis of standards-based education – Knows resources for accessing district, state, and national standards and frameworks – Understands how standards and frameworks apply to instructional planning • Knows how to apply the basic concepts of predominant educational theories <ul style="list-style-type: none"> – Understands the basic concepts of cognitivism <ul style="list-style-type: none"> ○ Schema ○ Information processing ○ Mapping – Understands the basic concepts of social learning theory <ul style="list-style-type: none"> ○ Modeling ○ Reciprocal determinism ○ Vicarious learning – Understands the basic concepts of constructivism <ul style="list-style-type: none"> ○ Learning as experience ○ Problem-based learning ○ Zone of proximal development ○ Scaffolding ○ Inquiry/discovery learning ○ Understands the basic concepts of behaviorism ○ Conditioning 	<ul style="list-style-type: none"> • Understands the cognitive processes associated with learning <ul style="list-style-type: none"> – Critical thinking – Creative thinking – Questioning – Inductive and deductive reasoning – Problem solving – Planning – Memory – Recall • Understands the distinguishing features of different instructional models <ul style="list-style-type: none"> – Describes a variety of instructional models <ul style="list-style-type: none"> ○ Direct ○ Indirect ○ Independent ○ Experiential ○ Interactive • Knows a variety of instructional strategies associated with each instructional model <ul style="list-style-type: none"> – Identifies instructional strategies associated with direct instruction <ul style="list-style-type: none"> ○ Explicit teaching ○ Drill and practice

<ul style="list-style-type: none"> ○ Intrinsic and extrinsic rewards ○ Reinforcement ○ Punishment – Knows how to apply the basic concepts of behaviorism, constructivism, social learning theory, and cognitivism to instructional contexts • Understands how scope and sequence affect instructional planning <ul style="list-style-type: none"> – Defines and provides examples of scope – Defines and provides examples of sequence – Understands the relationship between scope and sequence and standards of learning – Understands the role of scope and sequence in curriculum planning • Knows how to select content to achieve lesson and unit objectives • Knows how to develop observable and measurable instructional objectives in the cognitive, affective, and psychomotor domains <ul style="list-style-type: none"> – Distinguishes among the different learning domains – Knows how to apply Bloom’s Taxonomy to the development of instructional objectives – Knows how to describe observable behavior – Knows how to describe measurable outcomes • Is aware of the need for and is able to identify various resources for planning enrichment and remediation <ul style="list-style-type: none"> – Identifies when remediation is appropriate – Identifies when enrichment is appropriate – Identifies a variety of resources for locating, adapting, or creating enrichment and remediation activities • Understands the role of resources and materials in supporting student learning <ul style="list-style-type: none"> – Identifies and explains the uses of a variety of resources and 	<ul style="list-style-type: none"> ○ Lecture ○ Demonstrations ○ Guides for reading, listening, viewing – Identifies instructional strategies associated with indirect instruction <ul style="list-style-type: none"> ○ Problem solving ○ Inquiry ○ Case studies ○ Concept mapping ○ Reading for meaning ○ Cloze procedures – Identifies instructional strategies associated with independent instruction <ul style="list-style-type: none"> ○ Learning contracts ○ Research projects ○ Learning centers ○ Computer mediated instruction ○ Distance learning – Identifies instructional strategies associated with experiential and virtual instruction <ul style="list-style-type: none"> ○ Field trips ○ Experiments ○ Simulations ○ Role play ○ Games ○ Observations – Identifies instructional strategies associated with interactive instruction <ul style="list-style-type: none"> ○ Brainstorming ○ Cooperative learning groups ○ Interviews ○ Discussions ○ Peer practice ○ Debates ○ Knows a variety of strategies for encouraging complex cognitive processes – Identifies complex cognitive processes <ul style="list-style-type: none"> ○ Concept learning
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materials that support student learning

- Computers, the Internet and other electronic resources
- Library collection (books, magazines, pamphlets, reference works)
- Videos, DVDs
- Artifacts, models, manipulatives
- Guest speakers and community members

• **Knows how to develop lessons as part of thematic and/or interdisciplinary units**

- Understands the basic concepts of thematic instruction
- Understands the components of thematic units

- Selecting a theme
- Designing integrated learning activities
- Selecting resources
- Designing assessments

- Understands the basic concepts of interdisciplinary instruction
- Understands the components of interdisciplinary units

- Collaborating
- Generating applicable topics
- Developing an integrative framework
- Planning instruction for each discipline
- Designing integrative assessment

• **Recognizes their role in collaborating with instructional partners in instructional planning**

- Identifies a variety of instructional planning partners

- Special education teachers
- Library media specialists
- Teachers of the gifted and talented
- IEP team members
- Para educators

- Describes the roles each partner plays in collaborative activities

- Problem solving
- Metacognition
- Critical thinking
- Transfer

– Knows instructional activities specific to the development of complex cognitive processes

- Distinguishing fact from opinion
- Comparing and contrasting
- Detecting bias
- Predicting
- Categorizing
- Analyzing
- Sequencing
- Summarizing
- Inferring
- Decision making
- Evaluating
- Synthesizing
- Generalizing

• **Knows a variety of strategies for supporting student learning**

– Identifies and explains uses of strategies for supporting student learning

- Modeling
- Developing self-regulation skills
- Scaffolding
- Differentiating instruction
- Guided practice
- Coaching

• **Knows basic strategies for promoting students' development of self-regulatory skills**

– Knows how to support students in

- Setting goals
- Managing time
- Organizing information

- Monitoring progress
- Reflecting on outcomes
- Establishing a productive work environment

- **Understands the design of different group configurations for learning**

- Describes different group configurations

- Whole-class
- Small-group
- Independent learning
- One-on-one
- Pair/share

- **Understands the use and implications of different grouping techniques and strategies**

- Explains the uses, strengths and limitations of a variety of grouping techniques

- Cooperative learning
- Collaborative learning
- Heterogeneous grouping
- Homogeneous grouping
- Multi-age grouping
- Grouping by gender

- **Knows how to select an appropriate strategy for achieving an instructional objective**

- **Understands the concept of monitoring and adjusting instruction in response to student feedback**

- Explains the instructional purposes of monitoring and adjusting instruction

- Knows strategies for monitoring and adjusting instruction

- **Recognizes the purpose of reflecting upon, analyzing and evaluating the effectiveness of instructional strategies**

- **Knows the characteristics of different types of memory and their implications for instructional planning**

	<p>and student learning</p> <ul style="list-style-type: none"> – Distinguishes among the different types of memory <ul style="list-style-type: none"> ○ Short-term ○ Long-term – Considers the characteristics and effects of memory on student learning when planning instruction <p>• Recognizes the role of teachable moments in instruction</p> <ul style="list-style-type: none"> – Defines and provides examples of a teachable moment – Understands the uses of the teachable moment
<p>Questioning Techniques</p>	<p>Communication Techniques</p>
<ul style="list-style-type: none"> • Knows the components of effective questioning <ul style="list-style-type: none"> – Allowing think/wait time – Helping students articulate their ideas – Respecting students’ answers – Handling incorrect answers – Encouraging participation – Establishing a non-critical classroom environment – Promoting active listening – Varying the types of questions • Understands the uses of questioning <ul style="list-style-type: none"> – Explains and provides examples of different purposes of questioning <ul style="list-style-type: none"> ○ Developing interest and motivating students ○ Evaluating students' preparation ○ Reviewing previous lessons ○ Helping students set realistic expectations ○ Engaging students in discussion ○ Determining prior knowledge ○ Preparing students for what is to be learned ○ Guiding thinking ○ Developing critical and creative thinking skills ○ Checking for comprehension or level of understanding ○ Summarizing information ○ Stimulating students to pursue knowledge on their own 	<ul style="list-style-type: none"> • Understands various verbal and nonverbal communication modes <ul style="list-style-type: none"> – Explains and provides examples of <ul style="list-style-type: none"> • Body language • Gesture • Tone, stress, and inflection • Eye contact • Facial expression • Personal space • Is aware of how culture and gender can affect communication • Knows how to use various communication tools to enrich the learning environment <ul style="list-style-type: none"> – Audio and visual aids – Text and digital resources – Internet and other computer-based tools • Understands effective listening strategies <ul style="list-style-type: none"> – Explains and provides examples of active listening strategies <ul style="list-style-type: none"> ○ Attending to the speaker ○ Restating key points ○ Asking questions ○ Interpreting information

<ul style="list-style-type: none"> • Knows strategies for supporting students in articulating their ideas <ul style="list-style-type: none"> – Explains and provides examples of strategies for supporting students in articulating their ideas <ul style="list-style-type: none"> ○ Verbal and non-verbal prompting ○ Restatement ○ Reflective listening statements ○ Wait time ○ Knows methods for encouraging higher levels of thinking – Explains and provides examples of methods for encouraging students’ higher levels of thinking Guiding students to <ul style="list-style-type: none"> ○ Reflect ○ Challenge assumptions ○ Find relationships ○ Determine relevancy and validity of information ○ Design alternate solutions ○ Draw conclusions ○ Transfer knowledge • Knows strategies for promoting a safe and open forum for discussion <ul style="list-style-type: none"> – Knows basic techniques for establishing and maintaining standards of conduct for discussions <ul style="list-style-type: none"> ○ Engaging all learners ○ Creating a collaborative environment ○ Respecting diverse opinions ○ Supporting risk taking 	<ul style="list-style-type: none"> ○ Providing supportive feedback ○ Being respectful
PART III: ASSESSMENT	
Assessment and Evaluation Strategies	Assessment Tools
<ul style="list-style-type: none"> • Understands the role of formal and informal assessment in informing the instructional process <ul style="list-style-type: none"> – Defines and provides uses and examples of formal and informal assessment modes – Explains a variety of ways the results of formal and informal assessment are used to make educational decisions 	<ul style="list-style-type: none"> • Understands the types and purposes of standardized tests <ul style="list-style-type: none"> – Explains the uses of the different types of standardized tests <ul style="list-style-type: none"> ○ Achievement ○ Aptitude ○ Ability

<ul style="list-style-type: none"> • Understands the distinctions among the different types of assessment <ul style="list-style-type: none"> – Defines and provides uses and examples of formative, summative, and diagnostic assessment • Knows how to create and select an appropriate assessment format to meet instructional objectives <ul style="list-style-type: none"> – Knows how to create assessments in a variety of formats – Is able to select an assessment format to meet a specific instructional objective • Knows how to select from a variety of assessment tools to evaluate students performance <ul style="list-style-type: none"> – Knows a variety of assessment tools, their uses, strengths and limitations <ul style="list-style-type: none"> ○ Rubrics ○ Analytical checklists ○ Scoring guides ○ Anecdotal notes ○ Continuums – Is able to select an assessment tool appropriate for quantifying the results of a specific assessment • Understands the rationale behind and the uses of students’ self and peer assessment <ul style="list-style-type: none"> – Defines and provides uses and examples of student self-assessment modes – Defines and provides uses and examples of peer assessment modes – Explains the strengths and limitations of self and peer assessment modes • Knows how to use a variety of assessment formats <ul style="list-style-type: none"> – Describes and provides uses, strengths, and limitations of a variety of assessment formats <ul style="list-style-type: none"> ○ Essay ○ Selected response 	<ul style="list-style-type: none"> – Recognizes the data provided by the different types of standardized tests • Understands the distinction between norm-referenced and criterion-referenced scoring <ul style="list-style-type: none"> – Explains the uses of norm-referenced and criterion-referenced tests – Explains data provided by a norm-referenced and a criterion-referenced test • Understands terminology related to testing and scoring <ul style="list-style-type: none"> – Defines and explains terms related to testing and scoring <ul style="list-style-type: none"> ○ Validity ○ Reliability ○ Raw score ○ Scaled score ○ Percentile ○ Standard deviation ○ Mean, Mode and Median ○ Grade-equivalent scores ○ Age-equivalent scores • Understands the distinction between holistic and analytical scoring <ul style="list-style-type: none"> – Describes holistic scoring and analytical scoring – Identifies an educational context for each • Knows how to interpret assessment results and communicate the meaning of those results to students, parents/caregiver, and school personnel <ul style="list-style-type: none"> – Understands what scores and testing data indicate about a student’s ability, aptitude, or performance – Is able to explain results of assessments using language appropriate for the audience
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<ul style="list-style-type: none"> ○ Portfolio ○ Conference ○ Observation ○ Performance <p>– Is able to select an assessment format appropriate to a specific educational context</p>	
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PART IV: PROFESSIONAL DEVELOPMENT, LEADERSHIP AND COMMUNITY

<ul style="list-style-type: none"> • Is aware of a variety of professional development practices and resources <ul style="list-style-type: none"> – Professional literature – Professional associations – Workshops – Conferences – Learning communities – Graduate courses – Independent research – Internships – Mentors – Study groups • Understands the implications of research, views, ideas and debates on teaching practices <ul style="list-style-type: none"> – Knows resources for accessing research, views, ideas and debates on teaching practices – Interprets data, results, and conclusions from research on teaching practices – Is able to relate data, results, and conclusions from research and/or views, ideas and debates to a variety of educational situations • Recognizes the role of reflective practice for professional growth <ul style="list-style-type: none"> – Defines the purposes of reflective practice – Knows a variety of activities that support reflective practice <ul style="list-style-type: none"> ○ Reflective Journal ○ Self and peer assessment 	<ul style="list-style-type: none"> • Understands the role of teachers and schools as educational leaders in the greater community <ul style="list-style-type: none"> – Role of teachers in shaping and advocating for the profession – Perceptions of teachers – Partnerships with parents and family members – Partnerships with the community • Knows basic strategies for developing collaborative relationships with colleagues, administrators, other school personnel, parents/caregivers, and the community to support the educational process <ul style="list-style-type: none"> – Knows the elements of successful collaboration <ul style="list-style-type: none"> ○ Developing an action plan ○ Identifying the stakeholders ○ Identifying the purpose of the collaboration ○ Supporting effective communication ○ Seeking support • Understands the implications of major legislation and court decisions relating to students and teachers <ul style="list-style-type: none"> – Equal access – Privacy and confidentiality – First Amendment issues – Intellectual freedom – Mandated reporting of child neglect/abuse – Due process – Liability – Licensing and tenure
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<ul style="list-style-type: none"> ○ Incident analysis ○ Portfolio ○ Peer observation ○ Critical friend <ul style="list-style-type: none"> • Is aware of school support personnel who assist students, teachers, and families <ul style="list-style-type: none"> – Guidance counselors – IEP team members – Special education teachers – Speech, physical and occupational therapists – Library media specialists – Teachers of the gifted and talented – Para educators 	<p>– Copyright</p>
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Adapted from: Educational Testing Service (2012f). Topics Covered: Principles of Learning and Teaching – Early Childhood.

From the extensive review of the PRAXIS teacher professional qualifying tests in the United States of America, it could be seen that becoming a teacher in that country is a very demanding task and that nothing is left to chance to ensure that the children are placed only under the care of competent hands. The country is one in which quacks and unqualified teachers are a rarity and no individual simply walks into the classroom to teach simply because he or she knows how to read or write or has got some subject matter to teach. The possession of a first degree in Education is the minimum qualification for teaching in the USA. Besides, graduates of Education have to prove their worth not only through the PRAXIS tests but through a set of sophisticated screening **and background** checks. The America example is therefore very instructive and presents itself as one of the best models in the world for teacher preparation, qualification, certification and licensing.

In a flyer by ETS (2013a) titled “*Your Teaching Career Starts Now*”, it asserts that years of schooling gives the individual the knowledge and skills needed to begin a career in teaching however, the individual has to demonstrate the actual ability to teach by passing the Praxis tests. It therefore charges intending teachers as follows: “Determine which Praxis tests you’ll need to take, and where you can take them. Each state has its own testing requirements, so be sure to check for each state you plan to become certified in at www.ets.org/praxis/states.” The registration for the tests is online, though there are options to write the tests online or through paper examination. These are what have been indicated in the tables above as “Paper Delivered” or “Computerized”. Normally, the tests are the same content whether paper delivered or computerized.

