

# **STUDY ON THE PROFESSIONAL DEVELOPMENT OF TEACHERS AND TEACHER EDUCATORS IN SRI LANKA**



**NATIONAL EDUCATION COMMISSION  
NAWALA ROAD, NUGEGODA  
SRI LANKA**

**Research Series (2014) - No. 02**

# **Study on the Professional Development of Teachers and Teacher Educators in Sri Lanka**

*A Research conducted for the National Education Commission*

*Funded by*

*The Transforming School Education Project (TSEP)*

*World Bank*

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**NATIONAL EDUCATION COMMISSION  
NAWALA ROAD, NUGEGODA  
SRI LANKA**

**Research Series (2014) – No. 02**

First Published 2016

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ISBN 978-955-9448-39-6

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Published by  
National Education Commission  
126, Nawala Road,  
Nugegoda  
Sri Lanka.  
[www.nec.gov.lk](http://www.nec.gov.lk)

## **Preface**

The National Education Commission (NEC) commenced formulating National Education Policy for its third ten year policy reviewing cycle. As a part of the above policy formulating process NEC has commissioned ten research studies in order to identify the important policy issues in General Education System in Sri Lanka. The research teams were asked to recommend changes to the present policies where necessary and suggest new policies to the National Education Commission based on their findings.

The Standing Committee on General Education (SCGE) of NEC has identified ten different study areas in the General Education System and prepared relevant Terms of Reference (TORs) for these studies after several discussions at SCGE meetings. The research reports published in this study series were prepared over a period of around nine months by ten research teams selected for their expertise in the different aspects of General Education. The draft reports of research studies were reviewed by a panel of reviewers before finalizing the research reports.

The National Education Commission appreciates the support given by the World Bank in allocating funds from the Transforming School Education System as the foundation of a knowledge hub Project (TSEP) at Ministry of Local Government and Provincial Councils. The Commission also thanks Sri Lanka Institute of Development Administration (SLIDA) for their services provided in financial administration of the research studies.

It is hoped that the publication of these studies will contribute to the extension of the knowledge base necessary for educational change and will stimulate interest and participation in improving the quality of education in Sri Lanka. These studies can also provide points of departure for future researches.

Prof Lakshman Jayatileke  
Chairman  
National Education Commission

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## **1. Introduction**

The National Education Commission (NEC) has initiated a process of formulation of a set of policies on General Education. As part of this process the NEC identified the professional development of teachers and teacher educators as one of the research themes that could lead to the formulation of a Policy Framework on General Education in Sri Lanka.

In relation to this initiation the NEC conducted two inception workshops with the participation of the stakeholders in the education sector in Sri Lanka, on 13th June and 5th November 2013 respectively. At the 1st workshop the stakeholders group on teacher development discussed several issues and categorized them under five themes. The group emphasized that most of the issues that were discussed there had been pointed out repeatedly and that some practical solutions had been proposed through a number of reports including the report by the NEC published in 2003.

In the 2nd workshop the NEC appointed a research team to work on the above research field and the contract was signed in collaboration with the Sri Lanka Institute of Development Administration (SLIDA). The professional development of teachers and teacher educators has been raised as an important issue towards transforming school education for the 21st Century. The Chairman of the Standing Committee on General Education, NEC, requested the researchers to do their particular studies as a national task with special consideration to “build on the successes in the past and the present”.

### **1.1 Scope of the Study**

- The proposals for professional development of teachers and teacher educators should cover all teachers and teacher educators in the entire general education system of Sri Lanka.
- The proposals should also be relevant to all pre-service and in-service teacher development programmes conducted by different institutions (Universities, National Institute of Education (NIE), National Colleges of Education (NCoEs), Teacher Training Colleges (TTCs), Teacher Centres (TCs), Ministry of Education (MoE), Provincial/ Zonal Educational Departments (PMoE) etc.

### **1.2 Objectives of the Study**

1. To review the presently available professional development opportunities for teachers and teacher educators.
2. To identify the strengths and weaknesses of presently available pre-service and in-service teacher education programmes provided by different institutions.
3. To identify the strengths and weaknesses presently available in capacity development programmes for teacher educators.

4. To study the global trends in teacher education and professional development of teachers.
5. To recommend new modes and methodologies for developing the capacities of teachers and teacher educators.
6. To recommend ways of transforming teacher education of the 21st century schools.

## **2. Research Methodology**

### **2.1 Research design**

The research design was based on the TOR which spells out six objectives, the scope and 12 tasks. The team constructed a set of research questions in relation to the assigned tasks in the TOR.

The relationship between the objectives, research questions and the research instruments is indicated in Table 1.

**Table 1: Research design**

Research Objective	Research Question (Tasks in the ToR)	Instrumentation	Target Group
1. To review presently available professional development opportunities for teachers	<ul style="list-style-type: none"> <li>• What are the available pre-service and in-service programs for primary and secondary teachers?</li> </ul>	1.Document Analysis NEC 2011 2.Questionnaire (Instrument 1 Teacher Questionnaire) ii.3	School Teachers
2. To identify the strengths and weaknesses as at present in pre-service and in-service teacher education programmes provided by different institutions.	<ul style="list-style-type: none"> <li>• What are the strengths and weaknesses of pre-service and in-service teacher development programmes conducted by different institutions? (Universities, NIE, Teacher Centers, NCoEs, TTCs, MoE, Provincial/Zonal educational Departments)</li> <li>• What are the needs required to enhance the capacities of primary /secondary teachers?</li> <li>• What are the perceptions of teacher educators, teachers, and other stakeholders on pre-service and in-service programmes?</li> </ul>	1. Document Analysis 2. Focus Group Discussion <ul style="list-style-type: none"> <li>• Instrument 1.ii.4</li> <li>• Instrument 2 Schedule for NCoE Diploma Holders 0.3.1,ii</li> <li>• Instrument 3 Schedule for NCoE Teacher Educators ii.1.3</li> <li>• Instrument 4 Schedule for University Academics</li> </ul> 3.Questionnaire <ul style="list-style-type: none"> <li>• Instrument 6 Questionnaire for the academic staff of the NIE</li> <li>• Instrument 7 Questionnaire for other stakeholders (special education)</li> </ul>	NCoE Diploma holders,  NCoE Teacher Educators  University Academics  Academic staff of the NIE  Other stakeholders (Special education)
3. To identify the strengths and weaknesses as at present in capacity development programmes for teacher educators.	<ul style="list-style-type: none"> <li>• What are the presently available capacity development programmes for teacher educators?</li> <li>• What are the strengths and weaknesses of the presently available capacity development programmes for teacher educators?</li> </ul>	1. Document Analysis 2. Focus Group Discussion NCoE Teacher Educators (Instrument 3) <ul style="list-style-type: none"> <li>• Instrument 4 Schedule for University Academics</li> </ul>	NCoE Teacher educators  University academics
4. To study the global trends in teacher education and professional development of teachers.	<ul style="list-style-type: none"> <li>• What are the global trends in teacher education of the 21st century?</li> <li>• What are the gaps in teacher education programmes required to re-orient them with necessary skills and knowledge for developing a holistic child to the society</li> <li>• Are there any gaps in transferring new knowledge in pedagogy and other changes introduced by the apex institutions in teacher education?</li> <li>• What is the mechanism to motivate teachers through innovative</li> </ul>	Literature Review	

	practices such as licensing, establishment of career paths and establishing a professional body with a view to promote professionalism among teachers?		
5. To recommend new modes and methodologies for developing the capacities of teachers and teacher educators.	<ul style="list-style-type: none"> <li>• What are the recommendations for the improvement of teacher education programmes by introducing new modes (institutional, school based, continuous, online etc)?</li> <li>• What are the recommendations for the improvement of capacity development programmes for teacher educators?</li> </ul>		
6. To recommend ways of transforming teacher education for the 21st centuries schools.	<ul style="list-style-type: none"> <li>• What are the recommendations for transforming the teacher education required for the 21st century?</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument 1 Teacher Questionnaire</li> <li>• Instrument 3 Schedule for NCoE Teacher Educators</li> </ul>	

Quantitative and qualitative research techniques were used in this study to collect data from a diverse group of respondents in different institutions which covered Universities, NIE, NCOEs, TTCs, and TCs, MOE, PMOEs and schools. A pragmatic approach was used to collect data from a large number of respondents at different levels of the education system and the institutions which are indicated in the TOR. Purposive sampling was used due to the limitations of physical, human and financial resources as well as time. Questionnaires, Focus group discussions, observations, interviews and documents were utilized for data collection from the different types of respondents shown in Table 2.

**Table 2: The Design for data collection**

Research Tool	Respondents/Source	Numbers	Period of time
Questionnaire	Teachers + Participants of PGDE (full time) programme, University of Peradeniya  Teacher Educators (NCoEs and NIE) University Academics (Colombo, Peradeniya) NCoE Diploma Holders	Western Province 97 Other Provinces 564 Total 661	December 2013 to February 2014
Document analysis	Acts, of parliament Service minutes, Study Reports, Curriculum Documents, Circulars		December 2013 to February 2014

Focus group discussions	Teachers Teacher Educators (NCoEs and NIE, TC, TTC) University Academics (Colombo, OUSL) NCoE Diploma Holders Education Directors Principals/Deputy/Assistant	36 65 20 17 15 10	December 2013 to February 2014
Observations	Schools, NCoEs, TTC, TC	Schools (Bandarawela) Craig Tamil Maha Vidyaylaya Uwa Hifhland College Nayabedda No 1 Tamil School NCoEs Uva NCoE Hapitagama NCoE Mahaweli NCoE TTC Unawatuna TTC TCU Unawatuna TC	January to February 2014

The team was able to administer a questionnaire for teachers in all provinces except the Eastern province.

Questionnaires (n=564) were mainly distributed and collected through current students of the Postgraduate Diploma in Education (PGDE) programme at the University of Peradeniya. Study visits organized by the NEC and observation visits made by the members of the research team helped to conduct focus group discussions, interviews and observations.

### 3. Sri Lanka: Situational Analysis

The situational analysis will cover the following aspects which are based on the study objectives:

- Professional development opportunities available for teachers and teacher educators
- Strengths and weaknesses of current pre-service and in-service teacher education programmes
- Strengths and weaknesses of current capacity development programmes for teacher educators
- The relationships among teacher education, recruitment and teacher deployment
- Global trends in teacher education and professional development of teachers

#### 3.1 Professional Development Programmes for Teachers and Teacher Educators Available at Present

The currently available professional development programmes for teachers in Sri Lanka are incorporated into a diagram to show the relationships between different programmes and institutions that are responsible for each of the programme and the current trends in professional development of teachers in Sri Lanka (see Figure 1).

