

Communique Emanating from the 2 Day National Conference on Teacher Professional Development Conducted on 5 and 6 June 2023 at Exclusive Serene Hotel Wuye Abuja.

Introduction

The Teacher Professional Development is key to improving the achievement of learners especially at the basic education level. The Commission having as one of its mandates support for capacity building of teachers and education managers has been fulfilling this mandate and has committed **N57,165,751,416.12 (fifty seven billion one hundred and sixty five million seven hundred and fifty one thousand four hundred and sixteen Naira)** to TPD since 2009 – 2018. Notwithstanding this effort, the basic education sub-sector is still faced with the challenges of poor quality learning outcomes. In view of these challenges, a National Conference on TPD with the theme ‘ **Transforming Teacher Professional Development in Nigeria for Improved Learning Outcomes in Basic Education**’ was convened to deliberate and chart a way forward for improved TPD implementation.

The Conference brought together over 281 participants drawn from the Federal Ministry of Education headed by the Permanent Secretary Mr Andrew Adejo, the Universal Basic Education Commission Management and Staff, Commissioners for Education and the SUBEB Chairmen as well as the Directors in charge of training from the 36 States and FCT , International Development Partners. And Sister Agencies such as NERDC, TRCN, NMC, NCCE, NCNE and NTI Others participants were from the Universities and the Colleges of Education and some Non Governmental Organisation in Teacher Development area and members of the Press.

The Keynote address titled: **The Teacher CPD as a game changer in improving students’ learning outcome** was delivered by Mr Vincent Katabalo, Country Director Cambridge Education Tanzania . Other presentations were also made. There were group presentations and as well as discussions, questions and answerers. The conference appreciated the Universal Basic Education Commission its efforts at ensuring quality delivery of basic education .

It noted that the provision of teacher development and more specifically basic education is the primary role of the States and LGEAs.

After series of presentations and inexhaustive deliberations, the following were observed;

- i. Many trainings carried out in TPD are not engaging and not relevant as they do not evolve from teacher needs;
- ii. The training Programmes do not align with teacher professionalization and also not linked to student learning outcomes;
- iii. There are gaps in preservice training and as such the quality of teachers in the system does not meet desired expectations
- iv. Inclusion of school support, coaching and mentoring in training programmes will go a long way in ensuring effectiveness in teacher quality
- v. There are challenges in teacher development because most recruitments do not take cognizance of competence and merit
- vi. The world is evolving and education is taking on technology. Teachers and teaching in the sector should therefore embrace technology and digital pedagogy
- vii. Teachers are not fully committed to teaching and capacity development programmes because motivation and incentives in the teaching profession are very low.
- viii. Training programmes over the years have been only learner centred not looking at subject centredness and
- ix. Teachers train learners to pass examinations but not to learn
- x. There are many policies in the sector to address the issues in the sector . however, the implementation of the policies has always been a challenge as the implementation is usually
- xi. School Based Professional Development is more effective in capacity building of teachers as it encourages peer to peer mentorship, collaboration in problem solving and community of practice.
- xii. Leadership and Management is fundamental in school effectiveness;
- xiii. States have somehow abandon the funding of building the capacity of teachers to the Federal Government
- xiv. The funding of TPD is inadequate to achieve the recommendations of the Nigeria Teacher Education Policy (NTEP) which states that teachers should

undergo at least one teacher development programme once in every 2 two years.

In view of the above observations, it was recommended that;

- xv. Training programmes must be needs assessment based
- xvi. Literacy and numeracy should be one of the major focus of training programmes
- xvii. needs and baseline assessments must be carried out before the commencement of TPD interventions as this will provide basis for determining the impact of the programmes on learning outcomes;
- xviii. The Teacher Professional Development should be institutionalized in the Schools and schedules for the conduct should be a policy ;
- xix. Teacher Professional Development should be linked to Leadership and Management.
- xx. Continuous Professional Development should be outcome based, its evaluation and assessment should be based on teacher practice and learning outcomes.
- xxi. Deployment of teachers should be need based, done with fairness and equity.
- xxii. Preservice training should be strengthened especially in increase in the duration of teaching practice and the quality of intakes.
- xxiii. Development Partners should coordinate their intervention in other to avoid duplication of interventions.
- xxiv. Teacher Professional Development should be linked to promotion and career progression for teachers to be motivated to participate in CPD
- xxv. Funding of UBEC TPD should be increased to meet the recommendations of the NTEP and States should also allocate fund for teacher development.
- xxvi. The capacity of School Leaders should be built for school effectiveness
- xxvii. Evidence of State-led TPD funding should be made a prerequisite for accessing the 10% UBE TPD fund by States;
- xxviii. Needs, Baseline (using the teacher performance indicators) and Endline Assessments should made mandatory and prerequisite for any TPD intervention to track performance and impact

CONCLUSION

The meeting came to an end with the States and all other Stakeholders giving commitments to implementing the resolutions and recommendations made at the meeting. UBEC was also encouraged to intensify its efforts in implementing training programmes that will continuously improve the quality of teachers