Still on the Praxis, the following are listed by ETS (2013b) (http://www.ets.org/praxis/faq_test_takers/) as the “*Top 10 Frequently Asked Questions*” whose answers it has provided online:

- (i) *How do I know which test(s) to take?*
- (ii) *Where do I find information on test centers, test dates or deadlines?*
- (iii) *How do I register for a Praxis test?*
- (iv) *Is there a registration fee for my test?*
- (v) *How do I add a test to my registration, change my test date, change my test center or test?*
- (vi) *What do I do if I forget my user name and password?*
- (vii) *Where can I find information to help me prepare for my Praxis test?*
- (viii) *When will my scores be available and where can I find help understanding my scores?*
- (ix) *How do I cancel my registration and receive a refund?*
- (x) *How can I contact ETS about The Praxis Series tests?*

Another reputable organisation in the United States of America for Teacher Professional Qualifying tests is the Pearson. The name it gave to its test packages is “National Evaluation Series” (NES) which is also Pearson’s trade mark. Pearson (2013a) describes the NES thus:

The NES (National Evaluation Series) from Pearson is a contemporary, 100 percent computer-based testing program designed to help certify that educators are prepared to teach effectively in twenty-first century classrooms. Its comprehensive exams are aligned to professionally accepted national learning standards and cover areas such as essential academic skills, professional knowledge, and commonly taught elementary, middle, and secondary grade-level subjects.

The NES is from the most experienced company in standards-based teacher certification testing. The Evaluation Systems group of Pearson (formerly National Evaluation Systems) has more than three decades of experience providing tests given to prospective teachers in the United States and, through custom work for states, has developed teacher certification tests for more than 100 content fields, professional teaching skills, and the basic skills of reading, writing and mathematics. Our tests are used by many states, and we collaborate with teacher preparation institutions to provide support for prospective teachers planning to take the test. (Pearson (2013a, p.1).

Pearson (2013b) further states that each of the NES content and pedagogy teacher certification tests was carefully developed using the following processes which it described as rigorous;

- (i) **Establish test development committees** – Content Advisory Committees are established to recommend the content, wording, and specifications for the NES tests. An Equity Advisory Panel is formed to review testing materials for potential bias. The members of these committees are chosen from applications received from well-qualified educators and educator preparation faculty from across the country. Committees comprise individuals who reflect the racial, gender, ethnic, and regional diversity of the nation.
- (ii) **Define and review test content** – National Standards documents from representative professional organisations and other highly regarded resources, such as the Council of Chief State School Officers: Interstate New Teacher Assessment and Support Consortium (INTASC) standards, are used to develop draft test objectives (sets of test competencies that define

eventual test content). The draft test objectives for each test field are reviewed and revised by the Equity Advisory Panel and the appropriate field-specific Content Advisory Committee.

- (iii) **Conduct the content validation survey** – The approved test objectives are put through content validation surveys. A large sample of teachers, school administrators, and educator preparation faculty participate in surveys to rate the importance of each competency in each test field for performing the job of an entry-level teacher. Results from the content validation surveys are analyzed to ensure that all competences measured by the assessments are important to that job.
- (iv) **Develop and review test questions** – Ten questions matching the final test objectives for each test field are drafted. Each draft test question is developed to correspond to an approved element of the test objectives. This correspondence establishes the alignment of test questions – through the test objectives – with approved standards.
- (v) **Review draft test questions for bias and content** - The Equity Advisory Panel focuses its review on excluding from the test materials any language, content, or perspectives that might disadvantage a certification candidate because of gender, race, ethnicity, national origin, sexual orientation, religion, age, or disability, or because of cultural, economic, or geographic background. The Equity Advisory Panel also focuses on including in the test materials content and perspectives that reflect the diversity of the national population. The Content Advisory Committees meet to review and revise the draft test questions primarily from a content perspective. Content Advisory Committees review the questions for accuracy and freedom from bias, and ensure that questions are matched to objectives, align with national standards, and relate to the job of a teacher. The committee-approved test questions are then finalized.
- (vi) **Conduct pilot testing** – Test questions are pilot tested across the nation. The pilot-test data show how the questions perform with potential certification candidates. Questions that do not perform acceptably on the pilot tests are either deleted or are revised and re-examined by the Equity Advisory Panel and the Content Advisory Committees.
- (vii) **Construct preparation materials** – A preparation guide for each test field is prepared. Preparation materials include the test designs and objectives, sample questions, and other related materials for each assessment.
- (viii) **Conduct state-specific validation activities** – Test Validation and Passing Score Panels are established in each state that adopts the NES tests. Expert educators and educator preparation faculty from across the state participate in a structured process to make judgments regarding the validity of each test for use in their particular state. After each test is validated, the Passing Score Panel makes judgments regarding a recommended passing score for the state. Following these in-state validation activities, passing score judgments are compiled and presented to the state, and the state sets its passing score for each test.

Pearson (2013c) also gives a list of curricula benchmarks that form the framework of the NES. According to the company:

The NES provides carefully developed, comprehensive teacher certification tests based on professionally reviewed and accepted academic standards, both national and global. Some of the widely recognized pedagogy and content standards consulted throughout test development include:

- (i) *National Association for the Education of Young Children: Initial Licensure Standards.*

- (ii) *Association for Childhood Education International: Elementary Education Standards.*
- (iii) *International Reading Association: Standards for Reading Professionals.*
- (iv) *National Council of Teachers of English: Program for Initial Preparation of Teachers of Secondary English Language Arts.*
- (v) *National Council of Teachers of Mathematics: Program for Initial Preparation of Mathematics Teachers.*
- (vi) *National Science Teachers Association: Standards for Science Teacher Preparation.*
- (vii) *National Council for the Social Studies: National Standards for the Social Studies Teachers.*
- (viii) *National Center for History in the Schools: National Standards for History.*
- (ix) *Council for Exceptional Children: Individualized General Curriculum Referenced Standards.*
- (x) *Council for the Accreditation of Counseling and Related Educational Programs: CACREP Standards.*
- (xi) *National Business Association: Business Education Standards.*
- (xii) *American Council on the Teaching of Foreign Languages: Program Standards for the Preparation of Foreign Language Teachers.*
- (xiii) *Teachers of English to Speakers of Other Languages, Inc.: ESL Standards for PreK-12 Students.*
- (xiv) *American Alliance for Health, Physical Education, Recreation and Dance: Standards for Initial Preparation of Physical Education Teachers.*
- (xv) *American Association for Health Education: Standards for Health Education Teacher Preparation.*
- (xvi) *American Association of School Librarians/Association for Education Communications and Technology: Information Power-Building Partnerships for Learning.*
- (xvii) *International Society for Technology in Education: National Education Technology Standards for Teachers.*
- (xviii) *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts.*
- (xix) *National Association of State Administrators for Family and Consumer Sciences: Family and Consumer Sciences Education National Standards.*
- (xx) *Council of Chief State School Officers: Interstate New Teacher Assessment and Support Consortium Standards.*
- (xxi) *National Board for Professional Teaching Standards: The Five Core Propositions.*

From the foregoing, it can be seen that teacher testing by Pearson is equally a serious business which tasks the knowledge, skills and competences of persons seeking to be certified and licensed as teachers. It has an added challenge for being fully online and Pearson (2013a) boasts that the NES “is the only teacher certification practice test with real-time scoring for both multiple-choice and essay (Essential Academic Skills-Writing) responses.” (See also Pearson (2013d) which catalogues frequently asked questions about NES and the answers to the questions.) According to Pearson (2013a), the test packages include:

- (i) Essential Academic Skills (EAS) –
 - a. Reading
 - b. Writing
 - c. Mathematics
 - d. Technology Literacy
- (ii) Assessment of Professional Knowledge (APK) –
 - a. Elementary

- b. Secondary
- (iii)Elementary Assessments –
 - a. Early Childhood Education
 - b. Elementary Education
 - c. Essential Components of Reading Instruction
- (iv)Middle Grade Assessments –
 - a. Middle Grades English Language Arts
 - b. Middle Grades General Science
 - c. Middle Grades Mathematics
 - d. Middle Grades Social Science
- (v) Secondary Assessments –\
 - a. Biology
 - b. Business Education
 - c. Chemistry
 - d. Earth and Space Science
 - e. English Language Arts
 - f. Family and Consumer Sciences
 - g. General Science
 - h. History
 - i. Mathematics
 - j. Physics
 - k. Social Science
- (vi)K-12 Assessments –
 - a. Art
 - b. Chinese (Mandarin)
 - c. English to Speakers of Other Languages
 - d. French
 - e. German
 - f. Health
 - g. Music
 - h. Physical Education
 - i. School Counselor
 - j. School Library Media Specialist
 - k. Spanish
 - l. Special Education.

Furthermore, the Stanford Center for Assessment, Learning and Equity (SCALE) of the Stanford University, USA in collaboration with the American Association of Colleges for Teacher Education (AACTE), teachers and teacher educators in 2012 created yet additional teacher pre-service testing system called edTAP. The edTAP is “a performance-based, pre-service assessment process

developed to answer the essential question: Is a new teacher ready for the job?” and it is available in 27 subject areas (edTAP, 2013). It claims to be the first “multiple measure assessment system aligned to state and national standards.” In emphasizing the utility and methodology of edTPA which is practice based rather than writing of tests, edTAP (2013) recalls the famous statement by one of its professors, Linda Darling-Hammond (a professor of Teaching and Teacher Education), that “Teaching is action work. You have to make a lot of things happen in a classroom with a lot of kids, effectively. You cannot just have book learning. It is not enough to pass a paper-and-pencil test, or even to have taken a bunch of classes in an education programme. You have to be able to demonstrate whether you can actually teach.”

Therefore, “the edTAP process is built around three to five continuous days on subject-specific classroom instruction delivered by a candidate, typically at the end of the student teaching or internship experience.” (edTAP, 2013a; edTAP, 2013b). Key characteristics of the process, consequently, is a portfolio developed and submitted by a candidate covering his or her actual teaching and with emphasis on planning, instruction, assessment, analyzing teaching, and academic language. “It includes unedited video of the candidate teaching and examples of teaching materials that demonstrate how the candidate planned instruction, adapted it for diverse learners – attending both to content and the development of academic language – and assessed student work” (edTAP, 2013). Then the candidate is assessed by qualified teachers and teacher educators who are experts in supporting beginning teachers. Finally, edTAP (2013) further provides the following information:

The edTAP has been available nationally since the beginning of the 2012 academic year. In June 2012, edTAP achieved an exciting milestone as more than 7,000 teacher candidates in 22 states participated in a national field test. The field test data showed that edTAP is a rigorous, valid assessment that can be scored reliably... A number of states have already adopted or are considering edTAP for statewide use to license new teachers and/or to review teacher preparation programs. Institutions of higher education in some states have worked with policymakers to position edTAP candidate result to support program approval or have implemented edTAP as a program-based requirement.

With respect to the requirements to practice Law in the USA, the Manchester Metropolitan University (2013) in an online publication titled “The American Bar Examination” (www.mmu.ac.uk/careers/guides) states:

The USA is a federal system, with no nationwide qualification for lawyers. Rather each state sets its own criteria for permission to sit the state Bar Examination. Additionally, nearly all states require candidates to pass the Multistate Bar Examination (MBE) and the Multistate Professional Responsibility Examination (MPRE). Some states also require the passing of the Multistate Essay Examination (MEE) and/or Multistate Performance Test (MPT).

Most states insist on candidates holding an undergraduate degree (of any discipline) and completing a three year professional Juris Doctor (JD) degree in the USA. Many states require the JD degree to have been obtained at a law school approved by the American Bar Association. Non-ABA accredited law schools may only qualify attendees to practice in the state in which the school is situated. Students who have completed an LLM may qualify to sit the bar exam in California, New Hampshire,

New York, Virginia, and North Carolina. The criteria for eligibility to take the bar examination or to otherwise qualify for bar admission are set by each state's bar association.

Apart from passing the Bar Examination, recent laws of the State of New York stipulates that an individual shall spend a minimum of 50 hours for what it calls "Pro Bono Requirement" before admission to the New York State Bar. The Pro Bono Requirement mandates individuals after the Bar Examination to render free services to humanity and the New York State in order to impact positively on society and help the State deal with an increasing number of legal cases which involve many persons without adequate legal representation (<http://www.nycourts.gov/attorneys/probono/baradmissionreqa.shtml>).

The pro bono requirement for admission to the New York Bar announced on Law Day May 1, 2012 by the Chief Judge of New York, Jonathan Lippman according to him is necessitated by the need to "address the state's urgent access to justice gap, at the same time helping prospective attorneys build valuable skills and imbuing in them the ideal of working toward the greater good. It is so important that the next generation of lawyers in New York embraces the core values of our profession that so fundamentally include pro bono legal assistance" (<http://www.nycourts.gov/attorneys/probono/baradmissionreqa.shtml>).

The Financial Industry Regulatory Authority, FINRA (2012) which regulates financial industry experts published what it called "Operations Professional Qualification Examination Test Series 99". It states that the publication is intended to familiarize candidates with examination topics and the expected depth of knowledge. According to FINRA (2012), the purpose of the Operations Professional Qualification Examination is to "provide reasonable assurance that certain operations personnel associated with a FINRA member, 'covered persons' as defined by FINRA Rule 1230, understand their professional responsibilities, including key regulatory and control themes, as well as the importance identifying and escalating regulatory red flags that may harm a firm, its customers, the integrity of the market place or the public." Full details of the Operations Qualification Examination are available on www.finra.org.

In Europe, working in the patent industry is serious business and the European Patent Office (EPO) made it mandatory for practitioners in the field to pass a professional qualifying examination, called European Qualifying Examination (EQE) before they could practice or represent applicants in any dealings with the European Patent Office (<http://www.epo.org/learning-events/eqe.html>). The EQE began in 1979, and currently seen as one of the most demanding professional examinations in Europe. Over 7,000 professionals have passed the examination so far. The European Patent Office states that the primary purpose of the EQE is to "establish whether the candidate has the requisite aptitude and knowledge to represent applicants before the EPO."

The Institute of Chartered Shipbrokers, London boasts of awarding "Membership of the Institute of Chartered Shipbrokers (MICS)" which it says is "a qualification with a global reputation," a major player in the international shipping industries and supplier of world-class professionals to the global shipping industry. The Institute which was established in 1911 celebrated its centenary year in 2011. A candidate aspiring for membership of the Institute must pass its professional qualifying examination and must also have spent an aggregate of four years in the industry (<http://www.shippingedu.com/our-network/institute-of-chartered-shipbrokers/ics-professional-qualifying-examinations.html>). The examination covers several courses among which are Introduction to Shipping, Legal Principles of Shipping Business, Economics of Sea Transport & International Trade, Shipping Business, Dry Cargo Chartering, Ship Operations and Management, Tanker Chartering, Port & Terminal Management, and Shipping Finance.