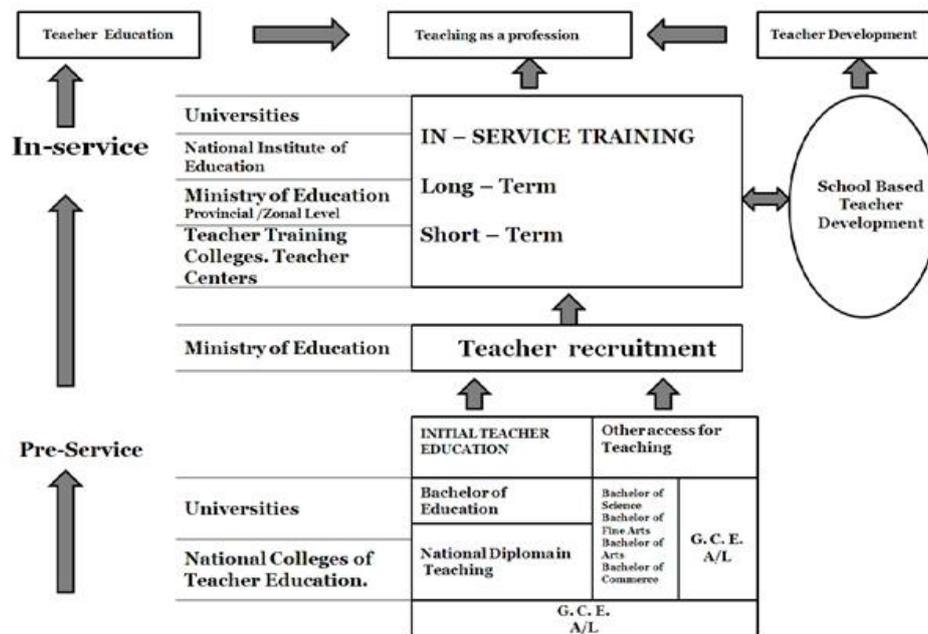


Figure 1: Teacher Education System and professional development programmes for teachers in Sri Lanka

### **3.1.1 Pre-Service Teacher Education Programmes Offered by the Universities**

Pre-service teacher education in Sri Lanka is far behind that of developed countries. Teachers in the developed countries enter the teaching profession after completing a professional degree or a postgraduate diploma programme in education (see annex 1). In Sri Lanka a professional qualification is not a compulsory requirement for teacher recruitment. The number of programmes available for providing pre-service teacher education and the annual output of qualified teachers are insufficient to meet the demand for qualified teachers. Moreover, the physical and human resources available for teacher education are also insufficient to provide good quality programmes to meet the diverse needs arising from the changing education at context.

According to Figure 1 pre-service teacher education is provided by the university Faculties, departments of education and the NCoEs. Of the 17 universities in Sri Lanka only two universities have faculties of education and only three universities have departments of education. Table 3 sets out the average annual number of graduates with a Bachelor of Education (BEd) degree qualification produced by the conventional universities in Sri Lanka. A negligible number of pre-service BEd graduates (about 135) are produced annually in all three media from only two conventional universities. The Open University of Sri Lanka (OUSL) produces about 7-10 graduates on an annual basis through its BEd programme in Natural sciences. The Bachelor of Education (Natural Sciences) programme cannot be considered as a pre-service programme since it is open to both teachers in service and candidates who aspire to be teachers. Eighteen NCoEs which provide pre-service teacher education annually produce 3350 diploma holders who are qualified to teach at either primary or junior secondary (grades 6-11) level.

#### ***3.1.1.1. Structure and content of BEd. programmes***

The structure and the content of the BEd programmes offered by the universities vary according to the institution. Based on the documentary analysis the following observations are made about the programmes offered by the universities.

##### **(a) The curriculum of the BEd programme: The University of Colombo (UoC)**

The BEd degree programme of the UoC is a four year degree programme where the undergraduates who complete their first year degree programme at the faculty of Arts, get enrolled for the BEd degree programme offered by the Faculty of Education from their second year onwards. In the second and third year the BEd students follow two course units each in education. In the final year the students follow only the course units offered in Education. These include 9 course units and a practical component and a minor dissertation. The academic content knowledge which corresponds to the subjects that the BEd graduates will teach in schools is provided by the courses offered by the Faculty of Arts.

(b) The curriculum of the BEd programme: Eastern University of Sri Lanka (EUSL)

The BEd degree programme of the EUSL is a four year degree programme where the undergraduates who complete their first year degree programme at the Faculty of Arts and Culture get enrolled for the BEd degree programme offered by the Department of Education from their second year onwards. In the second and third year the BEd students follow 3-4 courses each in education and courses offered by the Faculty of Arts and Culture. In the final year the students follow only the courses offered in Education. These include 9 courses which consist of a practicum component and a dissertation. The academic content knowledge which corresponds to the subjects that the BEd graduates will teach in schools is provided by the courses offered by the Faculty of Arts and Culture.

(c) The curriculum of the BEd programme: The Open University of Sri Lanka (OUSL)

The BEd programmes offered by the OUSL also possess unique characteristics. BEd in Drama and Theatre is a pre-service programme which is offered in collaboration with an organization outside the university. BEd in Natural Sciences is a programme which is both pre-service and in-service. The final two years of the two programmes are devoted to teaching education subjects. Instructional methodology is not specified as a component in the curriculum. It is included in education technology for teaching mathematics and science (or drama and theatre) which is a 9 credit course. The programme lacks a research component or dissertation as well as an ICT course. Other course components are more or less similar to those of the BEd programme of UoC.

**Table 3: Pre-service teacher education programmes offered by the Universities (2014)**

Institution	Average Annual Output of the B Ed degree programme	Nature of the Programme	Total No. of permanent academic staff
Faculty of Education, University of Colombo	Sinhala=70 Tamil=30 English=20 Total=120	Intake is from the Arts Faculty Sinhala, Tamil, English media	26
Department of Education, Faculty of Arts and Culture Eastern University of Sri Lanka	Tamil= 15	Intake is from the Faculty of Arts and culture Tamil Medium.	3

Faculty of Education The open University of Sri Lanka	1. B.Ed. (Natural Science)= 10 2. B. Ed. (Drama and Theatre)in progress	Two programmes: 1. B.Ed. (Natural Science) Offered in collaboration with the Faculty of natural sciences. The first two years are devoted to courses offered by the Faculty of Natural Sciences and the last two years to the courses offered by the Faculty of Education. The courses are open to both teachers in service as well as to candidates who aspire to be teachers. 2. B.Ed. (Drama and Theatre) The course is aimed to provide opportunities for those who have completed the Higher Diploma in Drama and Theatre of the Tower Hall Theatre Foundation to join the teaching profession.	24
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The UoC and EUSL programmes of BEd are pre-service programmes that consist of common elements such as compulsory subjects, dissertation and practicum. The EUSL contains 12 additional credits on education compared to the BEd offered by UoC. These additional courses include additional topics

**Table 4: Comparison of the professional contents of the BEd programmes offered by the universities**

Course components	BEd UoC	BEd EUSL	BEd OUSL	
		Bed Special	BEd (Natural Science)	BEd (Drama and Theatre)
Philosophical and Sociological bases of Education/ Philosophical foundations of Education Foundations of Education	3 credits(C)	3 credits(C)	6 credits	6 credits
Psychological bases of Education/ Education Psychology/ Child growth and study/ Advanced theories in Education psychology Psychology of the Adolescents	3 credits(C)	3 credits(C) 3 credits(C) 3 credits(C)	6 credits 9 credits	6 credits
Contemporary issues and policies in education/ Comparative Education Educational Problems	3 credits(C)	3 credits(C) 3 credits(C)	6 credits	6 credits
Planning and Management at school level/ Education Planning and Development/ Management theories and practice Organizational Behavior and Effective Schools Educational management	3 credits(C)	3 credits(C) 3 credits(C) 2 credits(C)	3 credits	3 credits
Educational Assessment and evaluation/ Measurement and Evaluation of Student learning/ Evaluation of learning outcomes	3 credits(C)	2 credits(C) 3 credits(C)	6 credits	6 credits

Strategies of teaching-learning/ Teaching methods and techniques Education Technology for teaching Science and Mathematics Education Technology for teaching Drama and Theatre	6 credits	2 credits(C)	9 credits	9 credits
Curriculum Theory and Process/ Curriculum Theory and practice	3 credits(C)	3 credits(C)	3 credits	3 credits
School Counseling Guidance and Counseling in education	3 credits(C)		3 credits	3 credits
Special Education		3 credits(C)		
Students Adjustment and Preschool Education		3 credits(C)		
Aesthetic and Creative study Child Rights				6 credits 3 credits
Information and communication Technology	3credits(NC)			
Electives/Optionals	3 credits		3 credits	3 credits
Research methods/Minor Dissertation	3 credits (C)			
Practicum/Teaching practice	3 credits (C)	3 credits (C)	9 credits	9 credits
Project			9 credits	9 credits
Total	36 credits	48 credits	72 credits	72 credits

related to educational psychology, Education Management, Comparative Education and Educational Assessment which seem to be quite excessive. ICT is a compulsory non-credit course and the minor dissertation is a compulsory component in the UoC programme. The EUSL programme lacks an ICT component. Instructional methodology is a six credit course at UoC but it is only a 2 credit course at the EUSL. The academic component of the BEd is limited to the first three years in both programmes (see Table 4). The EUSL also does not offer optional courses or an ICT course. The two universities have slightly different structures for the BEd programme. In all three programmes the practicum component is limited to 10 weeks in schools.

The present teacher education curricula at the Sri Lankan universities are based on an old model which consists of theoretical foundations of education (philosophical, psychological and sociological), educational context and problems (educational administration, comparative education, context related optional subjects etc), pedagogy, practicum and research. According to this model the student learns theory inside the university classroom with little or no opportunities to link that knowledge to the real classroom situation. During teaching practice the students are expected to incorporate theoretical knowledge gained in the taught component to their own practice.

