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AN IMPLEMENTATION PLAN

A Report Of A Consultancy

Prepared For The

BOTSWANA MINISTRY OF EDUCATION

By

Dr. R. A. LeGrand
Consultancy, John Carroll University
Cleveland, Ohio, U. S. A.

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IMPLEMENTATION PLAN

WORD OF CAUTION

This implementation plan is designed to occur over a period of years. It will be read and digested over a period of hours or minutes. There will be a sense of becoming overwhelmed because of this condensing into a relatively few words what may take years to implement. Thus, I recommend that the margin notations be read first; then the plan in its entirety. This procedure should help to alleviate the problem.

ASSIGNMENT

In a meeting on June 1, 1983, it was decided that my purpose should be to design a series of definite steps which would implement the Evans' recommendations in the areas of: TTC self-study, Teacher Education, the in-service program, utilizing the TTCs and the Education Centers in co-operative in-service programs, the licensing of teachers for a career ladder and the development of the competency model in the in-service program.

Present at the Meeting were Mr. Mogasha, Mr. Purves, Dr. Knox, and myself.

ORIENTATION

Mr. Purves prepared an orientation which was designed to provide a view of the TTCs, Education Centers and the primary schools. The three TTCs were visited, as were two Education Centers and various primary schools.

In addition I took part in the TTC Seminar as well as the EO training session. Both of these opportunities provided insight into various aspects of my assignment, particularly the in-service issues.

PROCEDURE FOR THIS REPORT

During the intensive orientation I had the opportunity to carry on discussions with TTC principals, Education Center directors, Head Teachers and various other school personnel. As a plan of implementation developed, I had conferences with Mr. Swartland, Mr. Sephuma and Mr Mogasha in order to insure that the plan reflected the facts of the Botswna situation. And of course, I was in regular communication with Mr. Purves who served as my contact with the Ministry of Education. A conference was also held with Mrs. Lesolle at which time I explained my task and requested her views on the area of in-service. I then orally reviewed the implementation plan as it was taking shape with Mr. Swartland, Mr. Sephuma, Mr. Mogasha and Mr. Purves and made any appropriate changes.

DESIGN OF THE PLAN

The plan is basically divided into six major sections:

I. In-service
II. First Five Year Plan
III. Second Five Year Plan
IV. Two Year License Plan
V. TTC Self-Study
VI. National Council on Teacher Education

Each major section is given in two parts:

1. Assumption In this part of the plan I have attempted to outline the basic assumptions which have arisen in my visits to schools and in my conversations with the various personnel.

2. Implementation Without specific action no movement will be made in putting the Evans' recommendations into place. Insofar as possible, a consensus seems to exist on the part of most of the people with whom I have spoken. I have made every effort to frame the implementation in some realistic form and to base it on structures and resources already in place.

I. IN-SERVICE

Assumptions

- Trained beginning teachers need further knowledge and skills in order to perform at the necessary level or competence.
- The pre-service and in-service education of teachers constitute the same process which is best planned and managed within the same organizational unit of the MOE.
- The TTCs have a special role to play in a two year in-service licensing scheme as well as in the ongoing in-service program
- The Education Centers are a logical focus for in-service efforts and can effectively provide for the best use of available resources including those of TAPU and other departments.
- A well-planned five year in-service program with appropriate time lines will provide for good resource utilization of the TTCs, the Education Centers and the university. Future flexibility will also be facilitated.
- Given the present population growth and the number of trained teachers which can be matriculated by the TTCs, it is necessary to develop a scheme whereby untrained teachers can be upgraded via a ten year in-service program.
- Human resources are limited in the in-service area and are not likely to be greatly increased. EOs and Head Teachers must be given a greater role as instructional leaders in in-service as opposed to an inspectorial role.

Implementation

MOE:

FIVE YEAR PLAN

Plan, organize and facilitate a five year in-service plan including topics to be developed and their sequencing.