In Canada, Counseling like other professions is strictly regulated by the Canadian Professional Counselors Association (CPCA). To practise as a Counselor or Psychotherapist, a candidate has to pass professional qualifying examination for Professional Counseling Practice and also a psychological test for self-awareness. According to the CPCA (<http://www.cpcarpc.ca/index.php/membership/qualifying-examination.html>), the examination covers areas such as:

- (i) *Clinical Assessment, Crisis Intervention, Suicide Assessment and Prevention*
- (ii) *The Counseling Process and Therapeutic Interventions*
- (iii) *Loss and Grief Counseling*
- (iv) *Communication and Conflict Resolution Skills*
- (v) *Working Knowledge of the DSM-IV*
- (vi) *Professional Ethical Standards and Proof of Legal Liability Insurance*
- (vii) *Fee Assessment, Professional Accountability, and Referral*
- (viii) *Initial Client Contact, Maintaining and Determining the Length of Counseling, Evaluation of Progress, and Closure*
- (ix) *Awareness of one's own significant conflicts and losses*

The CPCA states further that:

The Qualifying Examination consists of 200 multiple-choice questions based on the nine identified knowledge areas listed above. The Qualifying Examination is an open-book examination and is accompanied with a list of resources. There is a ten day permitted time-frame to write the Qualifying Examination. All examination results remain confidential between the CPCA Board of Directors and the applicant. The examinations are marked by the CPCA Psychologist, who provides any feedback or recommendations to the applicant. Applicants must submit a request in writing to indicate the date they wish to receive the examinations. The non-refundable application fee is \$450.00. Once we receive payment via cheque, money order or credit card to the CPCA, a copy of the qualifying examination and psychological test is sent to the applicant for completion.

Eperjesi and Rundstrom (2004), consultants at the Department of Optometry and Vision Science, Aston University, Birmingham, United Kingdom commented that “the Professional Qualifying Examinations can be a daunting prospect for any optometry student.” They reiterated that to become an optometrist, a candidate has to ultimately write Professional Qualifying Examinations to show mastery of the science and art of optometry from “binocular vision to contact lenses”.

In Singapore, the Allied Health Professions Council (2013) ensures that health practitioners within its jurisdiction which include Occupational Therapists, Physiotherapists and Speech-Language Therapists undergo appropriate professional qualifying examination. (http://www.healthprofessionals.gov.sg/content/hprof/ahpc/en/leftnav/becoming_professionals/registration-application-guide-steps.html). The Council states that the Qualifying Examination (QE) is an assessment of the professional knowledge and skills expected of allied health practitioners in Singapore. To be eligible for the QE, the applicant must meet the following criteria:

a) Possess a degree qualification in the relevant discipline of Occupational Therapy or Physiotherapy - The entry requirement for the professional course must be A Levels or equivalent.

b) Have an employment offer to practice in Singapore -

Candidates will only be allowed a maximum of two attempts to pass the qualifying examination which is administered by higher educational institutions in Singapore on behalf of the Council. Candidates are informed of their qualifying examination results 4 weeks after the examination. Candidates who fail the qualifying examination are allowed to sit for a second (final) attempt. The examination results are final, and no appeals on examination results will be entertained.

The Association of Chartered Certified Accountants (ACCA) established in 1904 and reputed to be the global professional body for accountants admits members to practise accounting, finance and management anywhere in the world. This membership, however, is based on passing series of rigorous training and professional qualifying examinations. ACCA states that it has over 162,000 members and 426,000 students in 173 countries, and working through a network of 89 offices and centres and more than 8,500 Approved Employers worldwide, who provide high standards of employee learning and development (<http://www.accaglobal.com/en/qualifications/glance/acca/details.html>).

ACCA further writes that it does its work in the public interest and guarantees that its members are “appropriately regulated for the work they carry out and, promoting principles-based approaches to regulation.” It also ensures that the public value of accounting in society is promoted through international research and through a progressive stance on global issues to continuously extend the reputation and influence of the accounting profession in the globe.

To be a lawyer in Ghana, Isoh (2013) gives an overview of the history and requirements of the profession there. He recalled that the legal profession in Ghana was introduced by the Gold Coast colonial administration starting with the establishment of the Supreme Court of Judicature for the colony by an ordinance of the Imperial Parliament in Westminster in 1876. With Ghana’s independence, the first President of Ghana Dr Kwame Nkrumah in 1958 established the Ghana School of Law. Thereafter the Ghana Legal Profession Act (Act 32, 1960) was enacted which established the General Legal Council and gave it powers to regulate law practice in Ghana.

He explains further that:

The Ghana system of legal education involves academic and vocational components. A person aspiring to practice law in Ghana must undergo a university education. Applicants for the graduate route to the legal profession must possess a 1st class degree from a recognized university. Candidates in this category will be required to complete a three-year, full-time Bachelor of Laws (LLB) programme. Applicants for the standard route must possess three GCE A-Level passes and three GCE O-Level passes including Mathematics and English; or two GCE A-Level passes and five GCE O-Level passes including Mathematics and English. Mature candidates (over the age of 25 years) must have credits in at least five O-Levels including Mathematics and English Language. Candidates in this category who are short-listed must then pass a competitive examination and interview round before proceeding to study a four-year, full-time LLB programme. ...Two years of vocational training at

Ghana School of Law is mandatory for law graduates aspiring to practice law in Ghana. The Ghana School of Law provides excellent professional legal education with seminar sessions on interesting topics that have global implications and pupillage. Fifteen weeks post-call vocational training is also provided for persons who have qualified in common law countries outside Ghana which operate a legal system analogous to that of Ghana. Final examinations are held at the end of the courses. Successful candidates are enrolled as barristers at Law and Solicitors of the Supreme Court on the first Friday of October each year. ... Foreign lawyers are permitted to practice in Ghana providing that they have the required qualifications from their home jurisdiction, a letter of good-standing from their home bar, satisfied by the General Legal Council and pass the required exam in Ghanaian constitutional law and the customary law of Ghana. Non-Ghanaian citizens must demonstrate seven years PQE in a country with a compatible legal system.'

To conclude this section, it needs to be mentioned also that the regulation of the teaching profession has become a global phenomenon. The climax of the global regulation of the teaching profession came with the formation of the International (World) Forum of Teaching Regulatory Authorities (IFTRA) which has its headquarters at the General Teaching Council for Wales, Cardiff, Wales, United Kingdom. IFTRA comprises of the statutory bodies that regulate teaching in the various countries across the world. The coming together of these bodies under one umbrella has provided great opportunity to set international benchmarks for teacher qualification and recognition criteria, ethical framework, professional development standards, templates for comparison of the teaching profession in member countries and for overall collaboration among the regulatory authorities. In Africa, IFTRA further gave impetus to the formation of the Africa Forum of Teaching Regulatory Authorities (AFTRA) which has the Teachers Registration Council as its headquarters. With the activities and influence of AFTRA, the African countries are rejuvenating the regulation of teaching and appropriate professional qualification examination is now seen as one of the pillars of teacher professionalism in Africa and in the world as a whole.

Therefore, the cases cited above make it clear that professionalism in the modern sense entails not only qualitative training in approved programmes and institutions but also examinations or tests that can confirm the suitability of an individual before they are licensed to practice independently as professionals.

1.3 THE PRACTICES OF PROFESSIONAL QUALIFYING EXAMINATION (PQE) IN NIGERIA

In Nigeria, many professions have equally made their mark by adhering to global standards and which is why their regulatory bodies are proud members of the global bodies regulating these professions. This fact is true for Law, Medicine, Pharmacy, Engineering and other professions in Nigeria. For instance, the Medical and Dental Council of Nigeria relates even with the World Health Organisation to the point that if the Council denies any university accreditation in Nigeria, the information is sent to the World Health Organisation and various countries in that network will also de-recognise medical doctors that graduate from such a university. This was the case in 2012 when the media in Nigeria reported that Nigerian doctors from certain universities in the country have been de-recognised by the

United Kingdom. It was later when the Medical and Dental Council of Nigeria restored the accreditation of such universities that the graduates of the universities were once again recognized across the world.

Therefore, if there is any sector of Nigeria that is aspiring and closing up with global benchmarks, it is the professions. Across the medical, dental, legal, pharmacy and other fields, a professional is not made until and unless appropriate degree is earned, followed by internships and professional examinations which may be written, practical or a combination of both. Most of these professions also take five years to earn their first degrees and admission to the degree courses must be based on at least five credit passes at ordinary school level which must include English and Mathematics, as the case may be. The Law graduate proceeds to the Law School for another one year of tedious full time residency study; the medical, dental, and pharmacy graduate equally undertakes strictly supervised internship. Even other professions like accountancy governed by the Institute of Chartered Accountants of Nigeria (ICAN) and Association of National Accountants of Nigeria (ANAN), get their graduates to undertake several tasking preparatory studies lasting for months and ending up in professional qualifying examinations in several fundamental accounting and financial courses.

In comparison with medicine, law, pharmacy, engineering, the teaching profession has not fared well because until the commencement of TRCN, it was an all-comers job with more than a half of the teachers in the system being unqualified. Even with the commencement of TRCN and over ten-year-long advocacy and blend of programmes to rid the profession of quacks, the success has been modest. Individuals are still found in the classrooms as teachers across the country without teaching qualification or professional certification. The training that teachers go through still vary and fall below the standards that lawyers and doctors pass through. For instance, while doctors spend seven years, and the lawyers and engineers spend five years to earn their degrees, you have persons parading as teachers who never attended tertiary education while others have either three year Nigeria Certificate in Education or four year degree certificate. Again, while the law graduates head to Law School and the medical doctor undertakes internship after their graduation, the teachers move straight to the classroom and start practicing with or without registration by TRCN. This absurdity has cast the teaching profession in a bad light and reversed its fortune as first among equals to being an underdog among the professions. It is such absurdity in the teaching profession that a professional qualifying examination aims at addressing, in addition to other efforts being made by TRCN and stakeholders to deal with quackery and poor quality of professionals in the field.

For purposes of illustration, a few literature is reviewed at this point to show what other professions in Nigeria are doing to keep their professional standards high. The following information about the legal profession in Nigeria are provided by the Nigerian Law School (<http://www.nigerianlawschool.edu.ng>; <http://mynlsp.com/>), the Nigerian Bar Association (<http://www.nba.org.ng>) and other sources (<http://www.thepurposedrivenachiever.com/2012/11/how-to-become-lawyer-in-nigeria.html>; Okoroma, 2013; etc.)

These are the requirements for membership of the legal profession:

- (i) *The individual must have studied law at the university and passed the basic courses as stipulated by the Council of Legal Education in Nigeria.*
- (ii) *The individual must have the qualifying certificate from Nigerian Law School by passing the Bar Examinations and be ascertained by the body of Benchers to be a "Fit and Proper" person.*
- (iii) *The individual must have been called to the Nigerian Bar by the body of Benchers.*

Admission into the Law degree programme in Nigerian universities attracts the best scoring students in the Unified Tertiary Matriculation Examination (UTME) organized by the Joint Admission and Matriculation Board (JAMB). The ordinary level subjects required for the study include English Language, Literature in English, and Mathematics which must be passed at credit level. There may also be direct entry admission for candidates with Nigeria Certificate in Education, Higher National Diploma or First Degree. The candidate spends five years for UTME route or four years for the direct entry route and upon graduation earns LL.B degree. Then the candidate undertakes the one year studies at the Nigerian Law School (set up by the Legal Education Act of 1962). The one year study terminates with the Bar Part II examinations leading to the award of the B.L certificate. The candidate is consequently called to the Bar by the Body of Benchers as provided by the Legal Practitioners Act. This is followed by enrolment as a Legal Practitioner at the Supreme Court of Nigeria.

Persons educated in foreign countries can only practice law in Nigeria after being trained at the Nigeria Law School. For this purpose, the course is broken into two parts. The first part - Bar Part I - is designed for persons educated in foreign countries. The courses taken are Constitutional Law, Criminal Law, Nigeria Legal System and Nigerian Land Law. The second part is for all students whether trained in Nigeria or not. The courses taken include Civil Procedure, Company Law and Commercial Practice, Criminal Procedure, Law of Evidence, Legal drafting and Conveyancing, Professional Ethics, Legal Practitioner's Accounts, Law Office Management and General Paper. For the students trained outside Nigeria therefore, they must first take and pass the Bar Part I examinations before they can join the students trained in Nigeria for the Bar Part II course. These courses - Bar Part I and Bar Part II are taught by the academic staff of the Nigeria Law School and outside experts - Judges, Senior lawyers and accountants - who are called in to deliver lectures from time to time. (<http://www.thepurposedrivenachiever.com/2012/11/how-to-become-lawyer-in-nigeria.html>)

The Medical and Dental Practitioners Act CAP M8 of 2004 which established the Medical and Dental Council of Nigeria (MDCN) also gave it powers to regulate and control the medical and dental education and practice in Nigeria. In what the MDCN (2006) called “*The Red Book: Guidelines on Minimum Standards of Medical and Dental Education in Nigeria*”, it asserts its overall authority to regulate medical and dental education in Nigeria thus:

One of the statutory functions of the Medical and Dental Council of Nigeria is to approve the institutions at which courses of training are to be given for persons who are seeking to become members of the Medical and Dental professions as well as the courses of instruction prescribed and the qualifications to be granted by such institutions. Council also has the responsibility for supervising the nature of the instructions and the examinations leading to the qualifications to be granted in these cases (vide Medical and Dental Practitioners Decree No. 23 of 1988, Sections I (2a), 8(I a & b) and 9 (1,3 & 4), after several reviews, the enabling Act is now CAP M8. In pursuance of these duties, the Medical and Dental Council of Nigeria sends visitation panels from time to time to inspect newly established medical schools with a view to approving formally their training programmes as required by the law.

The MDCN Red Book spells out in detail the step-by-step conditions that must be complied with by every faculty of medicine or medical institution before the courses could be accredited and experience shows that the MDCN had meticulously adhered to the provisions of its Red Book. This explains why some Nigerian universities have lost the accreditation of the MDCN and faced a lot of negative publicity in the local and international media. The Red book specifies the quantity and quality of academic personnel, physical infrastructure and facilities, admissions criteria and number of students to be admitted, courses and programmes that must be run and no medical institution expecting accreditation dares to violate the provisions.

The MDCN further sets conditions for the registration and licensing of medical graduates, which includes supervised internships which have in-built practical tests and reports that help the MDCN to determine the suitability of the medical graduate to practice. Thus the MDCN in its Red Book, chapter five titled “Regulation Guiding Registration and Licensing of Graduate Medical and Dental Schools for Practice in Nigeria” stipulates as follows:

The Medical and Dental Practitioners Acts CAP M8 2004 in Sections 8, II, 12 and I. stipulates the conditions that must be fulfilled by a medical or dental graduate before he may be registered and licensed to practice in Nigeria and the circumstances under which such a registration or licensure could be effected. The Council considers it pertinent therefore to include in these guidelines relevant regulations which are necessary to be brought to the notice of all graduating medical and dental students to enable them achieve the appropriate type of registration within the stipulated periods and secure the licence to practice. Provisional Registration: Internship - New graduates from medical and dental schools need to be registered provisionally before they can embark on their first stage of medical or dental practice, which is the internship training. Every medical or dental graduate of a medical school must undergo a twelve month period of internship in a hospital recognized by Council for that purpose before he can be fully registered. This internship must be undertaken and completed within twenty four months from the date of graduation. A medical or dental graduate who fails to complete the internship within the stipulated period may be required to sit and pass Council's assessment examination before he can be fully registered.

Therefore, all new graduates must endeavour to obtain their provisional registration with minimum delay after passing their final examinations to enable them secure house jobs early enough to complete their internship within the stipulated period. Graduates who find it difficult to secure placements for internship should report without delay to the Registrar of Council. Doctors who are provisionally registered should note that the registration is valid for only two years. Full Registration: All doctors who have successfully completed their internship training are required by law to obtain their full registration before further medical practice. It is illegal for a doctor who is not fully registered to practice on his own without a consultant's supervision. Annual Practising Licence: All doctors, irrespective of their status or age, are required to obtain an annual practising licence. Any doctor who has not done this would be practicing illegally.