### ***3.1.1.2 Strengths and weaknesses of the pre-service teacher education programmes offered by the Universities***

There seems to be a great demand among undergraduates for the BEd programme in the Faculties of Arts. Pre-service teacher education in the universities is carried out in an interdisciplinary environment and the students who enrol in these courses

consist of the cream of intelligentsia of the relevant age group. If the students are offered a good initial teacher education at the universities then the BEd graduates would be able to provide leadership in bringing about effective change and development of education at classroom and other levels of the education system.

At present the BEd degree programmes offered by the universities are confined to the students who enter the universities in the arts stream. Therefore, the subject content knowledge of BEd graduates is confined to the subjects offered in the Faculties of Arts. The limited number and the scope of subjects offered in the academic component of these programmes do not match with the needs of the school curriculum. As a result the BEd graduates are not competent enough to teach Math, Science, English, ICT, aesthetic subjects and some of the other basket subjects where there is a dearth of teachers in the junior secondary level.

The need for diversifying the academic component of the BEd degree programme to accommodate students from other faculties was highlighted by the academics of the Faculty of Education of the UoC. Innovations are being introduced by the universities to meet the need for qualified teachers in the general education system. For example the UoC incorporated soft skills into the existing curricula of the BEd programme and the Department of Education (DoE) of the UoP has recently developed a BEd degree programme using an outcome based approach to cater to the needs of the school curriculum at the senior secondary as well as junior secondary level. The undergraduates have to complete 18 credits from one of the specified arts subjects which are relevant to GCE (A/L) and 12 credits from one of the three subjects of Science /Mathematics/ ICT in the academic component. They also have to earn six credits each from Basics in Technology and Health and Physical Education courses offered by the DoE (see Annex 2).

The number of staff available in the universities to conduct both pre-service and in-service teacher education programmes is limited to 77 academics (See Table 6). The number is insufficient to meet the demand for pre-service and in-service teacher education in all three media especially in UoP, UoJ and EUSL .

The BEd programmes offered by the universities prepare teachers to teach at the secondary school level. EUSL has recently introduced a BEd programme in Pre-school and Primary Education. The lack of especially designed separate programmes for preparing BEd graduates to teach at the primary school level, junior secondary and senior secondary levels is a drawback.

The balance between theory and practice components in the curriculum also varies according to the institutions (see Table 4). Education technology and ICT are included in the curricula offered by the UoC and OUSL. However they are lacking in the BEd curricula of EUSL. The curricula of the OUSL lack the dissertation /research component. Pre-service programmes offered by the universities seem to be heavily loaded with educational theory components.

The lack of proper supervision of teaching practice of student teachers by the university academics is also another drawback. The mentor teacher /master teacher

systems are in operation but the academics are of the view that supervision by the university academics will contribute more to improve the quality of the teachers. The lack of enough staff and adequate remuneration for supervision of teaching practice has been the reason for this situation.

The university academics also highlighted the lack of coordination among MoE, NIE, and Universities in introducing innovations to school curricula. This has created problems in updating exiting teacher education curricula to suit the current needs of the school system.

It is not possible to comment on the quality of the programmes by merely looking at curricular structures and contents. They need to be evaluated according to a set of standards for teaching. At present Sri Lanka does not have a framework of standards for teaching specified by a regulatory body, which controls the teaching profession.

### 3.1.2 Pre-Service Teacher Education Provided by The National Colleges of Education. (NCoE)

There are 18 NCoEs which provide two year pre-service teacher education programme leading to The National Diploma in Teaching (NDT) with a one year internship which caters to the teacher requirements at the primary (1-5) and junior secondary (6-11) levels of the school system. The teacher educator/student ratio varies from 5 to 12 and there are disparities in the distribution of teacher educators among different colleges (see Table 5).

**Table 5: Pre-service teacher education programmes offered by the NCoEs**

Name of the NCOE	Courses offered	Average Annual Output	No. of Academic staff members	Ratio
Uva NCOE	Physical Education Science, Maths	120	15	8
Nilwala NCOE	Science, Maths, Primary	220	30	7
Mahaweli NCOE	Second Language (Sinhala) Second Language (Tamil) English	270	42	6
Sariputta NCOE Dambadeniya	Buddhism Buddhism, Primary	120	8	15
Siyane NCOE	Science, Maths, Technology Education, Science, Maths	225	34	7
Vavuniya NCOE	Primary Education, Physical Education, Hinduism, Christianity R.C./ Christianity N.R.C.Agriculture, Commerce and Accounts	210	24	9
Sri Pada NCOE	Primary Education, Science, Maths, First Language (Sinhala), Primary Education, Science, Maths, First Language (Tamil), Social Studies, Information Communication Technology	190	20	10
Addalachchenai NCOE	Primary Education, Science, Maths, Islam, Special Education, First Language (Tamil)	190	16	12
Batticaloa NCOE	Science, Maths, Technology, Education, Art/Drawing, Drama and Theatrical Arts, Social Studies	160	20	8
Pulathisipura NCOE	Primary Education, Agriculture	160	18	9
Wayamba NCOE	Christianity R.C./ Christianity N.R.C., Art/Drawing, Dance,	200	30	7

	Music, Drama and Theatrical Arts, First Language (Sinhala), Commerce & Accounts			
Ruwannapura NCOE	Information Communication Technology	180	20	9
Ruhuna NCOE	Primary Education, Food Technology, First Language (Sinhala), Second Language (Sinhala), Social Science	220	20	11
Jaffna NCOE	Primary Education, Science, Maths, Special Education, Art/Drawing, Science, Maths, English	195	40	5
Dharga Town NCOE	Primary Education, Food Technology, First Language (Tamil), Information Communication Technology	150	11	14
Hapitigama NCOE	Primary Education, Buddhism, Special Education	150	27	6
Peradeniya NCOE	English, French	120	14	9
Pasdunrata NCOE	English, Library Information Science, Business and Accounting	270	20	14
	Total	3350	409	8

### ***3.1.2.1 The curriculum of the pre-service teacher education programme offered by the NCoEs***

The curriculum of NCoEs consists of an academic component, professional component and a general component all of which are implemented over a 2 year time period. The academic component consists of the specializations offered by the NCoEs which are indicated in Table 5. Students have to follow two main subjects. The professional component consists of Educational psychology (90hrs), Educational Sociology (90hrs), Educational Guidance and Counseling (90hrs), Educational measurement and Evaluation (90 hrs), Elements of Education and School Management (90 hrs), and Educational practice (100 hrs). The general component (420 hrs) consists of the Mother tongue(60 hrs), Health and physical Education (60hrs), Aesthetic subjects (Art, Dancing, Music and Drama and Theatre)(60hrs), Second Language(60 hrs), ICT(60 hrs) and English(120 hrs). Formative assessment (60%) and summative assessment (40%) are used for evaluating students' achievement. The curriculum is designed by the NIE with the participation of the representatives of teacher educators at NCoEs. The curriculum had been designed using a competency based approach. The syllabi consist of adequate details about the competencies, competency levels, subject content, methodology and time as well as details of the assessment process. The curriculum was last revised in 2010. A volume that consists of teaching learning materials required for lecturers to implement the "Education Practice" syllabus was published by the NIE in 2011.

### ***3.1.2.2 Strengths and weaknesses of the pre service teacher education programmes provided by NCoEs***

#### **Strengths**

The research team observes the following strengths in the NCoE curricula:

1. The NCoE curriculum is designed to cater to the needs of the school curriculum at the primary and junior secondary levels. As indicated in table 5 there are separate programmes offered by different NCoEs in specialized subjects in the secondary school curriculum.

2. Subjects offered in the academic component are directly relevant to the school curriculum
3. The combination of subjects offered under academic and general components provides a good knowledge base that is required to be an effective primary/ junior secondary teacher
4. The Education Practice component consists of useful activities such as observing children, studying school profiles, block teaching, school community projects etc. which help to achieve a good balance between both theoretical and practical components in the curriculum.
5. Residential programmes incorporated with an internship period, action research, curricular and extracurricular activities enhance the effectiveness of the pre-service programme.

### **Weaknesses**

One of the drawbacks in the NCoE programmes is that it makes the holders of NDT to follow a different first degree programme to move forward in their career path. This has created problems and wastage in the system. For example the diploma holders qualified to teach at the primary level obtain an external degree certificate and Postgraduate Diploma in Education (PGDE) qualification to become qualified graduate secondary level school teachers.

The following weaknesses in curriculum design and implementation at the NCoEs are reported by the teacher educators at the focus group interviews that we had with them.

1. The revision of curricula had been completed by the NIE staff without adequate consultation or participation of teacher educators at the NCoEs. Therefore, the curriculum is too loaded in some subjects such as English where the subject content which is suitable for a 4-year programme has been squeezed into a two year programme. The Literature component is developed by combining the GCE (O/L) and GCE (A/L) curricula.
2. Some of the curricula are not competency based. E.g.: the Buddhism curriculum
3. Lack of an adequate number of qualified teacher educators to teach newly introduced subjects' to the NCoE curricula.
4. The removal of coordinating lecturers from the NCoE cadre has created problems of maintaining discipline, effective implementation of daily routine and co-curricular and extracurricular activities.
5. Innovations such as E5 method are introduced to the NCoE after they were first introduced to the schools.
6. The lack of effective coordination between NIE, MoE and NCoEs in curriculum development and examination paper setting. The lack of moderation of examination papers.
7. The examination papers were set solely by the NIE in 2013 without any participation of teacher educators at the NCoEs. Some papers are set by

the officials at NIE who had no experience in teaching the subject at a NCoE.

8. The lack of adequate facilities in classrooms. Only the blackboard and chalk are available. Schools are better equipped with multimedia projectors, etc.
9. The student allowance is inadequate to provide nutritious food to the trainees.
10. Lack of adequate books and reading materials in the libraries
11. Student' dropout due to economic difficulties. The allowance paid for the trainees is insufficient for living and other expenses of the trainees.
12. The percentage of students who come for training with an interest in teaching is less than 2%
13. The lack of enough opportunities for professional development of teacher educators.
14. Declining enrolment rates of male students.
15. Quota system used to recruit trainees affect the quality of the input since only 50% of trainees are recruited on merit basis and the other 50% from the "difficult" district basis.
16. The practice of conducting final examinations during the internship period creates problems for both the school and the trainee.
17. Most subjects are theory-based and too advanced in content (eg. Psychology)
18. Some courses started without adequate educators or teaching materials (eg. French language, Commerce)

The long list of weaknesses set out in the above indicates the following key issues related to curriculum development and implementation:

1. The important functions of curriculum development and paper setting of examinations are assigned to the NIE. However, the teacher educators express dissatisfaction about how these functions are performed by the NIE. The teacher educators are of the view that the officers who handle these tasks have had no experience in teacher education/teaching at a NCoE.
2. Innovations are introduced to the curricula without providing trained personnel and required infrastructure facilities. The lack of modern technological facilities at NCoE classrooms is regrettable.
3. Recruitment of students to the NCoEs is based on a quota system where 50% of the trainees are selected on merit basis and the remaining 50% on the "difficult" district basis. According to teacher educators this has affected the quality of the input, especially in subjects such as English. Less than 5% male enrolment in NCoEs is also highlighted as a problem.
4. The allowance paid to the trainees is insufficient for their living and other expenses. Some trainees drop out due to economic difficulties.
5. The lack of coordination among the NIE, MoE and NCoEs in introducing and implementing curricular innovations at school level.