ONE UNIT

Develop and organize a structure for pre-service/in-service education under a single operational unit. A separate teacher education unit with pre-service and in-service responsibilities should be considered.

JOB DESCRIPTION FOR IN-SERVICE

Identify and appoint an In-Service Director with strong administrative ability responsible to the CEO. Supply a specific job description.

LINE-STAFF RELATIONSHIPS

Define clear line-staff relationships for all personnel and departments for the In-Service Program.

EO INPUT

Provide more directly for EO input into the planning and designing of the in-service program. Provide a planned program of in-service for EOs.

IN-SERVICE EVALUATION PLAN

Develop and carry out an in-service evaluation plan which can be shared with the NCTE.

TWO YEAR LICENSE DEVELOPMENT

Plan and develop continuing education requirements for a two year licensing scheme and initiate and plan for a ten year certification program for untrained teachers.

INDIVIDUAL INITIATIVE ENCOURAGEMENT

Develop policy to encourage individual initiative of the Education Centers.

TEACHER TRAININC COLLEGES :

TWO YEAR CURRICULUM FOR LICENSE

Develop a two year series of workshops which will lead to the two year license in both methodology and content areas.

WORKSHOPS FOR EDUCATION CENTERS

Develop and field test workshops and in-service packages for Education Centers in an upgrading plan.

PLAN FOR UNTRAINED BEGINNERS

Develop and conduct workshops, coordinated among the TTCs, for untrained beginning teachers. (This could be incorporated into the selection of the TTC entrants.)

ADVISORY TO EDUCATION CENTERS

Serve in an advisory role to the Education Centers in the development and scheduling of workshops.

TEN YEAR CERTIFICATION PLAN

Conduct special interest workshops in cooperation with PEIP and the Education Centers leading to a ten year upgrading of untrained teachers.

EDUCATION CENTERS:

IN-SERVICE FOCAL POINT

Provide in-service leadership and serve as in-service focal point with well-defined role descriptions, e.g. plan packages, schedule workshops, do needs assessment, serve as TTC liason, conduct follow-ups, etc.

WORKSHOP DESIGN AND COORDINATION, ETC.

Sponsor workshops for Head Teachers and EOs in planning and conducting workshops for their own teachers.

Introduce and sponsor Competency Model workshops for Head Teachers and EOs with assistance from PEIP.

Plan multiplier workshops and plan to facilitate effective follow-up

Integrate PEIP workshops and provide for follow-up.

Offer workshops for untrained teachers leading to the ten year certificate.

Develop community relation workshops

Design and field test workshops and instructional materials in conjunction with TAPU.

IN-SERVICE CURRICULUM AND SYLLABI

Plan, coordinate and conduct updating workshops on syllabi in cooperation with TTCs and the Curriculum Department. In-service new curricula and syllabi.

COMPETENCY MODEL WITH DIAGNOSIS

Monitor competency model and develop skills in developing individual prescriptions as well as group prescriptions for teachers.

DEMONSTRATION CLASS

Maintain a demonstration class utilizing recommended methods, teacher made materials and TAPU aids. New methodology and curricular ideas can be tested out here.

TAPU IDEAS

Generate and gather ideas from the field for TAPU development. Include a TAPU liason on staff.

MOBILE CENTER

Serve as base for mobile Education Centers for remote areas.

ORGANIZATIONAL STRUCTURE OF RELATIONSHIPS BETWEEN MOE AND EDUCATION CENTERS

One of the most powerful resources for upgrading and coordinating the in-service program is the Education Center.

Three important elements which must be clarified are 1. Direction and coordination from the MOE, 2. A strengthening of the relationships between the TTCs and the Education Centers and 3. Preserving and encouraging the individual autonomy and creativity of each Education Center.