Registration of Foreign Medical Graduates: Nigerian graduates of accredited Foreign medical schools are entitled to provisional registration upon their return to the country to enable them undertake their internship. However, Nigerian graduates of unaccredited foreign medical schools, as well as all expatriate medical doctors from all foreign medical schools, who do not possess recognized professional post-graduate qualifications, are required to sit and pass Council's assessment examination before they can be registered. The Nigerian who passes the assessment examination would be eligible for

provisional registration to enable him do his internship while the expatriate who passes the assessment examination would be eligible for limited (Temporary) registration and would be renewable as specified on the certificate. Temporary Registration: All expatriate doctors are by law allowed only limited Registration (Temporary Registration) which must be tied on a specific employment. A doctor on limited registration would be breaching the law if he opened or managed on his own a private health institution, be it a clinic or a hospital. Registration of Additional Qualification: All doctors who have obtained additional professional post graduate qualifications either in Clinical or Basic Medical Sciences are required to register them with the Council before they can put themselves forward as specialists. Doctors who fail to do this but continue to hold themselves out as specialists are doing so illegally. (MDCN, 2006)

The Council for Regulation of Engineering in Nigeria (COREN) also has a very tight grip on the practice of engineering in Nigeria. Like the laws of the MDCN, TRCN, Pharmacists Council of Nigeria, the COREN law gives it powers to determine persons who could practice engineering in Nigeria, set standards for the practice and monitor the compliance by engineering education faculties and institutions and practising engineers themselves (<http://www.coren.gov.ng>). COREN registers not only engineers but also their engineering consulting firms; and prescribes and enforces the conditions for such registration. On its website the following and related details of the regulation by COREN are displayed:

In Section 1 (i) subsections (a) and (b) and subsection (3) of Section (4) of COREN enabling decree, Council is empowered to determine who are engineering personnel and to register them in their respective registers. Council has been able to regulate, as contained in its publication CP3, that a person desiring to become a registered Engineering Personnel must, after obtaining the approved/accredited required academic qualification, must have four (4) years post-graduate experience which must be under the supervision of a senior registered Engineer. Council believes that the continuing effectiveness of an engineering personnel depends on his contact with a recognized professional society and therefore advises engineering personnel to belong to a recognized professional society. It must be emphasized that membership of a society does not by itself grant automatic right to registration. Council still needs to satisfy itself that the academic qualification is registrable for the category applied for.

COREN gave the following as list of entry qualifications into its various professional cadres such as engineers, engineering technologists, engineering technicians, and engineering craftsmen and the abbreviation to be used by the various cadres:

- (i) B. Sc, B. Eng, B. Tech in Engineering; Higher National Diploma (HND) in Engineering from COREN accredited polytechnics or monotechnics. National Diploma (ND) in Engineering from accredited Polytechnics or Monotechnics.*
- (ii) HND in an Engineering field + COREN accredited PGD in the same field e.g. HND Civil Engineering + PGD Civil Engineering*
- (iii) Degrees in Engineering from East Bloc translated as B. Sc in Engineering*
- (iv) Full Technological Certificate (FTC). Advance Technician Diploma. Trade Test*

- (v) *Diploma – Engineer from Continental Europe. Diploma- Graduate from Continental Europe. Craft Certificate from City & Guilds.*
- (vi) *Degrees in Engineering from the East Bloc translated as M. Sc. B. Tech in Engineering from some accredited American Universities as contained in ABET list.*
- (vii) *New B. Sc in some countries in Eastern Bloc as degree*

The abbreviations are:

- (i) *Registered Engineer shall use the abbreviation "Engr" before his name*
- (ii) *Registered Engineering Technologists shall use the abbreviation "Engr. Tech" after his name.*
- (iii) *Registered Engineering Technician shall use the abbreviation "Tech" after his name.*
- (iv) *Registered Engineering Craftsman shall use his full title "Craftsman" with his trade in bracket under his name.*

Specifically for registration of foreign engineers and their firms, COREN law and guidelines provide that:

- (i) Foreign Engineers that are given provisional registration cannot register a 100% owned Engineering Consulting Firm.
- (ii) Foreign Engineers who are COREN registered and desire to register a Consulting Firm can only do so in Partnership with the Nigerian Engineer
- (iii) The Partnership agreement must put the Nigerian Engineer on the Lead as a major shareholder (i.e 55% of the shares) while his foreign counterpart holds a minority shareholding.
- (iv) Consulting firms should reflect the fact that they are consulting firms when registering with Corporate Affairs Commission (CAC).
- (v) Memorandum of the Association should specify that the company is solely in consulting business.

One more example of how Nigerian professions deal with registration of professionals is the case of the Institute of Chartered Accountants of Nigeria (ICAN), which is one of the most famous for administration of professional qualifying examination in Nigeria. ICAN (2010) provides details for the training and examination of candidates intending to register as professional accountants and the categories of registration, and indicates that its training and examination syllabus adheres to the requirements of the International Accounting Education Standards Board (IAESB) of the International Federation of Accountants (IFAC) and the World Bank Report on Observance of Standards and Codes (2004). The accounting training or education goes through three stages known as the Foundation Level which is knowledge based; the Intermediate Level which is skills based; and the Professional I and Professional II levels which are areas of essential and core competencies. Candidates have to pass a 15-paper examinations choosing a minimum of one and a maximum of three faculties of interests out of the six faculties, namely: (i) Audit, Investigations and Forensic Accounting (ii) Taxation and Fiscal Policy Management (iii) Consultancy and Information Technology (iv) Insolvency and Corporate Re-engineering (v) Public Finance Management and (vi) Corporate Finance Management.

The two categories are *Chartered Accountant* and *Registered Accountant*, with the following criteria as set out by ICAN (2010):

- (i) *A person shall be enrolled as a Chartered Accountant if: (i) He/she passes the qualifying examination for membership conducted by the Council of the Institute and completes a prescribed practical training under the relevant sections of the syllabus. (ii) He/she holds a qualification granted outside Nigeria and for the time being accepted by the Institute, and (iii) He/she satisfies the Council of the Institute that he/she had sufficient practical experience as an Accountant.*
- (ii) *A person is entitled to be registered as a Registered Accountant if (i) He/she satisfies the Council of the Institute that immediately before the appointed day (i.e. September 1, 1965), he/she has had not less than five years experience as an inspector and auditor of company affairs under the provisions of the Companies and Allied Matters Act, 1990.*

ICAN further states that “a member of the Institute is not allowed to set up a public practice as an accountant until he/she has applied for, and has been granted a licence to practice by the Council, and a member is not eligible for this licence until he/she has, for a continuous period of thirty months before or after or partly before and partly after becoming a member of the Institute, been employed in a responsible accountancy position in the office of a qualified accountant in public practice in Nigeria or elsewhere in accordance with the Membership Rules 12 and 13 made in pursuance of Section 15(2)(d) and (e) of the ICAN Act.”

After this extensive review of professional requirements and practices in Nigeria, it could be observed that professionalization has taken its grip on Nigeria and the tide is not abetting. Under this circumstance, inability by the teaching profession to regulate and control its services in like manner only poses danger to the profession and leads to loss of public respectability and career prospects for teachers. This partially explains the need to properly regulate teaching in Nigeria which includes the case of institutionalizing a PQE culture for the profession.

1.4 RATIONALE FOR TEACHER PROFESSIONAL QUALIFYING EXAMINATION IN NIGERIA

There are many compelling bases for the introduction and institutionalization of teacher PQE in Nigeria. Some of these bases are the need for quality assurance; the need to place teaching on the same pedestal with other professions; need to conform to international best practices and international teaching councils’ regulations and frameworks; and ability of the PQE to point out gaps in teacher education and therefore serve as needs assessment that reveals areas for further training and retraining of teachers.

The need for Quality Assurance

TRCN enabling law as the laws of other professional regulatory agencies in Nigeria gives it power to regulate and control the teaching profession in Nigeria in all its aspects and ramifications. This regulation covers teaching at all levels of the education system in Nigeria from early childhood education to the university level; it also covers teaching in both the public and private educational sectors; it covers teacher education as well as teacher practice; it covers professional ethics as well and on-going professional development; etc. Specifically, TRCN Act CAP T3 of 2004 gives TRCN the following responsibilities:

- (i) *Determining who are teachers for the purpose of this Act.*
- (ii) *Determining what standards of knowledge and skills are to be attained by persons seeking to become registered as teachers under this Act and raising those standards from time to time as circumstances may permit.*
- (iii) *Securing in accordance with the provisions of this Act the establishment and maintenance of a register of teachers and the publication from time to time of the lists of those persons.*
- (iv) *Regulating and controlling the teaching profession in all its aspects and ramifications.*
- (v) *Classifying from time to time members of the teaching profession according to their level of training and qualification.*
- (vi) *Performing through the Council established under this Act the functions conferred on it by this Act.*

TRCN Act (2004) in sections 7 and 8 further empowers TRCN to approve institutions intended for the training of teachers in Nigeria. Some of those provisions are captured below:

7(1) The Council may approve an institution for the purposes of this Act and may for those purposes approve —

(a) any course of training at any approved institution which is intended for persons who are seeking to become or are already teachers and which the Council considers is designed to confer on persons completing it sufficient knowledge and skill for admission as professional teachers ;

(b) any qualification which, as a result of an examination taken in conjunction with a course of training approved by the Council under this section, is granted to candidates reaching a standard at the examination indicating in the opinion of the members of the Council that the candidates have sufficient knowledge and skill to practice the profession.

(2) The Council may, if it thinks fit, withdraw any approval given under this section in respect of any course, qualification or institution, but before withdrawing such an approval the Council shall —

(a) give notice that it proposes to withdraw such approval to each person in Nigeria appearing to the Council to be a person by whom the course is conducted or the qualification is granted or the institution is controlled, as the case may be ; and

(b) give each such person an opportunity of making representation to the Council with regard to the proposal; and

(c) take into consideration any representation made in respect of the proposal in pursuance of paragraph (b) of this subsection.

(3) Any period during which the approval of the Council under this section for a course, qualification or institution is withdrawn, the course, qualification or institution shall not be treated as approved under this section; but the withdrawal of such an approval shall not prejudice the registration or eligibility for registration of any person who by virtue of the approval was registered or eligible for registration immediately before the approval was withdrawn.

(4) The giving or withdrawal of an approval under this section shall have effect from such date, either before or after the execution of the instrument signifying the giving or withdrawal of the approval, as the Council may specify in that instrument ; and the Council shall —

- (a) publish as soon as possible a copy of every such instrument in the newspaper ; and*
- (b) not later than seven days before its publication as aforesaid, send a copy of the instrument to the Minister.*

8. — *(1) It shall be the duty of members of the Council to keep themselves informed of the nature of —*

- (a) the instruction given at approved institutions to persons attending approved courses of training ; and*
- (b) the examinations as a result of which approved qualifications are granted ;*

and for the purposes of performing that duty, the Council may appoint, either from among its own members or otherwise, persons to visit approved institutions, or to observe such examinations.

(2) it shall be the duty of a person appointed under subsection (1) of this section to report to the Council on —

- (a) the sufficiency of the instructions given to persons attending approved courses of training at institutions visited by him ;*
- (b) the adequacy of examinations attended by him ; and*
- (c) any other matters relating to the institution or examinations on which the council may, either generally or in a particular case, request him to report,*

but no visitor shall interfere with the giving of any instruction or the holding of any examination.

(3) On receiving a report made in pursuance of this section, the Council may, if it thinks fit, and shall if so required by the registered members send a copy of the report to the person appearing to the Council to be in charge of the institution or responsible for the examinations to which the report relates requesting that person to make observations on the report to the Council within such period as may be specified in the request, not being less than one month beginning with the date of the request.

TRCN Act provides that it is a criminal offence to practise teaching in Nigeria without registration. The Act also prescribes a punishment of two year jail term or fine or both as the court of law may decide and the punishment is for both the unqualified person practising teaching as well as his or her employer as stated in the law.

Therefore, the exercise of these powers given to TRCN by law to regulate teaching in Nigeria implies a power to assure the quality of education (both the theoretical and practical dimensions) given to teachers in Nigeria. The PQE is part of this quality assurance responsibility. Quality is generally defined as “fitness for purpose”, and quality assurance is a process to determine whether something fits a desire or purpose (National Assessment and Accreditation Council of India and Commonwealth of Learning, 2007). In this case, quality assurance for the teaching profession is a process to determine whether the teacher education undergone by candidates fits the purpose anticipated by the goals and philosophies of teacher education in Nigeria and TRCN by law has a great role to play in the process.

The PQE as part of that process will help TRCN and stakeholders to re-assure themselves that certificates carried by individuals are truly earned and that the candidates possess the knowledge and skills portrayed by such certificates. It will also help to discover quacks, fraudsters, and those who passed their examinations at teacher training institutions through examination malpractice. In the process, public confidence about teachers and the teaching profession will be strengthened and quality of education can also rise.

Need to place teaching on the same pedestal with other professions

The 85th Conference of the National Association of State Directors of Teacher Education and Certification (NASDTEC) held in Austin, Texas, June 9-12, 2013. The NASDTEC draws its members from all 50 States of the USA and some provinces in Canada and the State Directors of Teacher Education and Certification are the actual government agencies in each state that are responsible for the registration and licensing of teachers in the USA. It was therefore an important conference to any teaching regulatory authority in the world and TRCN top leadership attended the conference and was privileged to have intimate discussions with the very agencies responsible for teacher testing and licensure. One of the key speakers at the conference was Ronald Thorpe, President and Chief Executive Officer of the National Board for Professional Teaching Standards (NBPTS), a very important national board that issues teachers with professional licensure that enables them to teach anywhere in the USA after passing a most competitive set of national tests and meeting other national requirements. The paper presented by Thorpe (2013) titled, “Setting a Future Course Toward Excellence” deserves a fairly extensive review here to see why teaching must live up to the standards of the other professions and why PQE in particular is a worthwhile exercise.

According to Thorpe, the NBPTS was created in 1987 and:

*It was based on the model that the other professions have long used and on top of which they have built their success. **But there is one serious difference. In all of those professions, Board Certification is the norm, not the exception.** It is what every member of the profession aspires to, and every step of the career path from day one in a preparation program onward is designed to prepare practitioners to achieve Board Certification.*

In medicine, for example, every course that a medical student takes is designed not just for the M.D. degree or the license to practice that is issued by the state – it is designed for success on the medical specialty Board that doctors sit for at the earliest possible moment following residency. The result of this coherent, well designed path is that 90% of our nation’s doctors are Board certified, and 98% of physicians who sit for the Boards pass. This is in stark contrast to teaching where fewer than 3% of teachers are Board certified.

And the medical profession doesn’t allow anyone to come in through the side door or back door. If, heaven forbid, you had to send your child into surgery tomorrow, and your surgeon said to you: “I’m not Board certified, but trust me, I’m just as good,” you wouldn’t feel very confident. And by the way, the hospital wouldn’t even allow such a person to practice. And yet that is what we do every day in education.

The sensitive point that Thorpe is making in this passage as in his entire paper is that teaching ought and should be placed on equal footing with all other noble professions and each and every of those standards and best practices that have defined and shaped these other professions ought to be tenaciously implemented for the teaching profession. Incidentally, while teachers in the USA have done so well in aspiring to and acquiring state licensure through PRAXIS, they seem to have bothered less to go a step further to strive to earn the certification of the NBPTS. However, the NBPTS is not relenting but tirelessly sensitizing teachers and expecting an improvement in terms of the number aspiring to become nationally and board certified.

He further praised medical practice as being closest to ideal professional practice and emphasizes the need for teaching to catch up and even exceed medical practice in terms of professional standards and practices. Thus he stated:

*Medicine isn't perfect. No profession is. But I think we would all admit that medicine is the epitome of professions or very close to it. **Let's take a quick look back at the history of medicine**, because it tells us something important. Paul Starr wrote a book called "The Social Transformation of American Medicine." I'd like to share a few sentences from what is an amazing story.*

"In the 19th century, the medical profession was generally weak, divided, insecure in its status and its income, unable to control entry into practice or to raise the standards of medical education. In the twentieth century, not only did physicians become a powerful, prestigious, and wealthy profession, but they succeeded in shaping the basic organisation and financial structure of American medicine."