### 3.1.3 In- Service Teacher Education Provided by the Universities

In-service teacher education is provided by several institutions. The university Faculties, Departments of Education and the NIE provide in-service teacher education programmes for graduates. Teacher Training Colleges (TTCs) provide in-service teacher training to non - graduate teachers. Teacher Centres (TCs) established at zonal level provide short term in-service training for teachers in schools.

Due to the presence of a large number of untrained graduate teachers in the school system there is a great demand for the PGDE programmes conducted by the universities and the NIE. However, the universities have a limited capacity to provide in-service teacher education to a large number of teachers. The Departments of Education at the UoP, UoJ and EUSL operate with limited cadre. The quantity and quality of the output of the in-service programmes offered by these universities are affected by the limited staff available in these departments as pointed out in section 3.1.1.2 (p.11).

**Table 6: Academic staff and the number of graduates produced by the universities in 2013**

Institution	No. of PhDs	No. of Professors	No. of Associate Professors	Total no. of academic staff	Total number of postgraduate students
University of Colombo Faculty of Education	08	03	02	26	PGDE=1150 MEd=65
University of Peradeniya, Department of Education	06	0	01	09	PGDE=357 MEd=65 MPhil = 04 PhD = 01
Postgraduate Institute of Science					PGDE=25 MSc= 18
University of Jaffna Department of Education	03	0	0	05	MEd=100 PGDE=175 MPhil= 16 PhD= 04
Eastern University of Sri Lanka, Dept. of Education Faculty of Science	0	0	0	03	MEd=50 MSc Science Education=16
The Open university of Sri Lanka	07	01	01	34	PGDE=2000 MED =100 PGD(SNE)=70
<b>Total</b>	24	04	04	77	PGDE=3707 MEd=380 MSc=34

The number of graduates produced by different institutions and the postgraduate programmes is given in Table 6. According to the table the total number of graduates who completed different postgraduate programmes is around 3700.

The Department of Education in the EUSL does not offer a PGDE programme due to the lack of a sufficient number of academic staff. The graduate teachers in that province and other provinces which do not have Departments or Faculties of Education either rely on distance education programmes offered by the NIE and the OUSL or completely avoid the following of a PGDE programme.

### 3.1.3.1 The curriculum of the in - service teacher education programmes by the universities

The PGDE programmes offered by the university faculties and departments have a similar structure, which consists of a professional component with compulsory and optional subjects and a practicum of 10 weeks duration. Only the UoC and UoP curricula contain a research component and ICT or basic computing in their PGDE curriculum (see Table 7).

**Table 7: Comparison of the special features of the PGDE curriculum**

Name of the Institution	Nature of the course			Practicum	Research component	Non credit	Assessment
	Total No. of credits /hrs	Compulsory	Optional				
Faculty of Education, UoC	540 hrs	450 hrs	90 hrs	10 weeks 3 credits	Minor dissertation Research methodology 45hrs	ICT : 45 hrs	Continuous Assessment 30% End semester 70%
Department of Education, UoP	495 hrs 32 credits	300 hrs 20 credits	120 hrs 8 credits	10 weeks 4 credits	Part dissertation Research methodology 15 hrs(non credit)	Basics in computing 30 hrs English 30 hrs	Continuous Assessment 40% End semester 60%
Department of Education UoJ	540 hrs	450 hrs	90 hrs	10 weeks	Dissertation 90 hrs		Continuous Assessment 30% End semester 70%
Faculty of education, OUSL*	45 credits**	30 credits	6 credits	10 weeks 9 credits	-	-	Continuous Assessment Final examination

Note : \* 1. The OUSL also conducts a PGD in Special Needs Education for teachers.

\*\*2.The method of calculation of credits of OUSL is different from that of the other universities

### ***3.1.3.2 Strengths and weaknesses of the curriculum of the in - service teacher education programmes by the universities***

#### **Strengths**

1. There is a great demand for the PGDE courses offered by the universities. Selection of candidates for PGDE courses conducted by the conventional universities is based on a competitive examination and interview.
2. Student centered approaches to teaching and learning are being introduced to the PGDE programmes. Introduction of co-curricular activities, action research for part dissertation and the school based mentoring for PGDE (part-time) programmes are some examples of innovations that are introduced by some universities.

#### **Weaknesses**

1. A major revision of PGDE curriculum had not been carried out for more than 10 years in the universities.
2. The taught components of the PGDE courses are heavily loaded with theory and the practical component is limited to 10 weeks of teaching practice. Opportunities for inquiry based/problem based and project based learning are limited.
3. The lack of effective partnerships with schools in implementing the teaching practice component.
4. The lack of adequate academic cadre in the Departments of Education at the UoP, UoJ and EUSL.
5. The lack of facilities in the University Departments of Education to implement much needed programmes on Special Needs Education, Guidance and Counseling, Bilingual Teaching and ICT in Education etc.

### **3.1.4 In-Service Teacher Education Provided by the National Institute of Education (NIE)**

The NIE is currently one of the main providers of in-service teacher education courses in Sri Lanka. These courses range from Bachelor's degree level and Postgraduate diplomas to the Master's degree level.

The BEd Degree course is offered with the aim of providing schools with effective graduate teachers. This course is of three years' duration with a maximum time period of six years for completion of the course. It is offered in Sinhala and Tamil media, as a part time professional development course for teachers in the system, with face-to-face contact sessions conducted during week-ends and school holidays.

Taking into consideration the need to ensure its acceptance by other degree awarding institutions and improving its relevance to the new school curriculum, it is

currently offered as a single degree course appropriate to both primary as well as secondary school curricula, in place of the numerous BEd degree courses that were conducted earlier by NIE.

While the national universities enroll candidates for the BEd Degree from among youth who have passed the G.C.E. (A/L), NIE requires two additional qualifications. One is, in terms of professional development acquired through an initial teacher education course of two to three years. As such, teachers who have successfully completed the two-year NDT at the NCoEs, can enroll in the BEd Degree programme. The other requirement is in terms of teaching experience, having three years of service as a teacher after the initial training. This requirement provides opportunities for professional development of mature teachers in the system. However, the NDT holders who have already spent two years at NCoEs, have to spend another three years at the NIE, studying for the BEd Degree, with some courses (e.g. Educational Psychology) that they would have already studied. This repetition could be avoided if students are given appropriate exemptions for their prior learning.

The curriculum of BEd course constitutes the following components:

- An academic subject component consisting of two optional subjects from selected areas
- A professional component consisting of six compulsory subjects
- A pedagogical Knowledge of Subjects in which General methodology is covered under a compulsory subject and the special methodology under another selected subject
- A General Component consisting of five compulsory subjects
- A practical Component consisting of assignments and tutorial classes, teaching practice, and a minor research project

The PGDE is offered as a part-time course of 18 months duration. It consists of the nine subjects (given below),

Teaching Practice, and Action Research.

- Educational Psychology
- Educational Philosophy
- Curriculum, General Methods and Research Methods
- Historical Foundation of Education
- Language Skills (Sinhala or Tamil)
- Educational Measurement and Evaluation
- Educational Management and School Administration
- Educational Guidance and School Counseling
- Teaching Special Methods (Language, Religion, Social science, Mathematics/Science, Primary, Aesthetic, Commerce)

This is similar to subjects offered by the universities in their PGDE programmes.

The total number of student enrolment in the In-service teacher education programmes provided by the NIE and the total number of academic staff members according to qualifications in the NIE in 2013 is indicated in table 8 and 9 respectively.

**Table 8: Student Enrolment in the In-service teacher education programmes provided by the NIE 2013**

Year	Annual output of BEd graduates	Annual output of PGDE holders	Annual output of MEd graduates
2013	2700	3000	200

**Table 9: Total Number of academic staff members according to qualifications NIE 2013**

Qualification	Numbers of the staff members
PhD	05
MPhil	09
MA/MSc	101
BEd/PGDE	35
BA/BSc/BCom	11
Total	161

In addition to the above, the NIE offers several other courses as listed below:

Master of Education Management, Post Graduate Diploma in Education Management, Post Graduate Diploma in School Counseling, Diploma in Teaching English as a Second Language, Diploma in School Management, Diploma in School Management - for overseas students (on request), Diploma in Special Education, Additional Language Improvement Course, Certificate Course for Pre-School Teachers of Hearing Impaired Children, Certificate in Teaching, Continuing Teacher Education Courses, Short Term Thematic Workshops in Education Management - 3 days' duration

These courses are offered by the Teacher Education Department under the Faculty of Alternative Education and Teacher Education of the NIE and which consists of a Director and five lecturers.

Currently a curriculum revision process of its teacher education courses has been initiated by the NIE, with a view to address the current needs of the system and thereby further improve the quality.

#### ***3.1.4.1 Strengths and weaknesses of the In-service teacher education provided by the NIE***

##### **Strengths**

1. NIE is the main provider of in-service teacher education in Sri Lanka. It offers courses ranging from certificate level to MPhil in Education.
2. Having a combination of subjects under five different components can be considered strength of the BEd course, as it helps to achieve a balance between both theoretical and practical components in the curriculum.