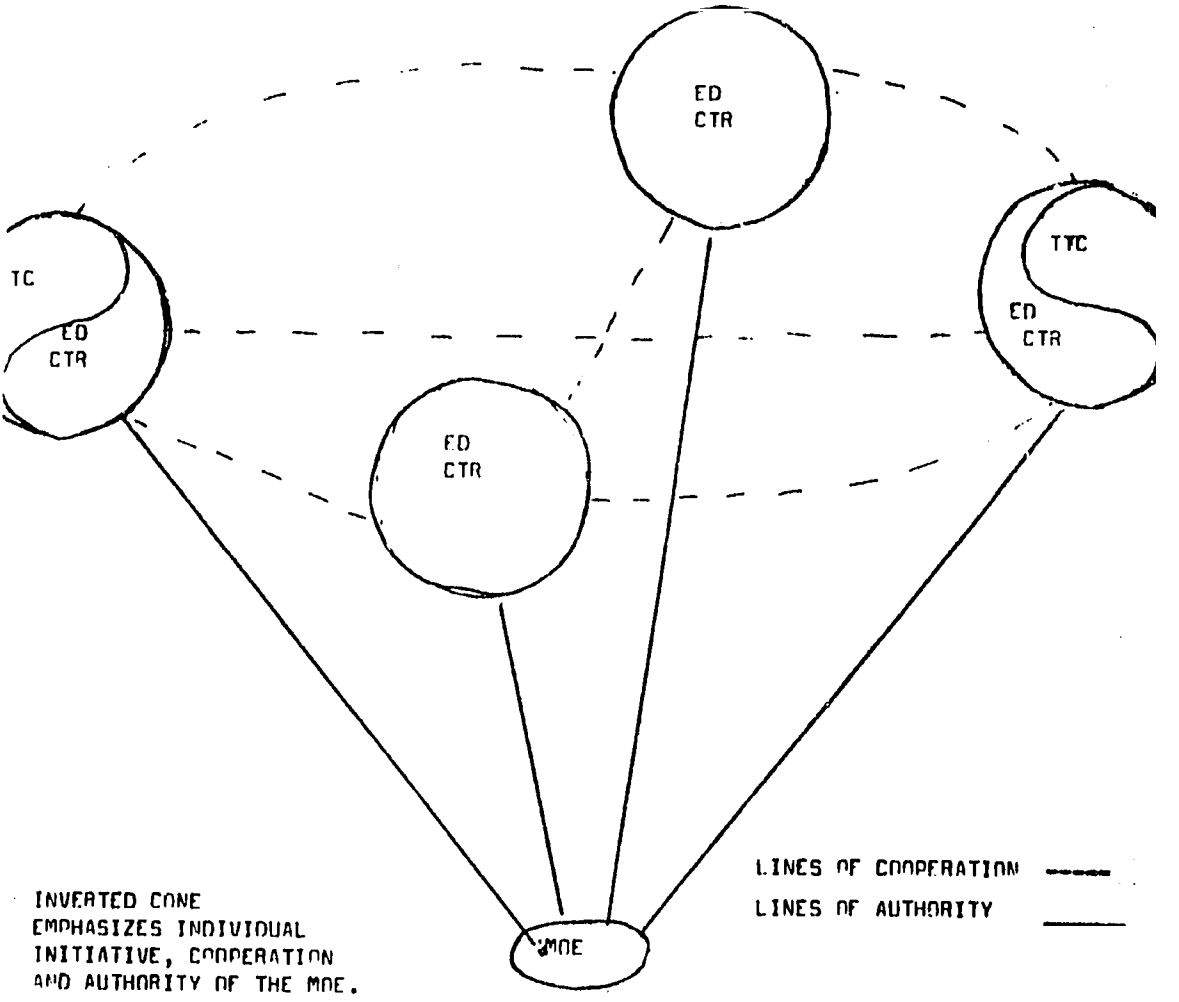
The diagram indicates the line of authority from the MOE to the Education Centers by solid lines. The significance of the inverted cone is in the importance it places on the Education Centers as the front line focal point of in-service and the supportive and facilitative role of the MOE as opposed to a more rigid, authoritative role. However, a clear line of authority is present and should be clearly stated.