You see, just 100 years ago medicine was a mess. There were as many as 400 medical schools in this country (USA) in the late 19th century, most of which were proprietary. You could go down the street to the Ron Thorpe School of Medicine, plop down your money and by taking as little as two 16 week courses, call yourself a doctor. It took decades for medicine to make the pivot and become what it is today. And it was done – Professor Starr recounts – by physicians.

The above inspirational argument by the Chief Executive Officer of the NBPTS simply instructs the teaching profession to be competitive and to attain heights that are already acclaimed for other professions. This therefore is additional compelling reason to make the PQE, which is part of the hallmark of the other professions, a requirement for the teaching profession.

Need to conform to international best practices and international teaching councils' regulations and frameworks

Teaching has become globally regulated and the teaching councils in the various countries and continents have established bodies to collaborate to raise standards of the profession across the globe. The global body is the International Forum of Teaching Regulatory Authorities (IFTRA) with its headquarters at the General Teaching Council for Wales, Cardiff, Wales, United Kingdom. There is also the Africa regional branch of IFTRA called Africa Forum of Teaching Regulatory Authorities (AFTRA) which has TRCN as its headquarters.

The teaching regulatory authorities and statutory agencies responsible for the regulation and control of the teaching profession in the various countries. For instance, TRCN is for Nigeria; in Kenya is the Education Service Commission which is a constitutional body dealing with not only employment of teachers but also regulation of the profession; in Uganda there is the Education Service Commission which functions like the one in Kenya; in South Africa, there is the South African Council for Educators; and even in countries without specific Teaching Councils, the national Ministry of Education represents the country in AFTRA. AFTRA equally had national teachers unions and international development partners as members-in-observer status. AFTRA/IFTRA therefore are critical inter-governmental agencies that inter-face with teachers directly and impact heavily on the education system in the respective countries. Consequently, any country that ignores international benchmarks set by such serious international umbrellas does so at great risk to the international professional career and status of its citizens. These umbrellas are currently setting up international teacher mobility protocols, teacher qualification frameworks, teacher recognition criteria, global professional development benchmarks, ethical instruments, etc which will enable teachers from complying countries to be admitted to teach anywhere in the continent and in the world with the same terms and conditions of service as teachers in the host country. There is also a mandatory letter of credence or reference that teachers travelling outside their countries must obtain from the teaching regulatory authority of their home country for submission to the teaching regulatory authority of the host country. The report on this letter must show that the bearer is registered and complied with the extant provisions of the home country's teaching regulatory authority. Where this is not the case, the individual cannot be guaranteed acceptability in the new country. Conclusively, therefore, the PQE is part of the emerging global benchmark for satisfying international requirements and giving credibility to the teaching profession.

Ability of the PQE to point out gaps in teacher education and therefore serve as needs assessment that reveals areas for further training and retraining of teachers:

Teacher education is a continuous process and does not terminate with pre-service education. Therefore the need for test and re-testing of teachers cannot be over-emphasized. It has the capability to point out gaps in education already undergone by individuals and thereby assist to determine the efficacy of existing teacher education and the future training needs of the teachers. In this respect, the assessment is not a punitive exercise for candidates but to ensure that there is appropriate data and informed opinion about teacher competences in the country.

A case of “test-retest” of candidates was the re-examination of candidates seeking admission into Nigerian universities after they had sat for JAMB’s UTME (Unified Tertiary Institutions Matriculation Examination). The re-testing by universities popularly called Post-UTME was at a time one of the most controversial issues in the Nigerian education system. However, the test has now become institutionalized and a “normal” practice. People wondered why universities could not totally rely on the UTME to admit candidates, but the universities argued that they required a parallel test for the candidates for quality assurance which includes determining the correlation between the scores of candidates in the UTME and Post-UTME administered by the universities. This correlation clearly showed candidates parading UTME scores that they did not merit and apart from the opportunity the university now has to deepen the screening of students before admission. This re-testing has largely succeeded leading to its wide application throughout Nigeria.

The PQE may play similar role but goes far beyond that in its significance because it should be more rigorous and the preparation for the examination should be additional learning experience for beginning teachers. Indeed, since most candidates are very examination conscious, the desire to excel in the PQE will encourage them to expand their learning efforts and horizon and engender a great deal of self-development efforts. One other importance of re-testing is that the institutions that produce the teachers will be kept on their toes knowing that another independent test (the PQE) would be conducted to check the quality of training and initial examination given to the candidates.

1.5 THE 2008 PROFESSIONAL QUALIFYING EXAMINATION FOR TEACHERS IN NIGERIA

It needs to be put on record that teachers in Nigeria had earlier (in 2008) successfully commenced PQE as an entry requirement for the teaching profession. However, that first PQE took the form of a pilot exercise to help determine more realistic and practical bases for future administration of the examination. The PQE was therefore suspended after the first attempt in 2008 in order to develop a benchmark (which is this document) that will eventually institutionalize it.

In 2008, all the 50,136 candidates who applied between the months of August and October that year for registration wrote the PQE. This included teachers at all levels from primary to secondary school teachers, university lecturers and those in colleges of education and polytechnics. A National PQE Committee was constituted by TRCN chaired by the Dean, Faculty of Education, University of Nigeria, University that coordinated the development of test items. Then TRCN went into partnership with JAMB in order to print and mark the questions using JAMB advanced technologies. Every state capital in Nigeria including the Federal Capital Territory had a PQE. In a single day the questions were administered nationwide, supervised by the National PQE Committee, TRCN and JAMB officials. The PQE had 100 objective/multiple choice questions and printed exactly like JAMB UTME questions. It was therefore easy to use machines to mark the answers and results for all 50,136 candidates were released online within 24 hours after the examination. It was an unprecedented examination administration feat that was hailed by the public.

Results showed that 57% of the candidates passed the PQE with pass mark put at 40% while 43% failed. The results sent several signals about the quality of teachers. By the rules guiding the PQE, the 43% of the candidates who could not score up to 40% were denied registration and asked to wait for the next batch of PQE – because the PQE was then scheduled to hold twice a year. Incidentally, when the PQE was suspended, all those candidates got registered without retaking the examination and generations of teachers before and after them had escaped the PQE. But with this new benchmark, PQE has come back to stay and candidates will no longer get registered unless they comply fully with the provisions of this benchmark including passing the PQE.

CHAPTER TWO

STRUCTURE OF THE PQE NATIONAL BENCHMARK

2.1 Key Reference Documents

In accordance with best practices, the PQE did not attempt to re-invent new curricula or new academic standards but rather to blend existing National Academic Minimum Standards which have already been approved by TRCN and the other agencies supervising teacher education in Nigeria. Such curricula standards were also the same ones used by the teacher education institutions in producing beginning teachers who will write the PQE. Therefore, it is a test of what is expected of teacher education institutions to have imparted on their beginning teachers. This benchmark further ensured that all candidates do not write the same test but instead write test in accordance with their category and minimum standards used during their teacher education. For instance, a Category D teacher whose highest academic qualification is the Nigeria Certificate in Education (NCE) is expected to focus attention on the NCCE Minimum Standards for NCE teachers; a graduate teacher (Category C or B) is to focus attention on the First Degree Academic Benchmarks for Education issued to universities by the National Universities Commission or the Post Graduate Diploma in Education (PGDE) and Professional Diploma in Education (PDE) regulated by TRCN; while very advanced teachers with PhD and Professors should take special note of the Post-Doctoral Diploma in Education (PDDE) also regulated by TRCN. In all of these cases, all candidates have the same courses to write but the level and depth increases from the Category D to Category A teachers.

Basing the PQE on existing benchmarks does not however preclude candidates from being examined in any other curricula or subject matter thought fit for teachers of the twenty first Century. Therefore, candidates are not to overlook any curricular specifications in this Benchmark or other related national and international curricular specifications even if such is not found in the actual syllabus used during their pre-service days.

In summary, the following documents are the key National Minimum Standards utilized and blended for this Benchmark:

- (i) Nigeria Certificate in Education (NCE) Minimum Standards for Early Childhood Care and Primary Education (2012) - by the National Commission for Colleges of Education (NCCE);
- (ii) Nigeria Certificate in Education (NCE) Minimum Standards for General Education (2012) – by NCCE;
- (iii) Benchmark Minimum Academic Standards for Undergraduate Programmes in Nigerian Universities (2007)– by the National Universities Commission (NUC);
- (iv) Post Graduate Diploma in Education (PGDE) National Benchmark (2011) – by Teachers Registration Council of Nigeria (TRCN);
- (v) Professional Diploma in Education (PDE) National Minimum Standards (2008) – by TRCN;
- (vi) Post Doctoral Diploma in Education (PDDE) – by University of Ilorin in collaboration with TRCN;
- (vii) Professional Standards for Nigerian Teachers (2011) – by TRCN;

- (viii) Minimum Standards for Basic and Senior Secondary Education (2008) – by the National Educational Research and Development Council (NERDC);
- (ix) The National Policy on Education (2008) – by the Federal Republic of Nigeria;
- (x) National Policy on Teacher Education – by the National Council on Education;
- (xi) Minimum Standards for Basic and Senior Secondary Education (2008) – by the National Educational Research and Development Council (NERDC);
- (xii) Information and Communication Technology in Education: A Curriculum for Schools and Programme of Teacher Development - by Division of Higher Education, UNESCO, Paris (2002).

2.2 Categorization of Teachers and the PQE

The Arizona K12 Centre (2012, p. 5) states that, “teachers face an ever-changing population of students that represent a wide range of socio-economic, academic, and linguistic diversity. This challenges teachers to consistently work to improve their teaching practice.” Writing on the crucial need for reflective teaching practice, the Arizona K12 Centre further asserts that, “the most important forms of professional learning occur in daily interactions among teachers, in which they assist one another in improving lessons, deepening understanding of the content they teach, analyzing student work, examining various types of data on student performance, and solving the myriad of problems they face each day.” The Centre recognized the fact that the stages of teacher development are a complex and sophisticated phenomenon. Therefore, it analysed what it termed as the “degrees of sophistication” defined as “the stages of teacher development that represent what a teacher knows, values, or is able to do at various points along a developmental continuum of a teacher’s career.” It listed those stages of teacher development or degrees of sophistication as follows:

- (i) **Developing** – A stage of development in which a teacher still relies on more experienced colleagues for support. A developing teacher is moving toward becoming more self-directed and independent in his or her practice.
- (ii) **Applying** – A stage of development in which a teacher is able to teach independently. An applying teacher internalizes and easily applies what he or she has learned about teaching.
- (iii) **Integrating** – A stage of development in which a teacher is fully skilled, confident, and able to integrate complex elements of instruction, curriculum, and professional development into that practice. An integrating teacher moves beyond the classroom in his or her teaching by engaging in collegial relationships and professional growth activities, and is often a leader among peers.
- (iv) **Innovating** – A stage of development in which a teacher consistently innovates and creates in all areas of teaching and professional development. An innovating teacher is a leader in the school, district, and local community, that contributes to the broader education community, often through staff development, classroom-based research, articles, and professional journals.

This view lends credence to the fact that all teachers are not equal in academic credentials, competences and experience. Therefore, it presupposes that teachers who differ in these respects will write professional qualifying tests that are significantly different in depth. In Nigeria, several existing benchmarks lend credence to the fact that academic qualification is one of the most important yardsticks for categorizing teachers. For instance, the National Policy on Education (2008) states that holders of the Nigeria Certificate in Education (NCE) are prepared basically to teach at the primary and junior secondary school levels while holders of bachelor’s degree

in Education are prepared to teach at the secondary school level. At the tertiary level, the various academic and staffing benchmarks produced by the National Universities Commission (NUC), National Board for Technical Education (NBTE) and the National Commission for the Colleges of Education (NCCE) which are agencies supervising university, polytechnic and colleges of education programme, respectively, require basically that only holders of Masters degree should teach at that level. Also, it has become a universal principle that only holders of Doctorate degree and who are teaching in the universities could be promoted to the rank of professors. These academic and administrative norms in Nigeria are in line with the belief that teachers can be graded according to their academic qualifications and experiences. It was based on these and other realities that TRCN (2005) classified teachers into four, namely:

- (i) **Category A** – Teachers with Doctorate Degree in Education or PhD in other fields plus a teaching qualification such as the Nigeria Certificate in Education (NCE), Post Graduate Diploma in Education (PGDE), Professional Diploma in Education (PDE) or Post Doctoral Diploma in Education (PDDE).
- (ii) **Category B** – Teachers with Masters Degree in Education or Master Degree in other field plus PGDE, PDE or PDDE.
- (iii) **Category C** – Teachers with Bachelors Degree in Education or Bachelor Degree/Higher National Diploma in other fields plus PGDE, PDE or PDDE.
- (iv) **Category D** – Teachers with Nigeria Certificate in Education or Year Diploma in Education Programme approved by TRCN for Colleges of Arabic and Islamic Studies or Christian Theological Colleges.

Accordingly, the *Professional Standards for Nigerian Teachers* (TRCN, 2011) and the PQE national benchmarks are organized along these categorisations such that, while all teachers are expected to exhibit competences for same pedagogical themes, however, the depth and variety of expected competences vary according to the categories or academic qualifications and levels of experience of the teachers.

Learning Forward (2013) an international association of learning educators based in the USA (formerly called the National Staff Development Council) while stressing the need for *Standards for Professional Learning* equally recapitulates professional learning as something that evolves and not of equal status for every teacher. It gives the basis for this evolution, stating that “professional learning that increases educator effectiveness and results for all students” are identified by the following characteristics:

- (i) **Learning communities** – The professional learning occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- (ii) **Leadership** – The professional learning requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- (iii) **Resources** – The professional learning requires prioritizing, monitoring, and coordinating resources for educator learning.
- (iv) **Data** – The professional learning uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- (v) **Learning designs** – The professional learning integrates theories, research, and models of human learning to achieve its intended outcomes.

- (vi) **Implementation** – The professional learning applies research on change and sustains support for implementation of professional learning for long-term change.
- (vii) **Outcome** – The professional learning aligns its outcomes with educator performance and student curriculum standards.

Adding his voice on the need for standards in professional learning, Mizell (2013), a Fellow of Learning Forward, asserts that “leadership standard calls for evidence of effectiveness.” He therefore stated that professional learning standards call for “creating a new system of professional learning built on the standards and the research that supports them.”

2.3 Scope of the PQE Examination

Basically, the PQE will cover relevant areas under General Education and more importantly Information and Communication Technology, English Language, Use of Library and Mathematics as well as Educational Statistics and Research Methods. These are all critical for success not only as a teacher but as a professional in the digital age and information society. The guides to these subjects are contained in this benchmark.

CHAPTER THREE

EXAMINATION REGULATIONS

3.1 Frequency of Examination

The examination will hold two times in a year in March and September each year on a date to be announced by TRCN.

3.2 Registration for Examination

The registration for the examination shall be done on the normal TRCN form for registration of teachers. The form contains an acknowledgement that equally serves as Examination Admission Card with the candidate's passport duly stamped by TRCN. Therefore, candidates must ensure that upon submission of their completed registration form at any TRCN office, they collect the card and come with it to the examination venue.