## **Weaknesses**

1. The lack of adequate teaching staff with postgraduate degree qualifications such as MPhil and PhD in education (see Table 9 for details).
1. 2. The duration of the BEd programme is limited to 3 years. The BEd degrees offered by the universities are of 4 year duration. Therefore the BEd graduates from the NIE lose opportunities to follow postgraduate degree programmes in education offered by the universities.
2. The NIE offers a large number of programmes related to a range of different subject areas within education. However, the data in Table 9 indicate that the qualifications of the academic staff are insufficient to offer such a large number of courses in diverse area of education

### **3.1.5 In-Service Teacher Education provided by the Teacher Training Colleges (TTC)**

TTCs have remarkable history in in-service training of non graduate teachers. After the establishment of National Authority on Teacher Education (NATE) under the parliament Act No. 32 of 1997 the number of TTCs was reduced to 9 colleges. Even though the NCE (2003) report proposed to transform some of the TTCs into “teacher education institutes” which conduct “in-service crash programmes related to implementation of education reforms” over the period of 2004 to 2008, the TTCs still continue to function as providers for in-service training to non graduate teachers.

**Table 10: Subjects offered and the number of students in the TTCs 2013/2014**

**Subjects offered and the Number of Students 2013/2014**

Name of the Institution	Subjects offered and the Number of Students 2013/2014																	Total Number of Students 2013/2014	Number of Students 2012	Number of Academic staff	Number of Non-academic staff						
	2012	English	Home Economic	Buddhism	Christianity	Physical Education	Special Education	Commerce	Primary Education	Social Science	Science	2nd Language - Tamil	Agriculture	Maths	Dancing	Music	Arts					Sinhala	Hindu	Tamil	Islam	Arabic	
Maharagama	2012	131	79	20	21	10	5	7																273			
	2013																							0	24	30	
Balapitiya	2012		35						85	8														128			
	2013		4		4	3	8	2	17	5														43	10	14	
Unawatuna	2012								21		6	2	39							5				73			
	2013	32							26		2	2	25											79	13	32	
Giragama															9	7	2	5						23	106	20	15
Kotagala																								0	78	10	8
Addalachchena																								0	124	10	25
Kopai					1	2			9												2			14	477	13	14
Palali																									08	11	
Batticaloa		12							1	1	4		2											20	56	19	26
<b>Total</b>		44	4	0	5	5	8	2	53	6	6	2	27	1	9	7	2	5	0	2	0		179	1315	127	175	

Table 10 indicates the number of students enrolled in different subjects in the TTCs in the years 2012 and 2013. According to the table there is a big variation in the total enrollment into TTCs in the above two years. In 2012 the total number of students was 1315. In 2013 only 179 students were qualified according to the above criterion. The 09 TTCs offer 21 different subject specific in-service training programmes. However the numbers of participants in different subjects in different colleges vary from 0 to 131 in 2012. The number enrolled in 2013 for the various courses is very low and it range from 0 to 26. The Teacher educator/Teacher trainee ratio for the year 2012 and 2013 had been 10.3:1 and 1.4:1 respectively.

The number of new entrants to the TTCs depends on the recruitment of non-graduate teachers by the MoE. The non graduate teachers have to complete three years of service in schools to be qualified to enter the TTCs. The TTC of Maharagama and Kotagala were not assigned students in the year 2013. Maharagama TTC is earmarked to be transformed into a NCoE for the pre-service training of Business studies teachers.

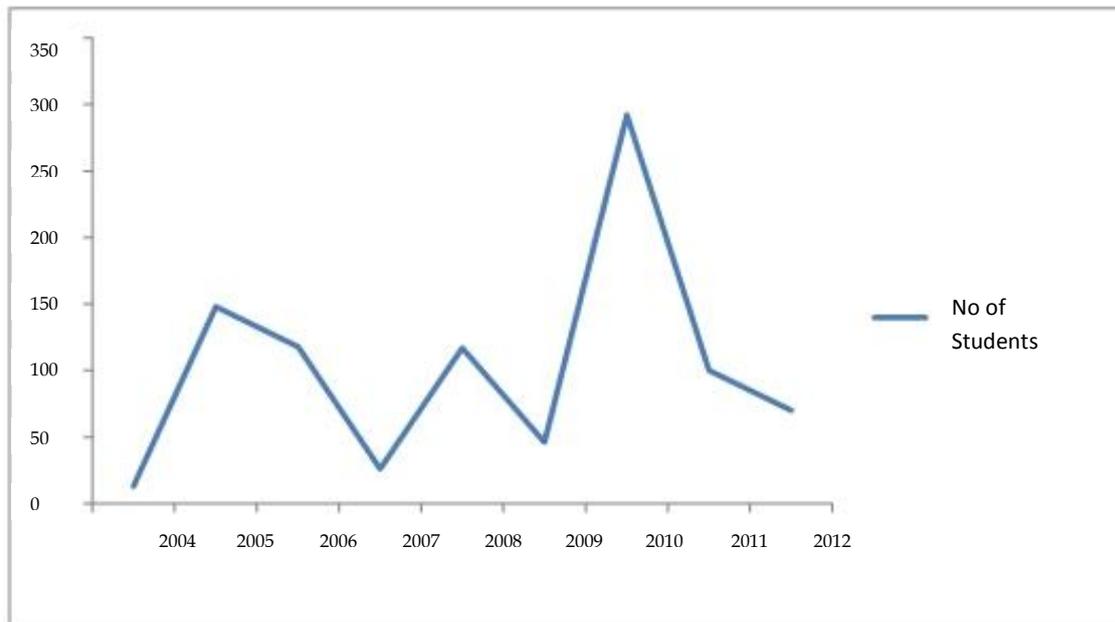
The above facts indicate that there is a problem of wastage. Interviews with teacher educators indicated that they get de-motivated due to the inconsistency in student enrollment.

The case of the Unawatuna Amarasuriya Training College further clarifies this situation.

### Case 1:

Amarasuriya TC was established to train non graduate teachers in the Galle District, in 1970. Since its Inception with two year training programme several changes were made to the courses conducted.

Currently Amarasuriya TC conducts courses in Math, Science, Agriculture, Primary Education, Second Language and English.



*Figure 2: Students enrollment from 2004 to 2012*

The Figure 2 indicates the flow of the number of trainees enrolled from the year 2004 to 2012. From 2004 there was an indication that TTCs were to cease functioning in the future. In this particular year the student numbers decreased to 13 but in 2012 the student numbers increased to 292. However in 2011 it again decreased to 100 and therefore the trend of the enrollment of students is low and inconsistent. The TTC has 12 qualified academic staff members and most of them are BSc graduates. The staff members consist of 3 PGDEs, 5 MEds, 1 MA, 2 MATES and 1 without PGDE. Furthermore, the TTC is located in a very convenient place with easy access to the highway and other main roads. It has science laboratories and a well equipped computer centre established by the Provincial MoE , Southern Province.

#### **3.1.5.1 Strengths and Weaknesses of the In-service teacher education provided by the TTCs**

##### **Strengths**

1. Existence of a sufficient number of qualified teacher educators.
2. Enthusiasm among teacher educators to improve the quality of the services provided by the TTCs

3. Willingness of the staff to cooperate with NCoEs, TCs and universities to work towards professional development of teachers.
4. Availability of physical facilities to conduct teacher development programmes.

### **Weaknesses**

1. Inconsistent annual student enrollment and resultant wastage of human and physical resources.
2. Demotivation among teacher educators due to low student enrollment and uncertainty about the future of the TTCs as institutions of teacher training.

The research team is of the view that the human and physical resource wastage has to be controlled by restructuring TTCs and designing an alternative method of training for untrained non-graduate teachers who are recruited on an ad hoc basis. After a careful assessment of available facilities and the specific requirements of the needs of the education system, selected TTCs have to be either upgraded to the level of NCoE or restructured as TCs. An online programme combined with regular periods of residential training at TCs and supervised teaching practice need to be designed to train untrained non-graduate teachers in the future.

### **3.1.6 Continuing Education Provided by the Teacher Centres (TC)**

According to the 1997 education reforms TCs were established for the purpose of continuing teacher education which has to be coordinated by the NATE which however ceased to function in 2002.

Even though the NATE did not function from its early stage 84 TCs were established during the period from 1999 to 2004. Currently the number of TCs has been increased to 105 and are under the purview of the zonal offices in each province. Most of the TCs are located in school premises of each zone except for a very few centers such as Peradeniya and Unawatuna .

There is a "Guide Book" for TCs which was developed by the MoE in 2001 to provide guidance on the management of TCs and the role and functions of the personnel who are actively engaged with the TCs. According to the guide book TCs are expected to play a major role in providing continuing teacher education. The objectives of the TCs given in the guide book incorporate the following functions which are expected to be performed by the TCs:

- Improve and update teachers' professional and academic competencies
- Provide retraining programmes to teachers as stipulated in SLTS minute
- Provide a meeting place for teachers
- Provide all teachers continuing education
- Serve as a resource centre for teachers
- Provide residential interactive experiences to teachers who had received training only in the distance mode
- Provide opportunities for field training for student teachers

According to the Guide Book for TCs which was issued by the MoE in June 2001, the work of the TCs is expected to be supported, directed, supervised and monitored by a network of different authorities (see Figure 3) which include :

1. 1. Teacher Education and Administration Branch of the MoE : supporting implementation of TC programmes, providing continuing education courses designed by the NIE, supervision of teacher education courses of TCs in collaboration with NIE ,progress control of TC activities through the National Committee for Coordination of TCs -(Guide Book p 2,5, P 3,4)
2. NATE: making policy decisions, accreditation of TC programmes, maintaining records of the success of TC programmes
3. NIE :design of continuing education programmes according to the needs of the teaching profession and training needs
4. Provincial Department of Education: The Provincial Director of Education (PDE) is responsible for direction, monitoring, supervision and distribution of financial allocations to all TCs in the province. The PDE should appoint a senior SLEAS officer as Provincial Coordinator of TCs (PCTCs)
5. Management Committee of the TC : The management committee consists of the Zonal Director of Education, Deputy/Assistant Director of Education (Development), Teacher Centre Manager, Vice President of the NCoE and the Principal of the school where the TC is located. Preparation of annual and monthly implementation plans to provide teacher education programmes to fulfill the demand for teacher education needs and the retraining needs indicated in the SLTS minute.
6. 6. NCoE : According to the Guide Book each TC should be affiliated to a NCoE, The Vice President(VP) responsible for continuing education is responsible for supporting TC staff to develop and implement continuing teacher education programmes, and facilitate the participation of teacher educators who are specialists in different subjects for planning and directing programmes conducted by the TC.