ORGANIZATIONAL STRUCTURE

AND

RELATIONSHIPS OF EDUCATION CENTERS, TTCs

AND MOE



INVERTED CONE
EMPHASIZES INDIVIDUAL
INITIATIVE, COOPERATION
AND AUTHORITY OF THE MOE.

MOE AS DIRECTING ORGANIZATION
WITH SUPPORT AND LEADERSHIP
FUNCTION.

TEACHER TRAINING COLLEGES-EDUCATION CENTERS

SPECIAL RELATIONSHIP

Build a special relationship as a TTC-EC organization. Develop specifics for cooperative efforts of TTCs and ECs e.g. workshops, experiences at both pre-service and in-service levels.

Establish guidelines for working relationships between the TTC and EC and establish local advisory coordinating committee for each TTC-EC.

FIELD TEST CURRICULUM

Field Test workshops which been developed for the two year license program.

DEMONSTRATION MODEL

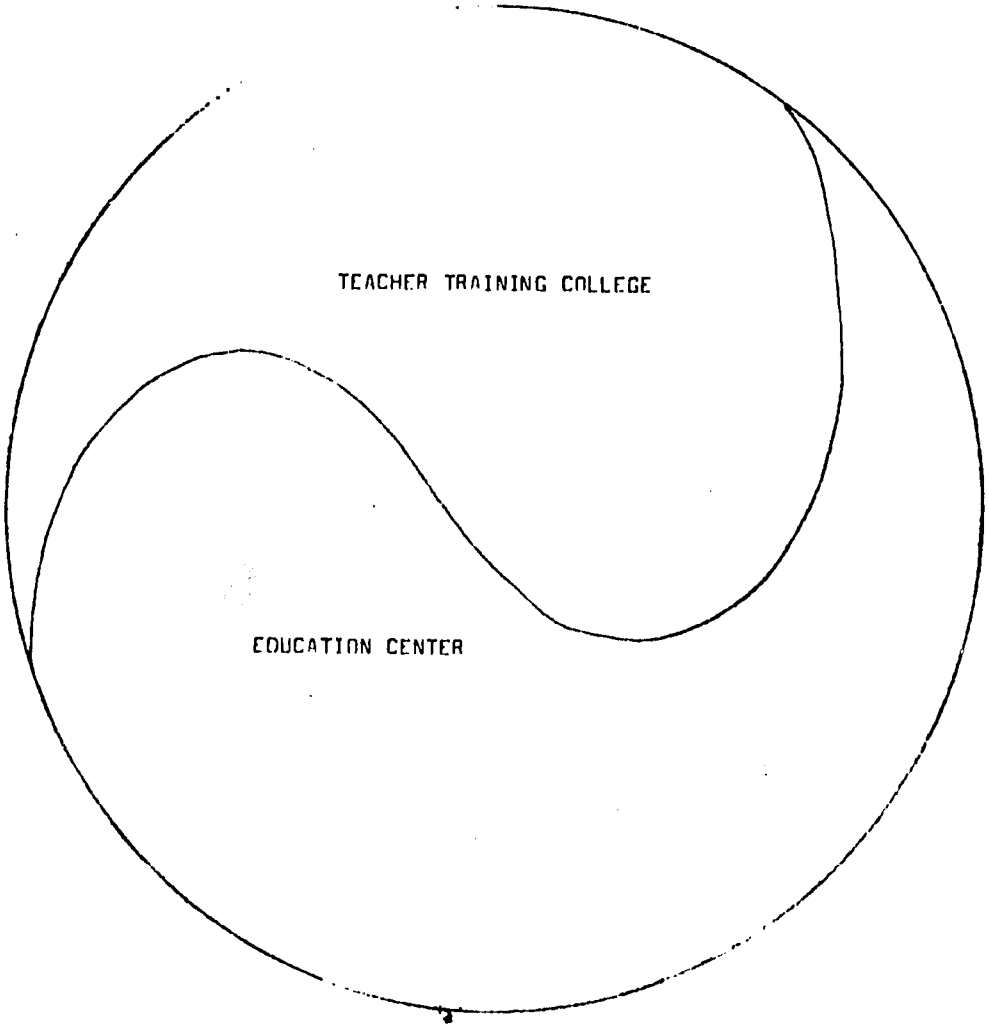
Serve as demonstration model for syllabi, materials, etc. for other ECs. Serve as prototype for TAPU-EC liason. Serve as demonstration center for teaching practice. Demonstrate AV usage for other ECs.