Candidates shall obtain TRCN registration form from any TRCN office and Desk Officers nationwide after payment of registration fees stipulated for their category as follows:

Table 7: Categories of Teachers in Nigeria

Category of Teachers	Registration Fee (Naira)	Annual Dues (Naira)
A = PhD in Education or PhD in other fields plus a teaching qualification such as NCEPGDE, PDE, or PDDE.	10,000	5,000
B = Master Degree in Education or Master Degree in other fields plus a teaching qualification such as PGDE, PDE or PDDE.	8,000	4,000
C = Bachelors Degree in Education or Bachelors Degree/HND in other fields plus a teaching qualification such as PGDE, PDE or PDDE.	6,000	3,000
D = Nigeria Certificate in Education and 3- Year Diploma in Education Programme approved by TRCN for Colleges of Arabic and Islamic Studies or Christian Theological Colleges.	3,000	2,000

Candidates are expected to pay for their registration and annual dues together which qualifies them, upon passing the examination, to receive not only a certificate of registration but also a teaching license – payment of registration fee covers only certificate of registration while payment of annual dues entitles a teacher to teaching license.

Only persons who hold both academic and teaching qualifications specified in table 7 can apply for TRCN registration.

3.3 Examination Centres

The examination shall hold simultaneously in all State Capitals throughout Nigeria, the Federal Capital Territory and any other special centres that TRCN may designate.

3.4 Format of Examination

The examination will have the format of objective questions with multiple choice answers. The answer scripts will be machine-readable for easy marking and candidates therefore will have to shade their answers with HB pencil. However, other modifications that may be made to this provision as circumstances may permit will be brought to the prior notice of candidates before the date of examination.

3.5 Preparation for Examination

Candidates are to ensure that prior to the examination, they have obtained and carefully read the PQE Benchmarks which will be available at TRCN offices and website for free downloading. They have a responsibility to update themselves of knowledge and skills required to pass the PQE. Where they choose to organize extramural classes or coaching, that will be purely their private arrangement. Candidates should also visit TRCN website from time to time for update on any forthcoming PQE.

3.6 Attendance at Examination

Candidates must be present at examination centres by 8 a.m. at the latest to take part in screening before the examination. Candidates who get to the examination centre when half of the time allocated to the examination is gone can no longer be admitted for that particular examination.

3.7 Conduct during Examination

Candidates are to obey all examination instructions contained on the TRCN/PQE registration form as well as instructions by invigilators and supervisors during screening and instructions that may be contained in the actual examination papers. Candidates who violate legitimate examination instructions will be penalized based on the nature and gravity of the offence. Certain offences may require barring a candidate from continuing the examination. Except where specifically required, candidates shall not enter examination hall with any electronic device such as calculator, telephone handsets, laptops, ipads, etc. The use of written materials such as textbooks, notebooks or hand-written materials which are not the examination papers and answer sheets are also prohibited in the examination hall.

3.8 Release of Examination Results

Results of the PQE will be released as soon as possible.

3.9 Pass mark

The pass-mark for the PQE is 50%. Candidates who score this mark or above will be automatically registered and their certificate released to them promptly while those that score less than 50% will take part in the next PQE to see if they can make it.

3.10 Re-sit of Examination/Probation

Candidates who fail the PQE have two more chances left to write the examination again. Candidates who fail the PQE thrice will be barred from taking the examination for a minimum of one year. The candidates are expected to undertake a refresher course at any Faculty/School/College of Education or the National Teachers' Institute as may be specified by TRCN for that purpose. Candidates who are re-sitting the PQE shall pay a re-sit fee that will from time to time be prescribed by TRCN. Non- professionally certified teachers shall be barred from holding positions of responsibility in the education sector.

3.11 Enquiries about Examination

All TRCN offices nationwide including the Headquarters shall be open for enquiries on the PQE from the public. Important information will also be regularly updated on TRCN website (www.trcn.gov.ng) and candidates are advised to regularly visit the website. A link is also created on the website for use by candidates and the general public to send feedback or make enquiries and such will receive prompt reply from TRCN provided the individual clearly indicates the email address. TRCN can also be contacted through a special PQE email (pqe@trcn.gov.ng). After receiving considerable amount of enquiries regarding the PQE, TRCN will post on the website, "FREQUENTLY ASKED QUESTIONS" and the answers to such questions so that individuals could first check to see if their questions have been answered before contacting TRCN.

CHAPTER FOUR: COURSE GUIDES

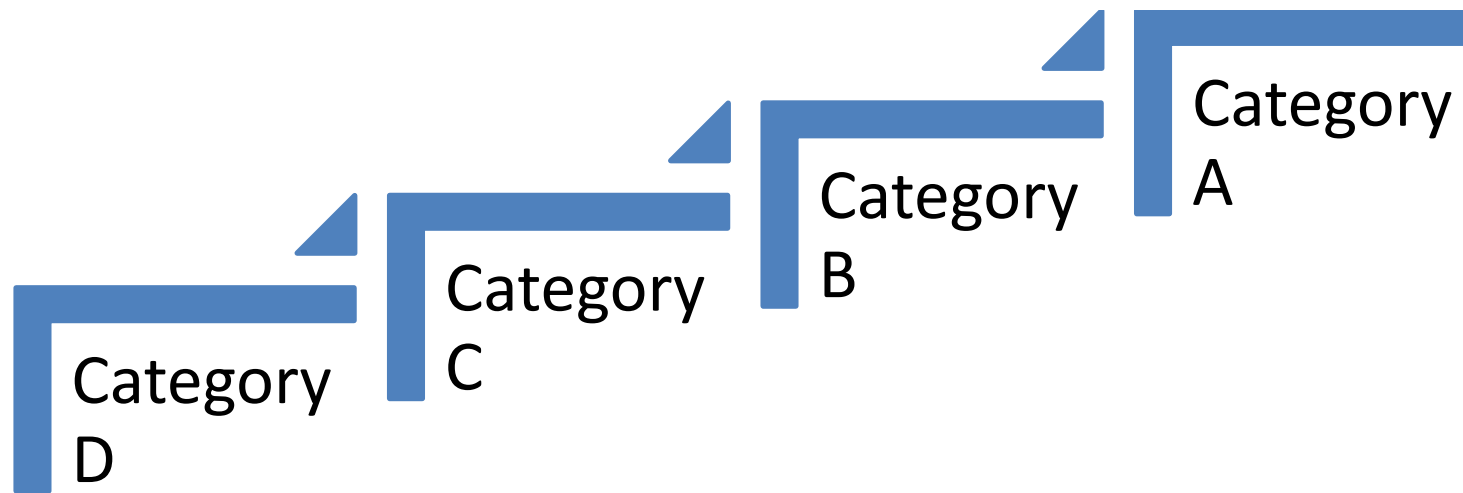


Fig 1: The Intensification of understanding and analysis required for the various category of teachers.

The courses and subject matters for the PQE are same for all categories of teachers. However, level of understanding and analysis required get advanced as one moves from Category D to Category A teachers. Invariably also, teachers on a higher category are to cover courses and subject matters specified not only for their Category but also those itemized for lower Categories of teachers.

PQE 001: History of Education

THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B: Master Teachers	Category A: Doctoral Teachers
<p>History of Western, traditional and Islamic Education in Nigeria and their impact on present system of Education in Nigeria</p>	<p>Concept and Rationale of History of Education; History of Ancient Greek and Roman Education; African Traditional Education; Islamic Education in Nigeria; Onset of Western Education in Nigeria; Nigerian Education after Independence in 1960; Evolution of primary and Junior Secondary Education in Nigeria.</p>	<p>Concept and Rationale of History of Education; History of Ancient Greek and Roman Education; African Traditional Education; Islamic Education in Nigeria; Onset of Western Education in Nigeria; Nigerian Education after Independence in 1960; Evolution of primary and Junior Secondary Education in Nigeria; Relating current educational system, policies, challenges and successes to the history of Western, Traditional and Islamic Education in Nigeria.</p> <p>Overview of the National Policy on Education – The national philosophy, objectives and directive principles related to education; the national educational philosophy, goals and values; types of education and critical issues recognized by the</p>	<p>A survey of education history from the ancient time to date; Ancient Western and traditional African education systems; Global contemporary education practices; History of Education in Nigeria; Significant landmarks in the emergence, development and growth of higher education in Nigeria.</p>	<p>Educational development in Nigeria with emphasis on the evolution of current educational policies and practices. Traditional, Islamic and modern systems of education in Nigeria. The role of educational supervisory commissions in policy making. The National Policy on Education and the Nigerian Constitution.</p> <p>Appraising Nigeria’s general educational challenges and proposing remedies in the context of historical lessons and experiences of Nigeria and other countries.</p>

		<p>National Policy on Education; etc.</p> <p>Traditional African Education, its functionality and relationship with modern education.</p> <p>Brief account of the Early Greek and Roman Education in the Western World.</p> <p>Introduction of Christian Missionary/Western Education to Nigeria: Covering the pre-colonial through the Independence to the present time.</p> <p>Origin and development of Islamic Education in Nigeria.</p> <p>Current issues in Nigerian Education: The 6-3-3-4 system; the prospects and constraints of the PPP – Public Private Partnership - model in the ownership and control of education; etc.</p>		
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PQE 002. Philosophy of Education

THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B: Master Teachers	Category A: Doctoral Teachers
Philosophical Thought that influenced Educational development and practices around the world and in Nigeria.	<p>Relevance and importance of Philosophy of Education to the student teacher; Schools of Thought in Philosophy; some leading philosophers and their contributions and implications for primary and junior secondary education – Naturalism, Idealism, Realism, Pragmatism, Existentialism, Africanism, etc; Philosophy of Nigerian Education – Evolution and tenets of developmentalism; Goals, Aims and Objectives of Nigerian Education; Philosophical examination of the following concepts in relation to primary and junior secondary education in Nigeria – rationality, justice, responsibility, creativity, self-reliance, life-long education, freedom, democracy, equality of educational opportunities, etc.</p>	<p>Philosophy and education. Various schools of thought in philosophy and their impact on education. The philosophical bases for primary, secondary, tertiary and teacher education. Educational issues and problems as they relate to the philosophy of education in Nigeria.</p>	<p>Nature of philosophy and nature of education; The essence of philosophy of education; An examination of philosophical ideas that have influenced the development of education throughout the world; Schools of Philosophical thought such as idealism, realism, naturalism and pragmatism and their contributions to educational development; Issues arising from the philosophy of Nigerian education with due regard to concepts such as: education, equality and opportunity, democracy, aims and objectives of education, reward and punishment, teaching, indoctrination and training, nature of knowledge, values and the individual; Ancient and contemporary</p>	<p>Basic philosophical thoughts in education. Educational ideas and practices from ancient times and their influence on modern practices. Philosophical thoughts underlying Nigerian education.</p> <p>Appraising Nigeria’s general educational challenges and proposing remedies in the context plausible philosophical thought around the world and Nigeria.</p>

			philosophers; Their impacts on education systems and usefulness in the classroom environment; The curriculum and philosophy; The problem of truth; Transfer and application of knowledge.	
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PQE 003. Sociology of Education

THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B: Master Teachers	Category A: Doctoral Teachers
<p>Sociological foundations of education; influence of sociological factors on Nigerian education and the transformation of society through education. Emerging issues – Gender, Security, Out-of- School, Family Life, Albinism, Child Trafficking, etc.</p>	<p>Nature and scope of sociology; concept, types and agencies of socialisation; the child and group dynamics at the primary and junior secondary education levels; concept of population education, and attitudes and beliefs of Nigerians about population education; improvement of quality of life through population and family life education; influence of various social factors on the learning processes at primary and junior secondary levels; social stratification and school achievement; culture, social change and education; concept of social change – education as a change agent in Nigeria; consequences of social change on Nigerian education; the school as a formal organisation; sociological analysis of contemporary issues in primary and junior secondary education e.g. national consciousness, national integration, religious tolerance, etc.</p>	<p>Sociology and Education; the school as a social system; Education, development and social mobility in Nigeria; Educational problems and efforts to solve them. The role of the teacher. Structuring of educational programmes.</p> <p>The concept and scope of Sociology of Education. The concept, types, process and agents of socialization – the family, peer group, mass media, school, religious organizations, etc. The concepts of culture and subculture; norms and values; and other important sociological concepts relevant to education; Education as culture. Social change: Education as agent of social change in Nigeria. The social learning theories and principles: The Labeling theories, etc. The school as a social system; socialization processes at the school;</p>	<p>The nature of society; The concept of society as a community; Groups and grouping in society; Institutions in society and their functions: economic, political, religious, educational etc; Cultural similarities and variations, social stratification, social change; The functions of education, and the school as a social institution in society; The relationship between the school and other social institutions such as family, religion, culture, language, economy and political system.</p>	<p>Basic concepts of sociology. Nature of society, primary and secondary groups in society, ethnic groups, minority groups. Education and social change. The teacher's role in society. The school as a social organisation. Features of industrial and non-industrial societies and their influence on education.</p>

		<p>social factors that affect adaptation and learning at school.</p> <p>Cases: social problems in the school, their causes, prevention and management, e.g. cultism and gangsterism; robbery, rape, examination malpractice, alcoholism, drug abuse; moral decadence, mass academic failure; etc.</p> <p>The roles of the teacher in the management of social problems in the school.</p> <p>Factors that affect the development of Education in a country: socio-political, economic, cultural, etc.</p>		
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**PQE 004. Educational Psychology:
Child, Adolescence & Adult Psychology; Human Learning**

THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B: Master Teachers	Category A: Doctoral Teachers
Human Development and Human Learning	<p>Meaning and scope of Educational Psychology; Relevance of Psychology to Teacher Education; Human Reproduction – Principles of human growth and development; Stages and features of human growth and development – physical, social, emotional, intellectual, and moral; Theories of personality development – Sigmund Freud/Psycho-Analytic Theory, Traits Theory, etc; Individual differences; Heredity and environment;</p> <p>Concept of learning; learning theories and their application to classroom situation; Behaviourist, Cognitive, Constructivist theories of learning; transfer of learning; factors affecting learning; motivation; concepts of reward and punishment and their practical application to education; Memory, Rote-Learning and Over-learning; Remembering and</p>	<p>Stages and determinants of human development from birth to adulthood. Effects of heredity and environment on the physical, cognitive, social, moral and emotional development of an individual. The relation and application of psychological principles to educational practice and performance.</p> <p>Introduction to the field of Educational Psychology. Role of Psychology in the learning process.</p> <p>Principles, stages and characteristics of human growth and development; To include the cognitive/intellectual, moral, psychomotor/skill, verbal/language, etc dimensions.</p> <p>Selected theories of personality (Minimum of two theories).</p> <p>The nature/nurture debate (Heredity and</p>	<p>An introduction to educational psychology. Development from conception to young adulthood. The intellectual, social, moral and emotional needs of learners. The needs of special learners. Perception of people and attribution of causes; self-concept; attitudes and behaviour; Power, authority and civil rights. Psychology of learning and cognition, psychological therapies in the school, childhood psychopathology. Individual differences in intelligence and learning styles. Cognitive and behavioural approaches to teaching and learning. Higher cognitive skills in learning and</p>	<p>Theories of learning; their classroom implications on various Educational practices. Developmental stages in childhood, adolescence and adulthood. Interaction processes within the environment and the influence of this on intellectual, social and Learning how to learn; barriers to study; identification of students reactions to barriers to study; remedies to barriers to study; preparation and use of check sheets for instruction; management of a material- based instruction. Communication skills for teachers emotional development.</p>

	forgetting; Effects rural and urban settings on learning; managing over-crowding in schools.	environment). Psychology and Instruction: Psychological factors that affect learning; Psychological foundations of intelligence, motivation, etc; Individual differences and effect on academic performance; etc.	motivation.	
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PQE 005. Guidance & Counseling: Theory & Practice				
THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B: Master Teachers	Category A: Doctoral Teachers
Administration and organisation of Guidance services	Concept of Guidance and Counseling (G&C), distinctions and goals; history and development of G&C practices in Nigeria; theories of counseling; ethics of the counseling profession; guidance services in schools; communication skills in guidance; study skills; health counseling – HIV/AIDS, drug abuse, alcoholism, etc;	TO BE CAT B The history, development and trends in Guidance and Counselling. C General principles, techniques and essential components of guidance and counselling. C The relevance of guidance and counselling to the National Policy on Education. C Multicultural aspects of counselling. Assessment in Counselling. Ethical issues and therapeutic processes in relation to unemployment, career choice, abuse, peer influence, sexuality, social relations, drug abuse etc. B		Rationale, scope and nature of Guidance and Counseling services in educational and community settings. Multiple approaches of such services with emphasis on role of counselors in needs assessment programme planning, consultation and coordination of

	tests in G&C; career education and development; sex education and marriage counseling; organisation and administration of G&C.	TO BE CAT C The concept, scope and goals of Guidance and Counseling in schools. C Theories of Counseling. Guidance and Counseling tests. C Ethics of Guidance and Counseling services in schools. C Cases: Studies of specific learner/learning problems that require good knowledge of psychology, guidance and counseling and applicable strategies; Problem-solving techniques, etc. C	services for diverse populations. Study of problems, issues, trends and ethical responsibility in the field of Guidance and Counseling. Principles and methods of developing and administering guidance programmes in the school setting – at the primary, secondary and tertiary levels. Practical programmes and issues in Nigeria, e.g. problems connected with testing programmes, inter-personal relationships, finance, etc.
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PQE 006. The Teaching Profession				
THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B: Master Teachers	Category A: Doctoral Teachers
Provisions of the TRCN Act CAP T3 and TRCN mandates, programmes, successes, challenges and way forward Roles of subject	Concept of profession; teaching as a profession; professionalization of teaching in Nigeria; ethics of the teaching profession; teacher professional organisations; status of the teacher worldwide as provided by UNESCO/ILO; role of TRCN; Improving	Historical development of teaching as a profession in Nigeria. Provisions of the TRCN Act 31 of 1993. Activities, programmes and policies of TRCN especially in the areas of i. Registration and licensing of teachers ii. Mandatory continuing professional education. iii. Induction and internship schemes. iv. Control of professional misconduct, incompetence and negligence. v. Accreditation, monitoring and supervision of teacher education programmes. Etc.		