According to Figure 3 there are several organizations at national level which include NIE, MoE and the provincial administration who are involved in controlling the TC activities. There is an overlapping of the functions assigned to the PDE and those assigned to the Teacher Education Administration branch of the MoE. The management structure established at the provincial level (see Fig. 3) seems strong enough to direct, monitor and supervise TC activities. The same functions are assigned to the above mentioned branch of the MoE which has only three SLEAS

officers and has a considerable workload related to the administration of 105 TCs and 8 TTCs scattered all over the island.

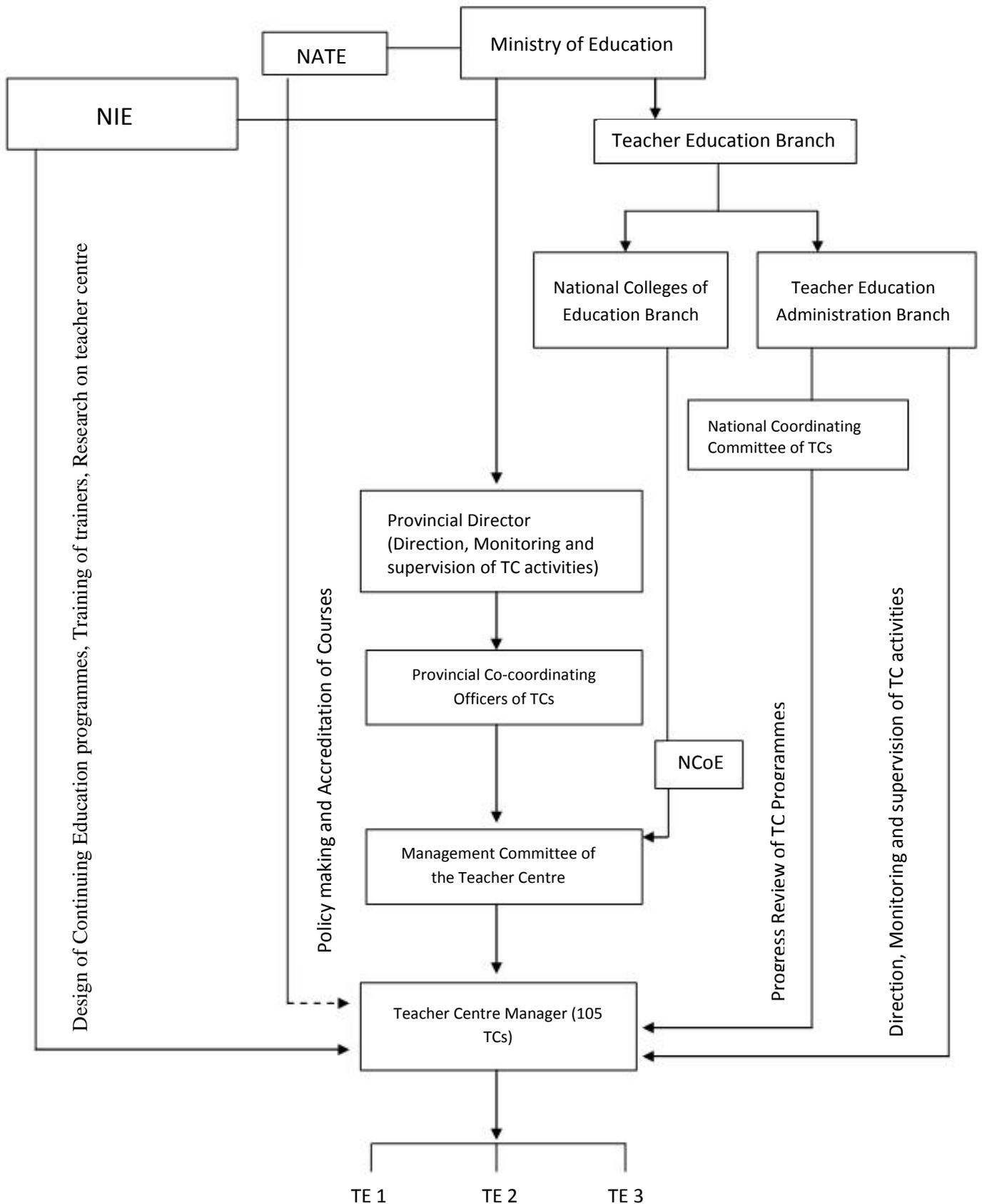


Figure 3: Network of organizations for involved in managing Teacher Centres

The Teacher Education Administration Branch has to perform the following functions in relation to the administration of TTCs and TCs as per the details in the official website of the MoE.

- Admitting the untrained teachers to the Teacher Training Colleges for their respective training
- Issuing of Trained Teacher Certificates to the Trained Teachers
- Managing the physical and human resource in the Teacher Training Colleges and Teacher Centers
- Conducting various continuous teacher education programs through teacher centers

The team feels that the first three functions mentioned in the above can be effectively performed by the Branch of the MoE with its present cadre. The team wonders how the above three officers handle the volume of work involved in conducting various continuous teacher education programs through teacher centers and direct, monitor and supervise activities of 105 TCs scattered all over the country.

If the current involvement in direction, monitoring and supervision of TC activities and implementing various continuous training programmes through TCs are removed from the assigned responsibilities of the above branch of the MoE they then would be able to effectively handle the other three important tasks assigned to them. The team also suggests to continue the current practice of the review of progress of TC activities through the National Coordinating Committee (see Figure 3) for accountability purposes.

According to the Figure 3, direction, monitoring and supervision of TC activities is the main function assigned to the Provincial Director. The team observes that the management structure proposed by the Guide Book at the provincial level is strong enough to perform these functions effectively.

**Table 11: Teacher Centre staff by qualifications in a sample of provinces**

Province	No of TCs	Qualifications of the staff						Total No of staff members	Resource persons
		Manager			Other staff(Lecturers)				
		SLTES	SLPS	SLTS	SLTES	SLPS	SLTS		
Northern*	03	-	-	03	-	-	05	08	118
Southern	13	03	-	10	02	-	-	15	-
Central	15	08	01	06	05	-	-	20	-
Uva	08	04	01	03	03	-	-	11	-
	39	15	02	22	10	-	05	54	118

\*note

1. there are five TCs in the Northern Province but information is available only from three TCs
2. See Annex 3 for details for each province

The TC staff by qualifications in a sample of provinces is indicated in Table 11. According to the Table there is a shortage of qualified staff in the TCs. None of the centres in the three TCs at the Northern province has a single teacher educator who belongs to the SLTES. Even in other provinces the percentage of teacher educators belonging to SLTES is in the range of 26%-55%.

### ***3.1.6.1 Strengths and Weaknesses of the In-service teacher education provided by the TCs***

According to the focus group discussions and interviews with the TC managers the following strengths and weaknesses emerged.

#### **Strengths**

1. Nearly 70% of the TC Managers are from the SLTES.
2. Availability of physical resources including equipment such as computers, video cameras etc.
3. Enthusiasm of TC managers and staff to work towards teacher development.
4. Active participation of teachers in training programmes.

#### **Weaknesses**

1. Lack of proper mechanisms for continuous supervision and support by the MoE and the Zone.
2. More than 30% of TC managers are still in the SLPS, SLTS and from the SLEAS.
3. Lack of recognition of the role played by the TC's in teacher development even by the zone
4. Lack of enough funds for the activities.
5. Funds were released only at the end of the year.
6. Poor transport facilities and the lack of support staff for clerical work and maintenance of the TC premises

As emerged in the focus group discussions the TCs have the potential to provide continuing education for teachers and conduct good in-service programmes to teachers in the zones. TC managers reported that they collaborate with resource persons in the provinces to provide good in-service programmes. The research team observes that TC managers need to collaborate with the specialist directors and the In-Service Advisors (ISAs) in the zones to identify training needs of teachers, design and implement a good annual programme of continuing and in-service education programme of the zone in consultation with the Zonal director. Therefore the TCs have to be provided with adequately qualified academic and administrative staff, physical resources and funds in time to make them function effectively.

## **3.2 The Relationships between Teacher Education, Recruitment, Deployment and Promotion**

Teacher education in Sri Lanka is a complex system which reflects the intricacies which result from unsystematic teacher recruitment, deployment, and promotion procedures. In the developed countries only graduates who have followed an adequate initial teacher education programme and have a license or a registration document obtained from a relevant teacher registration board are recruited to the teaching profession (see annex 1) and are placed to teach in pre-primary, primary or secondary schools. For example in Australia teacher education programmes have to be accredited by the Australian Institute for Teaching and School Leadership. Teachers have to register with a Teachers' Registration Board established in the territories or states of the commonwealth. There is a Teachers' Registration and Standards Act 2004 and the Teachers' Registration and Standards Regulations 2005 to regulate the teaching profession. The object of the above Act is to, "in the public interest, establish and maintain a teacher registration system and professional standards to ensure members are competent and fit for teaching and the care of children". The Teachers Registration Boards regulate the teaching profession in different states and territories of the country. To register as a teacher in Australia one must have a university degree and an accepted initial teacher education qualification.

### **3.2.1 Teacher Recruitment**

In contrast to such situations in the developed countries new graduate recruits to the teacher service in Sri Lanka, except for the BEd graduates from two of the universities, are placed in schools without any kind of preparation except for a limited training received in the induction programmes which spans less than a few weeks of fulltime participation. All such graduates are required to follow a PGDE programme offered by a university or the NIE to get their promotion to the Grade 2-1 of the SLTS. On the other hand non-graduate teachers are recruited by the MoE and the PMoEs based on particular needs of the education systems. The MoE recruits non-graduate teachers after completing a 3 year initial teacher education programme at the NCoEs. The PMoEs also recruit teachers to fill the vacancies in remote schools based on their own needs and criteria.

In Sri Lanka a consistent policy had not been implemented in teacher recruitment. Graduates and non graduates have been recruited without a professional qualification in teaching. The results of this practice is reflected in Table 12 which indicates the professional qualifications of teachers in government schools in 2012. According to the table about 20 percent of teachers in government schools lack a professional qualification in teaching.