ASSIST WITH COMPETENCY MODEL

Assist in developing and adapting Competency Model as a needs assessment instrument for instructional improvement. Conduct EO workshops in Competency Model.

PLAN MOBILE IDEA

Develop plans for mobile units and field test.



SPECIAL TTC-EC RELATIONSHIP

A-V EQUIPMENT DEMOS

TEACHING PRACTICE DEMOS/MICRO TEACHING

MATERIAL USAGE DEMOS

COOPERATIVE WORKSHOPS

FIELD TESTING CENTER

II. FIRST FIVE YEAR PLAN

Assumptions

- Without a definitive plan of some duration, little continuity or stability will be evident in the in-service program.
- Neither formative nor summative evaluation of the in-service efforts are possible without a plan which fixes content, sequencing and responsibilities.
- A five year plan provides for a period short enough to identify realistic objectives and long enough to insure longer term development of resources.
- There are limited resources which must be used wisely in order to close an otherwise widening gap between trained, competenct teaching and stop gap instruction.

Implementation

GOALS AND OBJECTIVES

Develop rationale, goals, and specific objectives for the in-service program and determine continuing education plan (credit, time, transferability, etc.)

ASSIGN RESPONSIBILITIES

Assign specific personnel to develop the plan. Establish yearly update and reporting procedures for the five year plan.

COORDINATE AND SCHEDULE

Inservice EOs to give workshops using developed workshops of a general nature.

Develop plans for inservicing syllabi and other instructional materials.

Coordinate the number and sequence of topics in light of available resources.

Schedule TTCs' development of a limited number of beginning packages.

DETERMINE COST

Project needed resources-personnel, material, financial-to carry out various aspects of the plan.

COMPETENCY MODEL

Develop and field test Botswana Competency Model.
In-service Head Teachers and EOs in Comptency Model.

REVISION

Provide mechanism for revision of projected goals and activities as experience dictates.

TWO YEAR LICENSE

Design two year license program

FIVE YEAR PLAN (SAMPLE)

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DECISIONS/PLANNING FOR INSERVICE REORGANIZATION

FEED IN PEIP'S 10 YEAR DEVELOPMENT PLAN

PLAN BOTSWANA COMPETENCY MODEL

DEVELOP TTC SELF STUDY

BEGIN COMPETENCE MODEL INSERVICE

ORGANIZE ED CENTERS FOR INSERVICE

BEGIN PLANS FOR LICENSING

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INTRODUCE COMPETENCY MODEL TO HEAD TEACHERS

CONTINUE EDs TRAINING IN COMPETENCY MODEL

DEVELOP THREE TTC WORKSHOPS FOR ED CENTERS

TRIAL TTC SELF STUDY

PLACE TTC-EC TAPU LIASON

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INTRODUCE COMPETENCE MODEL INTO TTC CURRICULUM

TTCs DEVELOP ADDITIONAL WOKSHOPS

TRAIN TTC SELF STUDY TEAMS

PLAN GUIDELINES FOR LICENSING

DEVELOP INSERVICE EVALUATION PLAN

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IMPLEMENT COMPETENCY MODEL

TRAIN HEAD TEACHERS

DEVELOP BOTSWANA RESEARCH MODEL WITH UB

IMPLEMENT TWO YEAR LICENSE PLAN

III. SECOND FIVE YEAR PLAN

Assumptions

- During the first Five Year Plan it is desirable to project needs beyond the planning period as a result of present experiences and new developments (national, educational, etc.).