and professional associations in the development of the teaching profession.	attraction of teaching to candidates for tertiary education. TRCN Act, programmes and activities.	Review of TRCN basic publications – Teachers Code of Conduct, Nigerian Journal of Professional Teachers, etc. Comparisons of the regulation of teaching in Nigeria and abroad. Comparisons of the regulation of teaching and other professions in Nigeria. Successes, challenges and strategies for the advancement of the teaching profession in Nigeria.
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PQE 007. Teacher Education				
THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B: Master Teachers	Category A: Doctoral Teachers
Teacher education issues and strategies for improvement; Trends in Teacher Education	Concepts, aims and objectives of primary and junior school teacher education; roles of the teacher in the school and as a member of a population group in Nigeria;	Concepts, aims and objectives of senior secondary school teacher education; roles of the teacher in the school and as a member of a population group in Nigeria. Teacher education issues, problems and strategies for improvement.	Concepts, aims and objectives of secondary and tertiary teacher education; roles of the teacher in the school and as a member of a population group in Nigeria; Teacher education issues, problems and strategies for improvement.	Concepts, aims and objectives of tertiary teacher education; roles of the teacher in the school and as a member of a population group in Nigeria; Teacher education issues, problems and strategies for improvement.

PQE 008. Classroom Management & School Organisation				
THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B: Master Teachers	Category A: Doctoral Teachers
Effective management of classrooms and schools; Management of learner and school records.	Concept of classroom management and organisation - class organisation, classroom leadership, classroom arrangement, class control, class discipline, etc; concept and essence of school public relations; factors influencing school-public relations; staff-management relations; student-staff relations; parent-staff relations; school environment; school programme; school performance; school tone.			

**PQE 009. Educational Technology/Information and
Communication Technology in Education**

THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B: Master Teachers	Category A: Doctoral Teachers
<p>Appreciation, design, process, application and effects of techniques in the teaching/learning situation.</p> <p>Integration of ICT in teaching and learning process.</p> <p>Other new technologies.</p>	<p>Concept and history of educational technology; Place of educational technology in communication and the teaching learning process; concept and process of communication; concept of systems approach to instruction; multi-media – concept, characteristics and use; Computer Assisted Teaching; principles and practice of design, production, improvisation, use, maintenance, storage and retrieval of educational media; community resources in education.</p> <p>Definition and meaning of computer, data and information; brief historical development of the computer; classification of</p>	<p>The concept, scope and role of Educational Technology in the teaching learning process.</p> <p>Communication theories and models:</p> <p>i. Types of Communication</p> <p>ii. Models; Dale, Schramm, SMCR, Early Systems Mass Communication</p> <p>The System Approach of Instructional Technology</p> <p>i. Definition</p> <p>ii. Component, goals, conditions, resources, outcomes, etc.</p> <p>The resources of Instruction</p> <p>i. Human</p> <p>ii Non-human</p> <p>: print graphics/transparencies,</p>	<p>Approaches to solving instructional problems; The meaning/definition, principles and evolution of educational technology concepts as well as their applications to all aspects of the education curriculum and instructional process; Educational media: meaning, selection, design, production, evaluation and utilization; Students’ practical activities; Nature and Roles of Instructional technology; Instructional technology in learning; The basic teaching techniques, some</p>	<p>Meaning, value, varieties and uses of Educational Technology. Audio-Visual materials, school broadcasting and ICT applications in Education. Selection of appropriate aids for specific lessons. Evaluation of effects of teaching aids on lesson effectiveness.</p> <p>Introduction to Information and Communication Technology. The role of ICT in Education. Computer appreciation. Computer operations – Typing skills. Computer operations – MS Word, Excel,</p>

	<p>the computer – by size, purpose, capability; basic computer hard and software; devices, systems and application software.</p> <p>Computer operations – booting, windows, keyboard, mouse, etc; word processing; electronic spreadsheets (MS Excel); application of computer in education.</p> <p>Application of ICT in the teaching learning process – use of computer, knowledge of computer hard and software and their application to teaching and learning.</p> <p>Use of the internet – browsing, searching, mailing, social media, etc.</p>	<p>audio, audiovisual realia, games, simulations, multi-media, etc.</p> <p>Principles for the Improvisation of teaching aids/media.</p> <p>The concept, parts and functions of a computer.</p> <p>The use/appreciation of computer.</p> <p>h.Computing/typesetting skills.</p> <p>Application packages: Microsoft Word; Power Point, Excel, etc.</p> <p>Production of documents using a computer.</p> <p>Creation and use of emails and internet-based facilities.</p> <p>Internet based research.</p> <p>Use of the internet – browsing, searching, mailing, social media, etc.</p>	<p>related principles; A systematic approach to media; Introduction to material and media visual aids - Non-projected aids: book and printed materials; Real things; Field trips; Models and mock-up simulation and games; Graphic symbols; Use of Instructional resources -Bulleting boards, exhibits, chalk boards, chart pads, flannel boards, Study prints, pictures, projected aids, record players, tape recorders, etc; Principles of projection - Over-head projectors, filmstrip projectors, slide projectors, opaque projectors, motion pictures projectors; Hints for good showmanship; Multi-media and multi-image presentations; Aural aids.</p> <p>xix. Micro-projector; Radio; Audio-visual aids.</p> <p>Introduction to Information and Communication</p>	<p>Power Point, Publisher, etc.</p> <p>ICT tools for Education – Use of emails, internet, virtual library, etc.</p> <p>One computer programme along with current ICT concepts and operations.</p> <p>Use of the internet – browsing, searching, mailing, social media, etc.</p>
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			<p>Technology. The role of ICT in Education. Computer appreciation. Computer operations – Typing skills. Computer operations – MS Word, Excel, Power Point, Publisher, etc. ICT tools for Education – Use of emails, internet, virtual library, etc. One computer programme along with current ICT concepts and operations. Use of the internet – browsing, searching, mailing, social media, etc.</p>	
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PQE 010. Subject Methodology

THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B: Master Teachers	Category A: Doctoral Teachers
<p>Principles and Theories of teaching specific subject matter areas.</p> <p>Current trends in subject methodology.</p> <p>Improvisation; Open and Distance Learning (ODL)</p>	<p>Principles and methods of teaching primary and junior secondary education.</p> <p>Objectives and categories of objectives in the teaching-learning process – instructional objectives, behavioural objectives, expressive objectives, etc;</p> <p>formulating behavioural objectives; principles underlying the choice of teaching methods at primary and junior secondary levels; types of instructional methods, techniques and approaches in teaching – teacher-centred methods, student-centred methods, group instructional methods, individual instructional methods, conventional /traditional methods, innovative methods and new strategies like computer assisted instruction, etc;</p> <p>Distinction based on degree of teacher and student</p>	<p>Classes of learning objectives: Behavioural, instructional, expressive, etc objectives.</p> <p>Formulation of behavioural objectives.</p> <p>The concept of general and subject methodology.</p> <p>Factors that determine methodology.</p> <p>Overview of general teaching methods and techniques, their relative strengths and weaknesses.</p> <p>The lesson plan as basic tool; format of a lesson plan.</p> <p>Three broad groupings in instruction</p> <p>i. Lecture or large group instruction</p> <p>ii. Small/medium group interactive instruction</p> <p>iii. Individual or self-instruction</p> <p>Issues in delivery of</p>	<p>Introduction to teaching methods.</p> <p>Developing and using instructional resources.</p> <p>Lesson planning and special delivery techniques.</p> <p>Special methods for teaching different subjects.</p> <p>Evaluation of students’ learning.</p> <p>Critique of subject curriculum.</p> <p>Classes of learning objectives: Behavioural, instructional, expressive, etc objectives.</p> <p>Formulation of behavioural objectives.</p>	<p>Course ware development for higher education. Designing new courses for higher education, writing course objectives, basic steps in course ware, development of courses for online learning.</p> <p>The aims and objectives of teaching specific subjects.</p> <p>Approaches to the teaching of the subjects. Selection and evaluation of materials and resources for teaching.</p> <p>Implementation of curriculum. Teaching and examination of syllabi. Preparation of course description and outlines. Benchmark considerations. E-learning planning. Peer teaching. A survey of</p>

	<p>activity.</p>	<p>instruction</p> <ol style="list-style-type: none"> i. Introduction ii. Logical progression iii. Pace and language iv. Time management v. Classroom management/discipline vi. Use of resources; visual aids, chalkboard, etc vii. Questioning techniques, etc. <p>The concept and benefits of individualized instruction: Primary focus on individual differences and designs that enable learners to develop at their own pace.</p> <p>The problems and strategies for the management of large classes.</p> <p>Subject methods; Theoretical material; steps; content; method; activity, resources.</p> <p>Practical material; skills, explanation, trial, practice.</p>		<p>curricular in relevant disciplines. Analysis of examination syllabi. Practice in test construction. Selection, evaluation, and preparation of materials and resources for teaching.</p>
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PQE 011. Theory and Practice of Child-Friendly Schools (CFS)

THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B: Master Teachers	Category A: Doctoral Teachers
Creating enabling environment for teaching and learning in Nigeria.	Concept, principles and models of CFS – definition of CFS, Key generic principles of CFS based on the Convention on the Rights of the Child, child-centredness democratic participation, inclusiveness; quality as holistic and multi-dimensional; characteristics of CFS – Principle 1 (child rights and inclusive education), Principle 2 (effective teaching and learning environments), Principle 3 (safe supportive and protective learning environments), Principle 4 (healthy and health-seeking learning environments), Principle 5 (gender sensitive learning environments), Principle 6 (democratic participation and partnership building); Policies in Nigeria that promote CFS; Child friendly school standards and indicators for teacher education; teacher preparation for CFS – child centred interactive methodologies based on constructivist principles and activity based learner centred approach; facilities and resources required for CFS; Assessment of teaching in a CFS; Technology on a CFS learning and teaching; strategies for mainstreaming CFS concepts and principles in Nigeria.			

PQE 012. Curriculum Studies

THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B: Master Teachers	Category A: Doctoral Teachers
Curriculum development and implementation	<p>Meaning and scope of curriculum; basic curriculum concepts; the curriculum as a teaching plan; types of curriculum; typology based on design – broad fields/integrated curriculum, core curriculum, single subject/discrete subject curriculum; typology based on official recognition – official or formal curriculum, informal or hidden curriculum; typology based on teacher-learner perspectives – teacher centred curriculum, student centre curriculum; history of primary and junior secondary school curriculum in Nigeria; curriculum development centres in Nigeria such as NERDC, NCCE, NUC, etc.</p>	<p>Key concepts of curriculum development to include objectives, contents, learning opportunities and evaluation; Knowledge and skills on curriculum development; Relating instruction (lesson objectives, learning experiences, learning materials, methods and media of instruction, etc.) to curriculum.</p> <p>Relating curriculum to national goals; Overview of curriculum innovations in Nigeria with respect to specific subject areas.</p> <p>The concept and scope of Curriculum; Curriculum as a teaching plan.</p> <p>Curriculum types/design: integrated, core, single subject, etc curriculum typologies/design; formal/official and</p>	<p>Concepts and processes of curriculum planning.</p> <p>The meaning and definition of curriculum.</p> <p>The history of curriculum development efforts in Nigeria.</p> <p>Models of curriculum development.</p> <p>Factors influencing the Nigeria School curriculum.</p> <p>The procedure for developing the components of the curriculum. General methods of teaching.</p> <p>Procedure for selection and utilisation of resources.</p> <p>Classroom experimentation, curriculum evaluation and curriculum innovation.</p>	<p>Models of curriculum development and design; organisation, selection and evaluation of curriculum. Principles of supervision, visitation, and accreditation.</p> <p>Preparation of relevant reports.</p>

		<p>informal/hidden curriculum, etc; student-centred and teacher-centred curriculum, etc.</p> <p>Components of Curriculum Implementation</p> <ol style="list-style-type: none"> i. Curriculum content ii. Resources iii. Methods <p>Domains of learning and implications for curriculum development:</p> <ol style="list-style-type: none"> i. Cognitive ii. Affective/moral iii. Psychomotor <p>Assessment of learning outcomes</p> <p>Indices of curriculum non-implementation</p> <ol style="list-style-type: none"> i. High drop-out/failure rates ii. Examination malpractice iii. Cultism and other vices iv. Poor job performance. 	<p>Basic principles of curriculum implementation; Curriculum innovations and change; Factors that trigger curriculum reforms; Supervisory roles in the implementation of the curriculum; Patterns and strategies of contemporary curriculum supervision and inspection; Performance indicators in curriculum implementation: quality assurance, quality control and quality management.</p>	
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PQE 013. Measurement and Evaluation

THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B: Master Teachers	Category A: Doctoral Teachers
Test construction, administration, analysis & interpretation	<p>Meaning and scope of measurement and evaluation; function of measurement and evaluation for teachers; demographic data collection and analysis; uses of tests; common dimensions for classifying tests; teacher made tests, standardized tests, validation of evaluation instruments; census and vital registration in primary and junior secondary education; continuous assessment – meaning, scope, principles, prospects and problems; construction, use and interpretation of norm-referenced tests and criterion-reference tests; examination ethics; assessment of non-cognitive domains – observation techniques, checklists and rating scale, self-reporting techniques (interview, questionnaires, inventory),</p>	<p>The concept and scope of measurement and evaluation. Uses of tests; classification of tests as teacher-made, standardized, etc; validation of test instruments; etc. Types of test items, construction and use i. Short answer type ii. Essay type iii. Unstructured type: observation, project, excursion, etc. Evaluation standardization strategies; mean, normal curve, standard deviation, table of specification, error modification, standard score and T-score transformation, etc. Continuous assessment: concept, scope, rules, strengths and weaknesses. Ethics in Measurement and Evaluation.</p>	<p>Definitions, types and functions of measurement, evaluation, assessment and test. Educational and psychological tests. Introductory statistical concepts. Objective and essay type items. Test validity and reliability. Evaluation models and methods. Evaluation of school, national and selected foreign programmes. Skills of implementing the continuous assessment scheme in the school system. The instruments and techniques for assessment of achievements in the cognitive and non-</p>	<p>Concepts of measurement and evaluation in education. Types and uses of tests. Statistical methods in testing. The characteristics of good test – validity, reliability and usability. Measurement and evaluation at tertiary education level, e.g. computation and analysis of students results such as good-standing, GPA, CGPA, weighted average, weighted score/point, and classification of students performance. Computer based testing, online presentation of students results, etc.</p>