**Table 12: Teachers in Government schools by professional qualification**

Highest professional Qualification	Number of teachers	%	
PhD in Education	10	.004	Graduates with professional qualification in teaching= 50366= <b>22.5%</b>
MPhil in Education	99	.04	
MEd	1503	.67	
MA in Education	872	.39	
Dip in Education	43293	19.3	
PG Dip (English as a second Language-ESL)	629	.28	
BEd	3960	1.77	
Dip in English(ESL)	602	.27	Non-graduate teachers with professional qualifications=131572= <b>58.9%</b>
Trained Teacher (Inservice)	49153	22	
Trained Teacher (Distance training)	40458	18.1	
National Diploma in Teaching	37399	16.74	
Professionally not qualified	43061	19.28	Professionally unqualified=43061= <b>19.3%</b>
MSc in Education Management	109	.048	Graduates with other professional qualifications=1448= <b>0.64%</b>
PG Dip. in Education management	1226	.54	
MSc in teacher librarianship	61	.027	
PG Dip in Library science	52	.023	
Diploma in Agriculture	739	.33	Non graduate teachers with other professional qualifications=821= <b>0.37%</b>
Diploma in Teacher Librarianship	82	.036	
Total	223333		

*Source: Ministry of Education (2012) Sri Lanka: Education Information*

One of the strengths of the existing practice is that the school system attracts a large number of graduates to the teaching profession. However, the strengths of the existing system are outnumbered by the inherent weaknesses. The newly recruited graduate teacher is put into a sink or swim situation in teaching young children where he or she has to find his/her way without any assistance from the school, his or her own educational background, peers or a mentor. Teaching is a complex skill nurtured by a thorough understanding of the students and their learning needs, subject content as well as a host of other skills and values. Therefore the continuation of this practice will badly affect the education system.

The new recruits also have to wait for long years to get registered for a PGDE programme offered by the universities or by the NIE. Due to the lack of a proper accreditation system the programmes offered by various institutions differ in standards and therefore the standards of the trained graduate teachers also vary according to the programme that they followed. Similarly, the lack of specialized programmes for preparing teachers for the primary and secondary levels is another

problem that affects the mismatch between the needs of the school system and professional qualifications of teachers.

As indicated in Figure. 1 recruitment to the teaching profession in Sri Lanka by the MoE is based on two main mechanisms. First the teachers are recruited to the school system in a somewhat ad hoc manner through recruitment of unemployed graduates with or without any kind of pre-service teacher education. According to Table 13, 17149 graduates have been recruited in this manner over the period 2005 to 2012. Secondly, annually around 3000 teachers are recruited after completing a three year NDT offered by the NCoE where the trainees undergo a two year residential training in a NCoE and a year of internship in schools. Recruitment to the teaching profession is also carried out by the PMoE based on the needs and criteria decided on by different provinces. According to Table 13, a further 17,303 graduate teachers have been recruited to the teaching profession at the provincial level without providing any or adequate pre-service teacher education. Therefore, in total 34,462 untrained graduates have been recruited to the Teachers' Service during the same time period.

**Table 13: Recruitment to the Teachers' Service over the period from 2005 to 2012**

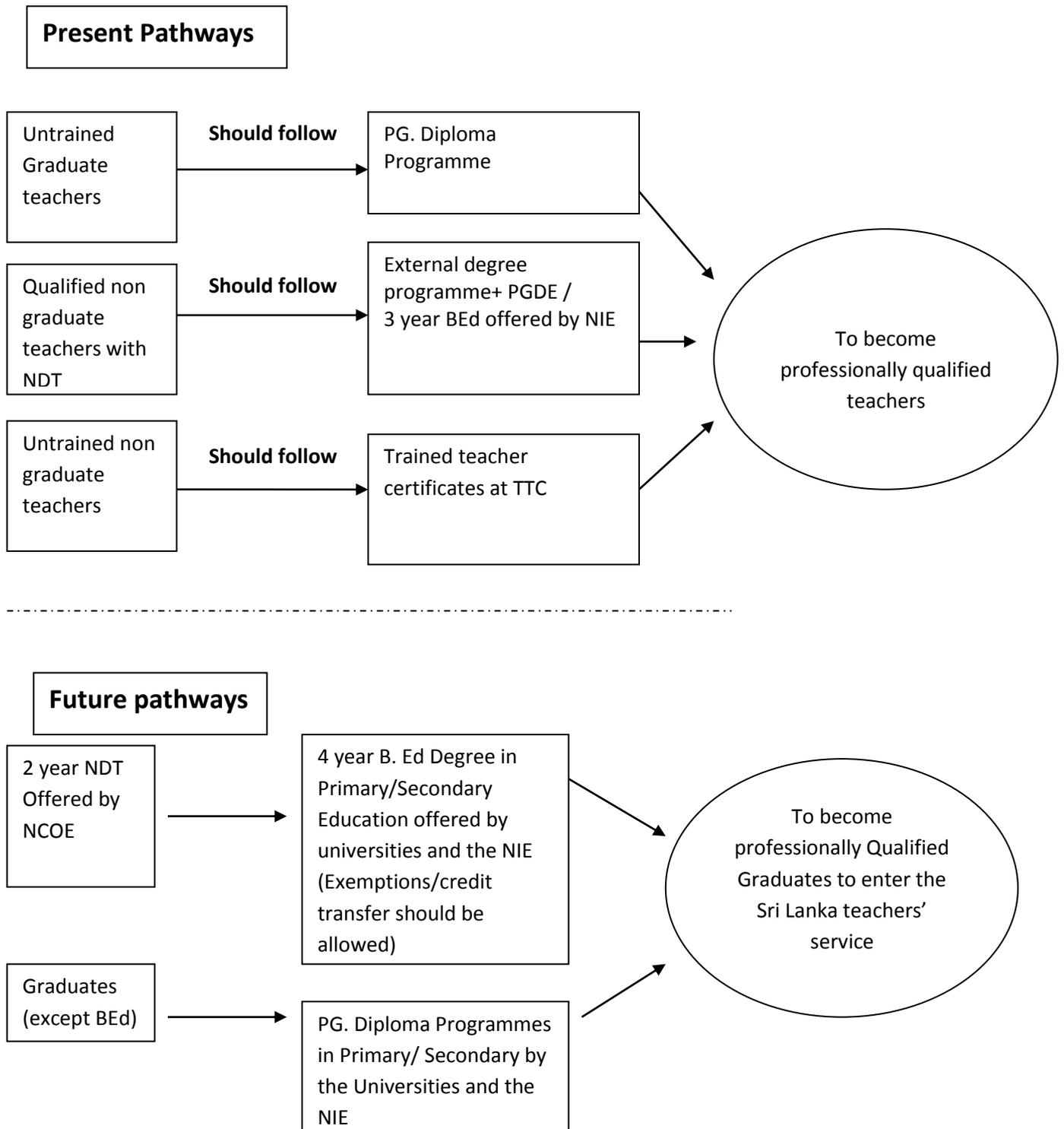
Table 5.1.1 : Recruitments to Teachers' Service 2005-2012					
Year	Appointments made by the Ministry of Education				Graduate teachers appointment made by provincial councils
	Appointments to National Schools		Appointments to Provincial council schools		
	Graduate	Colleges of Education	Graduate	Colleges of Education	
2005	2,923	383	326	2,326	1,925
2006	2,444	887	960	2,451	2,960
2007	0	408	1,490	2,191	967
2008	0	427	671	2,191	3,070
2009	971	1,307	0	1,613	1,498
2010	584	829	132	2,078	2,368
2011	1,090	1,090	2,198	1,553	2,145
2012	1,000	817	2,370	1,489	2,370
Total	9,012	6,148	8,147	15,892	17,303

*Source: Ministry of Education (2012) Annual performance Report (p.27)*

Teacher supply and demand depend on a number of different variables which include the number of students at different grade levels, subjects offered in the curriculum at different levels, location of schools, number of teachers available to teach different subjects at different levels, teacher attrition etc.

However, the recruitment of unemployed and untrained graduates totally ignores the teacher requirements at school level and therefore limits the capacity of a school to offer a balanced curriculum to its student population. The lack of a proper teacher education system to provide a sufficient number of teachers with appropriate training and education aggravates this situation further. Therefore, the team suggests rectifying this situation:

1. by improving planning at all levels to provide a qualitatively sufficient teaching staff to all schools
2. by streamlining teacher education to provide an adequate number of professionally qualified teachers as depicted in Figure 4.



*Figure 4: Present and further pathways towards professionalization of teachers*

### 3.2.2 Teacher Deployment

Teacher recruits are deployed to schools on a district basis or on the 'basis of difficult service' by the MoE or the PMoE. Teachers are placed in schools by the zonal offices of education according to the criteria decided by such offices. Even if a teacher is placed in a school according to the particular need of the school and on the basis of the conditions applied to the 'difficult service' some such teachers use political and other influences to get a transfer to a school of their preference even without assuming duties in the assigned school. As a result the teachers who genuinely complete their 'compulsory difficult service' in remote schools lose the opportunity to get a transfer to a school in a more convenient location. This type of discriminations brews dissatisfaction and helplessness among some of these teachers. Even though there are written sets of policies on teacher transfers at the provincial level those policies seem to be limited to paper.

Previous discussion in section 3.2.1 pointed out that teacher recruitment in Sri Lanka is carried out without giving careful consideration to the needs at school level. Therefore, the current population of teachers in government schools indicates a lot of anomalies in relation to the professional qualifications, and subject specialization of teachers. Data on subject wise teacher distribution is not available in MoE (2012). However, Mahinda Chinthana (2010) p. 115 highlights targets for teacher development in Science, Mathematics and English for 2020. (See table 14)

**Table 14: Teacher Development target (Mahinda Chinthana, 2010 p115)**

	<b>2009</b>	<b>2020</b>
No. of teachers	215916	225000
Graduate teachers	74531	125000
Trained non-graduate	134213	100000
Un trained non -graduates	11083	0
Science teachers	12444	27000
Maths Teachers	12890	27000
English teachers	13723	30000

The basis of calculation of future needs in 2020 is not clear. However, the figures in the table imply that the number of teachers in Science, Maths and English need to be more than doubled over the years. Table 15 indicates the distribution of teachers according to the nature of work. When the needs of the ever-changing school curriculum are considered the number of teachers available to teach ICT, to provide guidance and counseling and special education seem to be inadequate. The lack of a careful assessment of current and future needs of teachers, which is based on the needs of proper curriculum implementation at school level, is one of the main weaknesses in teacher deployment in Sri Lanka.