- If continuous long term plannning is to become an established, accepted procedure, a specific planning strategy must be highly visible to all involved and thus must be apparent as having a high priority in the MOE.

- Changing personnel has an adverse effect on program stability and continuity. Long term planning models will tend to alleviate the problem.

Implementation

- Plan for two year licensing procedure using workshops developed during the first Five Year Plan together with additions developed by the TTCs and the University.

- Plan for ten year updating of non-trained teachers via in-service.

- Research ways to differentiate in-service needs of experienced and untrained teachers, rural and urban schools.

IV. TWO YEAR LICENSE PLAN

Assumptions

- The creation of a professional ladder requires a plan which provides for incentive and rewards.
- Beginning trained teachers are only initially prepared and require further training while on the job.
- In-service provided while the teacher has a primary class is of much greater value because the skills can be immediately applied.
- TTC faculty and University faculty recognize the need for continuing in-service education for the beginning teacher.
- Any internship program must be introduced by incremental steps due to limited financial and personnel resources.

Implementation

INCENTIVES AND REQUIREMENTS

Determine incentives and requirements in the two year license. The two year license would be required of all beginning teachers after some specified time. Determing the number of clock hours required for credit, applicability for University credit, etc.

POLICY

Set policy on initial implementation, e.g. limited enrollment at first on a highly selective basis. Available via application with increases in the number of available places each year. Mandatory after the first five or ten years. Determine grandfather procedures.

STRUCTURE

Set curricula for the Two Year License Plan.

PERSONAL IMPROVEMENT PLANS

Require submission of personal improvement plans of non-qualified teachers to the respective Head Teacher. Develop a system for awarding Workshop Certificates.

TRAINED TEACHERS	UNTRAINED TEACHERS
1. ONE YEAR TRIAL TEACHING	
	TEN YEARS OF STIPULATED WORKSHOPS AND COURSE WORK
2. TWO YEARS IN TTC	CAREFULLY DESIGNED QUALITY CONTENT QUANTITY
TTC CERTIFICATE	
3. TWO YEARS OF A STIPULATED NUMBER OF WORKSHOPS AND REQUIREMENTS	DEVELOPED BY TTC AND UB
	EVALUATION-EXAMINATION VIA COMPETENCY MODEL
MOE LICENSE	
SALARY INCREASE	
	CERTIFICATE
	SALARY INCREASE
	TO BEGIN AFTER TWO YEAR LICENSE IS FULLY OPERATIONAL

X NUMBER OF YEARS TEACHING EXPERIENCE REQUIRED FOR ELGIBILITY

TWO YEAR CURRICULUM CYCLE

X NUMBER ACCEPTED VIA APPLICATION C 1	SECOND YEAR C 2	INCREMENT		
	NEW APPLICANTS C2		SECOND YEAR C 1	INCREMENT
			NEW APPLICANTS C 1	SECOND YEAR C 2
				NEW APPLICANTS C 2

RATIONALE:

BEGINNERS NEED 1-2 YEARS TO ADJUST

BEGINNERS HAVE SPECIAL NEEDS. COULD PROFIT FROM WORKSHOPS DESIGNED FOR BEGINNERS.

V. TEACHER TRAINING COLLEGE SELF-STUDY

Assumptions

- The professional responsibility of the TTCs for providing a quality teacher education program should be increased.

- The national goal of self-reliance can be furthered in the TTCs by engaging in a system of self-study which is monitored via a verification process in the NCTE.

- A self-study approach to quality increases the creative initiative of the organization by utilizing the power of the personnel in the organization; thus minimizing the rigid, mechanical application of rules and regulations.

- The TTCs possess staff with the ability to develop the skills necessary to the carrying out of the self-study.