	<p>sociometric techniques, projective techniques.</p>	<p>Measurement of affective domain: Using self-reports, observation techniques, projective, socio-metric, checklist, strategies, etc.</p> <p>Computer based testing, online presentation of students results, etc.</p>	<p>cognitive domains. Basic statistics. Classification of measuring instruments. Construction of test items using test blueprints. Measures of central tendency, variability and point measures. xiv. Representation of scores in tables and graphs. Characteristics of score distributions. Interpretation of scores. Modalities for record keeping and reporting.</p>	
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PQE 014. Educational Management

THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B: Master Teachers	Category A: Doctoral Teachers
Management of educational programmes, institutions, personnel and other resources. Quality Assurance concepts, processes and types.	<p>Concept and types of organisation; concept of educational management/educational administration; general principles of administration; resource management; population and related data for educational management; the control of schools; discipline; programme of schools; financing; leadership and leadership styles; education laws and regulations; concept and purposes of school supervision; quality assurance concept, processes and types (whole school evaluation, accreditation evaluation and special evaluation) internal supervision; qualities of a good supervisor; traditional and modern supervisory method; challenges and</p>	<p>Introduction of Educational Management. The concept, scope and goals of Management. Factors that contribute to effective Management. Management processes. Planning in the context of education. Supervision of schools. Managing the Nigerian Educational system. The various categories of educational managers and their roles. The meaning and scope of Educational Management. Policy and legal issues in the management of Education in Nigeria; the control of education in Nigeria. Basic principles and functions of Management. Concept and types of organization/bureaucratic features of organizations.</p>	<p>Introduction to Educational Administration – The meaning of Educational Administration; its scope, goals and the factors which contribute to its successful implementation. Administrative tasks – Administrative process, supervision of schools, the Nigerian Education system; students and staff personnel administration; school business administration; tertiary institutions administration. The nature and scope of Educational Planning and implementation; The Nigerian school system. The concept of</p>	<p>Theories and principles of educational management. History of Educational planning and management. Types of planning; Manpower and social demand, rate of returns, conditions for success in educational planning and management. Problems and issues in educational management in Nigeria. Staff recruitment:- selection, utilization and incentive policies. Enrolment, administration and student welfare programmes. Staff-student relationship. Analysis of education statistics.</p>

	<p>problems of quality assurance processes.</p>	<p>Organizational structure: Definition, types (classical and modern organization structures/centralized and decentralized organizations, etc.) The concepts of power and authority, types of authority. Discipline in schools. Programme planning/design in schools (co-curricular activities, examinations, etc.) School supervision/inspection: Definition, goals, types, principles, etc. Traditional and modern methods of school supervision/evaluation. Qualities of a good supervisor and evaluator; Prospects and constraints of quality assurance processes in Nigerian schools. Ethics in Educational Management.</p>	<p>leadership- Approaches, theories and styles; leadership qualities; the school principal as a leader. Decision-making in educational institutions. Principal's leadership function and school management. Basic concepts in School Finance; Nature, scope and sources of Educational Finance; National and State Budgets in relation to education and principles and practices of school budgeting. Concept of Reform and innovations in Education; Trends of Reforms in Education in Nigeria and globally.</p>	<p>National, state and local government budgets in relation to education. Government and private financing of primary, secondary, tertiary institutions and non-formal education. Principles and practice in school budgeting, wages and salary administration. A holistic approach to study and understanding of man emphasizing techniques of self analysis. Social Skill training and techniques of communication. Interpersonal relationships, conflict situations and resolutions. MDGS in Education; concept of Education For All (EFA), New Partnership for African Development (NEPAD), National Economic Empowerment and Development Strategy (NEEDS), HIV/Aids in Education, Public-Private Partnership Initiative in Education. The role of NGOs and</p>
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				other agencies in Education.
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PQE 015. Special Education				
THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B: Master Teachers	Category A: Doctoral Teachers
Strategies for enhancement of education of persons with special needs.	Historical development of Special Education in Nigeria; National Policy on Education and Special Education; types of exceptionalities; causes, characteristics, identification and intervention strategies and procedures; attitudes and beliefs; philosophy of education for exceptional children; general problems associated with each type of exceptionality and symptoms; inclusive education – implementation, interdisciplinary collaboration, creating and managing inclusive classroom, methodology in inclusive education.		Introduction to Special Education. History of Special Education. Characteristics of the exceptional child. Diagnosis, remedial strategies and special curriculum provisions for the special learner. The physically challenged learner. The specially gifted learner. Issues of falling standards and drop-out syndrome in formal education. Products of special education system and the labour market. A critical study of the National Policy on Education: Principles, guidelines and implementation.	Basic concepts and principles in special education. Recognition of students with special needs. Curriculum and instructional needs of gifted and physically challenged students.

PQE 016. Education of Special Target Groups/Adult Education

THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B: Master Teachers	Category A: Doctoral Teachers
Strategies for education special target groups	<p>Rationale, objectives and principles of adults, women, migrants, etc; strategies of non-formal education; principles and strategies of Distance Education (DE); Distance Learning System (DLS); Open and Distance Learning (ODL); Issues, problems, strategies and prospects of the education of women, nomads and migrant fishermen, and other sub-groups.</p> <p>Nature and scope of adult education; problems and prospects of adult education in Nigeria; characteristics of the adult learner; methods and materials for teaching adults learners; adult education and human resources development in Nigeria; adult education and national development; types of adult education organisations; cross-cultural comparison of adult education programmes.</p>		<p>Introduction to adult education. A survey of the purpose and scope of adult education. The psychology and characteristics of adult learners. Community development, lifelong learning, distance learning, non-formal education, functional literacy, continuing education and mass literacy education. Methods of teaching adults. Non-formal education in Nigeria. The role of adult education in the development of Nigeria.</p>	

PQE 017. Comparative Education				
THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B: Master Teachers	Category A: Doctoral Teachers
Comparing Nigerian education system with the education systems in other countries and drawing from the best practices	<p>Factors that influence the character and nature of educational systems of countries. Patterns of educational thought as reflected in some systems. Traditional educational issues and contemporary problems in education affecting technological and other aspects of development.</p> <p>Analysis of the Structure of education and schooling processes in selected foreign countries, e.g. one country each selected from Africa, Asia, Europe and America. A comparison of the Nigerian Education system with the selected countries.</p> <p>Outline of the best practices and strengths of the foreign education systems that Nigeria needs to emulate.</p>		<p>Meaning and scope of comparative education. Methods appropriate to its study.</p> <p>The relationship between the state and education. Factors that influence the character of any educational system.</p> <p>Aspects of systems of education from Nigeria. 1-6-3-3-4 Education system in Nigeria: principles, Guidelines and implementation. EFA and the MDGs in education.</p> <p>Education in other countries of the world (a study of good programmes in selected countries in Africa, Asia, America and Europe); Post 2015 Development Agenda.</p>	

PQE 018. Educational Statistics				
THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B: Master Teachers	Category A: Doctoral Teachers
Statistical foundations for educational research and measurements.	<p>Basic statistics – collection, presenting and displaying data; statistical description of data - measures of central tendency, spreadS,</p>	<p>Statistics and its functions. Statistical distributions and their properties. Measurement levels and applicable statistics.</p>	<p>Concepts and process in statistics. Purpose of Statistics, descriptive and inferential statistics,</p>	<p>Basic statistical methods in Education. Hypothesis formulation and testing. Non-parametric analysis.</p>

	<p>dispersion or variability; statistical inferences including estimating population values, testing hypothesis, correlation, etc.</p>	<p>Organization of data (ordinal, simple, frequency distribution, grouped and cumulative, etc.). Graphic representation of data – Pictogram, Pie chart. Bar chart and histogram, Frequency polygon Ogive. Measures of central tendency – Mode, Median, Mean, etc. Measures of dispersion, Range, Standard deviation, etc. Decision making; types of errors. Various statistical instruments such as the Normal Distribution curve, Student's t-test, Stanine Scores, t-test, Analysis of Variance, Coefficient of Correlation, etc.</p>	<p>parametric and non-parametric statistics, estimate error in measurement, nominal scale, ordinal scale, interval scale, ratio scale, statistical notation, organisation of data, classification of data, representation of data, transformation of scores, measures of central tendency, measures of variability, measures of association. Inferential statistics used in educational research.</p>	<p>Analysis of variance and covariance in educational experiments. Regression analysis, correlation and other measures of association. Use of ICT tools in data analysis.</p>
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PQE 019. Educational Research Methods

THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B: Master Teachers	Category A: Doctoral Teachers
Identification of educational problems, research design, data gathering, processing, analyzing, interpreting, inferences and reporting.	Nature and meaning of research; types of research; typologies based pure research and action or applied research; typology based on form such as historical research, descriptive survey, experimental research; typology based on kind of evidence and analysis used such as qualitative research, quantitative research, eclectic or triangular research or multiple perspectives research; the research process; choice of research topic; review of related literature; research methodology; methods of data collection – quantitative and qualitative techniques, validity and reliability; methods of organizing and analyzing data – qualitative and quantitative techniques; references and citations.	The concepts and typologies of Educational Research (pure and action/applied; historical/descriptive/experimental; quantitative/qualitative/eclectic, etc). Planning the research. Research topic, statement of problem, objectives, etc. Literature review. Research design. Research methodology. Data collection techniques. Observation. Self-reports. Experimentation, etc. Report writing: complete outline of a research report, etc. Format for a Research Project. Questionnaires and other instruments for data collection. Formulation and testing of hypotheses, preparation of research reports.	Basic principles and Techniques of research. Researches in education. Features and types of educational research (Pure research, pedagogical research, planning research etc.); Variables (dependent, independent moderator and extraneous variables); Hypothesis (research, alternative and null hypothesis); null hypothesis; stating and formulating research questions, population, sample and sampling techniques; Tools of research (questionnaire, opinionative, interview, psychometric, achievement tests,	Definition of a problem and formulation of hypotheses. Research types in education, e.g. historical, survey, experimental, etc. Proposal writing for theses and grants. Data gathering tools in education. Data analysis techniques in educational research. Research reporting.

			psychological tests, observation); Basic research methods (historical research method, developmental research method, quasi-experimental research method, casual-comparative research method, action research and survey study); Writing a research report (features of a research report, chapter layout emphasis, writing preliminaries and making attachments.	
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PQE 020. English Language & Communication Skills

THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B: Master Teachers	Category A: Doctoral Teachers
Use of effective communication skills and fluency in English language teaching and learning situations and day-to-day interaction.	<p>Meaning and scope of communication; elements of communication; channels of communication; problems facing learners of English in Nigeria; Introduction to language skills and their relationship; Listening – types of listening, listening defects, strategies for efficient listening, etc; Speech – oral drills, mechanical, meaningful communication drills, dialogue and interference, etc; Study Skills – how to study, organisation of personal study, rules of spelling, etc. Grammar: verb (tenses); agreement (concord); auxiliary and models; questions, statements and commands; Vocabulary: synonyms; antonyms; homonyms; homophones; registers; semantic mapping; Reading: relationship between reading and writing e.g.</p>	<p>Nature and Importance of Classroom Communication. Types of language problems among learners and strategies for improvement. Grammar: Parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions, etc); verb tenses, agreement/concord, auxiliary/models, questions, statements, commands; phrases, clauses, sentence types and patterns; direct and indirect speech, common errors; etc. Writing: Punctuation, outlining, logical presentation of ideas; paragraphing/structure/development, logical sequencing of paragraphs; compositions – narrative, descriptive, argumentative, explanatory, letter writing formal/informal; report writing, memos, speeches, minutes; writing styles – inductive/deductive, generalizations, etc. Reading: Reading problems; principles and techniques for effective reading; reading for various purposes (research, inferences, pleasure, scanning for key ideas, etc); creative reading; etc. Listening: Listening types; listening defects; strategies for effective listening.</p>		

	<p>summarizing a bridge; Writing: paragraphing/structure and development; linking paragraphs for unity and coherence; punctuation. Identification and usage of phrases and clauses; sentence types; sentence patterns; voice (active and passive). Writing (planning, drafting, editing, logical sequencing of ideas, etc); Vocabulary (vocabulary development – connotative and denotative, idiomatic expressions, figures of speech and proverbs, registers. Speech: Narrative, descriptive, argumentative, conversational, dialogue, reported speech, interference; etc.</p>	
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PQE 021. Use of the Library

THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B: Master Teachers	Category A: Doctoral Teachers
Effective use of the library for academic and educational research purposes; The concept and use of virtual library	Objectives and functions of the library; types of library; types of library materials; organizational structure of the library; bibliography, cataloguing and classification; management of the library; basic library automation; virtual and e-library.	Functions and types of library. Types of library materials Organisational structure of the library. Library classification systems, bibliography, catalogues, etc. Computerized library operations.	Concept and origin of libraries: definitions of the library, types of library, library rules and regulations and units of the library. Library resources and services: formats of library resources, library services, information resources and their handling. Organisation of library resources: classification systems, the library catalogue and using the OPAC. Using data based resources: AGORA, EBSCO Host, HINARI and JSTOR, searching electronic resources.	Examination of the nature and operations of specific Library services. Bibliographic searching. Objectives, characteristics and operations of the e-library. Online search of materials and information on the various educational disciplines.

PQE 022. Basic Mathematics

THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B; Master Teachers	Category A: Doctoral Teachers
Application of basic mathematics in teaching and learning and day-to-day living	<p>Binary numbers, conversion from base 2 to base 10 and vice versa; sets definition, notation and diagrams; basic operations on fractional and whole numbers; Fractions, decimals, and approximations; indices and surds; graphs; change of subject of formulae.</p> <p>Expansion and factorization of simple algebraic expressions; simple algebraic equations and methods of solutions; simple word problems; ratios, percentages, simple and compound interests; variations (direct and inverse).</p> <p>Units of measurement for money, length, mass, weight, area, volumes; calculations of areas and volumes of 2 and 3 dimensional shapes e.g. triangle, square, rectangles, cylinder.</p> <p>Properties and classification of 2 and 3 dimensional shapes; types of angles, horizontal, vertical, parallel and perpendicular lines; representation of data – pictogram, bar and pie charts. Frequency distribution – histogram and cumulative frequency distribution; mode, median and mean; range, mean deviation, and standard deviation; simple probability and application.</p>			

PQE 023. Micro Teaching Theory				
THEMES	GUIDES			
	Category D: NCE Teachers	Category C: Graduate Teachers	Category B: Master Teachers	Category A: Doctoral Teachers
Principles and practices of functional micro teaching; Peer teaching	Concept and process of micro teaching; relevance of micro teaching to teacher education; Set induction; Stimulus variation; planned repetition; reinforcement; non-verbal communication; questioning; closure; evaluation; merits and demerits of micro teaching.		Origin, development, meaning, aim and scope of micro-teaching. Basic principles and phases. Components of micro-teaching and their values. Techniques/skills of micro-teaching. Functions of the student in a micro-teaching situation as a teacher, a learner, a source of feedback, an evaluator, a video operator, and an organiser of a micro-lesson session. The use of the micro-teaching laboratory. Merits and demerits of micro-teaching. Sessions of supervised micro-teaching.	

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