Implementation

PLAN

Make specific assignment for staff development, instrument refinement and implementation procedures.

Specify team members' roles and verification procedures.

PRELIMINARY TRIAL

Conduct a preliminary review at a TTC with observers from other TTCs for training purposes.

TRAINING

Conduct training sessions for visiting team members.

FIRST ROUND

Engage in first round self-study with ongoing assessment of the self-study process.

REVISE

Redesign self-study process and procedures with University, TTC and consultant advisers as experience is gained.

NCTE ROLE

Develop role of NCTE as grantor of college accreditation in specific terms.

VI. NATIONAL COUNCIL ON TEACHER EDUCATION

Assumptions

- The overlapping of roles and responsibilities for teacher education of the MOE, the TTCs and the University requires a well-defined structure for determining lines of communication, decision-making and policy recommendation.

- The fast developing need for trained teachers at all levels, primary and secondary, demands an integrated plan for proceeding as well as a re-examination of the traditional invigilator function.

- Processes appropriate to a developing democracy which encourage and facilitate individual initiative as well as setting high standards of achievement should be developed at a national level.

- The training of teachers and the education of youth in general is the proper responsibility of the State and cannot be left to special interest groups or narrow conceptualization. The national body must be free of partisan viewpoints in order to utilize the opportunities available in a developing educational environment.

- Serious problems such as the differing plans for teacher training in the primary and secondary areas are developing which need immediate attention.

Implementation

IMPORTANCE OF OBJECTIVES

Without great care implementation of any proposal can become rigid and limiting. The careful development of the goals and objectives is therefore of prime importance and must be the first step in organizing a national body.

PROCEDURES FROM OBJECTIVES

Areas of organization, responsibility and procedure should flow from the goals and objectives and should be directly related to them.

HIGH TRUST LEVEL

A high trust level must be established between and among all parties to the process. Although the organizational structure can help provide for the facilitation of cooperative efforts, those charged with leadership of the process must develop an effective human relations strategy.

PLANNING COMMITTEE

A small representative planning committee consisting of Dean Otaala and Mr. Purves should be established by the NCTE to develop recommendations, goals, specific objectives, representation, and functions of a reconstituted national body. The planning committee should be charged with establishing appropriate guidelines necessary to the cooperative efforts of the institutions charged with the various aspects of the cooperative efforts. These guidelines should constitute the operational handbook of the NCTE.

EXECUTIVE SECRETARY

A part-time executive secretary should be appointed who would be responsible for the carrying out of Council business e.g. calling meetings, correspondence, group facilitation, etc.

ADVISORY BODY

The Council should exist as an advisory body to the Minister of Education and the Vice Chancellor of the University. Final decision power rests in these offices.

CHAIR

The Council should be alternately chaired by the Dean and the Permanent Secretary.

RESOLUTION OF DIFFERENCES

In cases of serious dispute where no solution appears appropriate, the question would be resolved by the Minister of Education and the Vice Chancellor.

SUMMARY

Finally, I would like to inject my own opinion as it relates to the areas of the in-service portion of this plan.

1. Botswana has an opportunity to improve and build a very effective in-service program. The most serious pressing need is to define the role of an in-service director with strong administrative abilities. At present, while many excellent in-service experiences are offered, they are given in isolated, uncoordinated ways. Full utilization is not being made of your precious resources.

2. The Education Centers are a natural focal point for national in-service efforts. There is a large consensus in this matter.

3. The EOs are ready for further professionalization. This is a golden opportunity for the MOE to exert its leadership role.

It is my hope that the MOE will find this plan to be a practical response to my assignment. Whether or not any particular is accepted is not important. What is important is that the points raised are addressed in a long range plan which is supervised and evaluated on a regular, yearly basis. Particulars of implementation and their underlying assumptions can and will be changed. The requirement of a long term planning document for implementation will not change but become more essential as the complexity of Botswana's educational system increases.