**Table 15: Teachers in Government Schools by Nature of work - 2012**

Nature of work (Subjects)		No of Teachers
Primary		70447
Secondary		102741
Advanced Level		24499
Special Education		680
IT		932
Supervision	Grade 1_5	1017
	Grade 6_11	1031
	Grade 12_13	328
Guidance		1086
Library		2041
Physical Education		1936
Administration		10939
Master Teachers (Part time)		304
Master Teachers (Fulltime)		1470
Seconded to another School		1110
Released to a office		1668
On study leave		344
Uncategorized		60
<b>Total</b>		<b>223333</b>

Considering all the above issues related to teacher recruitment, deployment and teacher education the team suggests that teacher recruitment should be carried out at the school level by the principal and the school management board to ensure that a well balanced curriculum which suits the requirements of different schools is implemented.

### 3.2.3 Teacher Promotion

Promotion of teachers in Sri Lanka is based on the minute of the Sri Lanka Teachers Service (1995) and subsequent amendments made in March, May 1997 and 2005. The criteria prescribed for promotion in the SLTS minute (1995) included the following.

1. Academic and professional qualifications
2. Number of years of service
3. The results of professional review
4. Passing of the related Efficiency Bar Examinations.
5. The results of competitive examination that are to be held annually
6. Participation in in-service training sessions

However, in actual implementation the promotion in the SLTS is based on the criteria numbered 1, 2, 3 and 6 above. The professional review is limited to the completion and attestation of the Teacher Performance Appraisal (TPA) form by the principal. In most of the schools the TPA is reduced to a mechanical form filling exercise except in a few schools.

The system of teacher promotion should encourage good teachers to remain in classrooms and schools to provide a better service to the students. Therefore the promotion schemes or career paths of teachers should be designed to help teachers to grow in professional competencies to become specialists or expert teachers and remain in schools and classrooms while enjoying higher salaries and other incentives. The present performance appraisal system has to be developed as a performance management system where teachers and principals work together to improve teacher effectiveness. The performance management system should incorporate ideally the teacher appraisal, continuing education, promotion and other rewards systems together. A necessary condition for school based teacher recruitment and performance management would be to have an effective system of school based management in each school.

### 3.3 Capacity Development Opportunities Available for Teacher Educators

The SLTES minute (1999) prescribes the following strategies for professional development of teacher educators.

1. 1. Teacher educators in Class 3 or Grade II of Class 2 are required to implement a project in a school or in a higher education institution in a relevant subject acceptable to the Colleges of
2. Education Board (Colleges of Education Act No. 30 of 1986)
3. Opportunities will be provided for the teacher educators to obtain professional qualifications locally and internationally.
4. The teacher educators will be released and granted leave with full pay to improve their qualifications
5. A performance appraisal system should be implemented and the records should be maintained to facilitate promotion and for evaluation purposes

However, in actual implementation the team found that these strategies are not properly implemented.

There are only two long-term programmes for the capacity building of teacher educators in Sri Lanka.

The Master of Arts in Teacher Education (MATE) is an 18-months programme provided by the OUSL and the Postgraduate Diploma in Education Management (PGDEM) programme is a one year programme conducted by the NIE. Total enrolment of the MATE and the PGDEM are indicated in Table 16.

**Table 16: Professional Development Programmes available for teacher Educators**

Institution	Master of Arts in Teacher Education (MATE)	Postgraduate Diploma in Education Management (PGDEM)
OUSL	100(Approx. in 2014)	-
NIE	-	160 (in 2014)

### **3.3.1 The MATE Programme Implemented by OUSL**

The MATE programme was developed by the OUSL, addressing a national need of providing professional development for teacher educators. This is the only programme available in the state university system specifically for professional development of teacher educators, and which is offered in all three media-Sinhala, Tamil and English. Originally, the MATE programme was developed under the World Bank funded Teacher Education and Teacher Deployment Project of the Ministry of Education. Later, an innovative practitioner-oriented professional development program for teacher educators, the Master of Arts in Teacher Education-International (MATE-I) Program, was developed in partnership with the Commonwealth of Learning (COL), Canada.

The programme is structured into six courses and a portfolio project, with the minimum duration of one and a half years, implemented in three, six-month semesters. The courses as indicated below, highlight the specific roles a teacher educator will be performing in his/her profession:

- Teacher Educator as a Teaching-Learning Specialist
- Teacher Educator as a Curriculum Developer
- Teacher Educator as an Educational Technologist
- Teacher Educator as a Professional
- Teacher Educator as a Manager and Leader
- Teacher Educator as a Researcher

However, a majority of the teacher educators initially find it difficult to adjust to the new mode of study used in this program, which requires more self-regulated and independent study, as it is a total change from the traditional teacher-dependent and content-driven approach they are used to. Thus, the completion rate during the specified time period is not satisfactory, and they need constant guidance and support to proceed with the learning process and complete their assessments.

### **3.3.2 Post Graduate Diploma in Education Management (PGDEM)**

The PGDEM of the NIE is offered for the following target groups, with the main aim of developing their capacity in Educational Management:

- Sri Lanka Education Administrative Service (SLEAS)
- Sri Lanka Principals' Service (SLPS)
- Heads of recognized educational institutes
- Lecturers of the Colleges of Education/Teachers' Colleges (SLTES)
- Sri Lanka Teachers' Service 1 (SLTS 1)

This programme is conducted at the Meepe Centre of the NIE in full time and part time modes. It is conducted in the English medium, yet allows the candidates to participate in discussions, writing final examination, the assignments and making

oral presentations in English, Sinhala or Tamil. The course is of one year's duration, with a nine months' taught course and a three months' research project.

Teaching areas cover several aspects including Current Issues in Sri Lankan Education, Education Management Theory and Practice, Policy, Education Law, Research Methodology, Managing Curriculum Implementation, Supervision and Educational Evaluation and Management of Resources. A variety of teaching/learning strategies such as case methods, critical incidents, simulations and workshops, lectures and seminars are used augmented by field trips, observational visits, library research and guided reading. As potential senior managers the participants are expected to involve themselves in the learning process not only for their own intellectual development but also to improve performance at their institutions.

The assessment procedures include a written examination, assignments, and individual/group oral presentations. Through these the participants are encouraged to explore deeper into specific areas, develop analytical approaches, venture into independent thinking and develop self-learning mechanisms.

### **3.3.3 Strengths and Weaknesses of the Current Capacity Development of Teacher Educators**

There are strengths and weaknesses in recruitment and professional development of teacher educators. In the focus group interviews the following strengths and weaknesses were reported by teacher educators.

#### **Strengths**

1. Availability of opportunities for gaining updated knowledge
2. Scholarships given.
3. Seminars/workshops on research, education practice, etc., are useful.

#### **Weaknesses**

1. Selection of participants-without considering the requirements
2. Workshops not well-organized, Conducted in an ad-hoc manner
3. Resource persons not organized/not good
4. Every teacher educator does not get a chance to participate in workshops
5. Not having regular opportunities
6. Nothing much to gain from the programmes, not catering to our needs
7. Workshops conducted in Sinhala/Tamil only, not in English
8. There are newly appointed teacher educators recruited after 2009, who are without any professional development.
9. Lack of emphasis on areas related to teacher education in the postgraduate courses
10. The lack of time to update own knowledge, skills, due to time spent on other issues at NCoEs that are not relevant to teacher training
11. Problems in getting study leave to follow programmes

12. Staff not properly promoted on time.
13. Staff needs local/foreign training. The opportunities for higher education are minimal.
14. The reluctance of teacher educators to participate in training programmes conducted by the NIE due to the low quality of the trainers who conduct training programmes for teacher educators.
15. Demotivation among teacher educators due to the irregularities in implementing the promotion procedure and conducting efficiency bar examinations according to the SLTE minute and subsequent circulars. The mismatch between the provisions in the NCoE act and the SLTE minute and the lack of proper understanding about the NCoE system by the relevant officials in the MoE has been contributing to this situation.

The participants of focus group discussions had little to say about the strengths of the programmes. However they had many comments about the weaknesses. The comments suggest that the capacity development programmes provided for the teacher educators have not been up to the expectations of them. Even in the long term postgraduate degree programmes offered by the conventional universities and the NIE, teacher education is not provided as a stream of specialization. The lack of qualified trainers who have the necessary professional qualifications and relevant experience in teacher education can be a reason for the weaknesses highlighted by the teacher educators.

## 4. Global Trends in Teacher Education

### 4.1 Preparing Teachers for the 21st Century

To prepare teachers for the 21st century we have to consider the needs of the learners of the 21<sup>st</sup> century. There are many views about these needs and we would like to cite the view of the Assessment and Teaching of 21st Century Skills project which brought together more than 250 researchers across 60 institutions worldwide, who categorized 21st-century skills internationally into four broad categories:

- Ways of thinking. Creativity, critical thinking, problem-solving, decision-making and learning
- Ways of working. Communication and collaboration
- Tools for working. Information and communications technology (ICT) and information literacy
- Skills for living in the world. Citizenship, life and career, and personal and social responsibility (For further information, see [www.atc21s.org](http://www.atc21s.org))

To help the learners to develop the above skills effective learning environments need to be developed. According to Schleicher (2012) the OECD's comparative review of innovative learning environments concludes that, in order to be most effective, learning environments should:

- make learning central, encourage engagement, and be the place where students come to understand themselves as learners;
- ensure that learning is social and often collaborative;
- be highly attuned to students' motivations and the importance of emotions;
- be acutely sensitive to individual differences, including prior knowledge;
- be demanding of every student, without overloading students;
- use assessments that emphasize formative feedback; and promote connections across activities and subjects, both in and out of school (Schleicher ,2012, p.38)

Taken together, these principles form a demanding framework on which teachers' professionalism is based. The OECD's comparative review of innovative learning environments concludes:

- Teachers need to be well-versed in the subjects they teach in order to be adept at using different methods and, if necessary, changing their approaches to optimize learning. This includes content-specific strategies and methods to teach specific content.
- They need a rich repertoire of teaching strategies, the ability to combine approaches, and the knowledge of how and when to use certain methods and strategies.

- The strategies used should include direct, whole-group teaching, guided discovery, group work, and the facilitation of self-study and individual discovery. They should also include personalized feedback.
- Teachers need to have a deep understanding of how learning happens, in general, and of individual students' motivations, emotions and lives outside the classroom, in particular.
- Teachers need to be able to work in highly collaborative ways, working with other teachers, professionals and para-professionals within the same organization, or with individuals in other organizations, networks of professional communities and different partnership arrangements, which may include mentoring teachers.
- Teachers need to acquire strong skills in technology and the use of technology as an effective teaching tool, to both optimize the use of digital resources in their teaching and use information-management systems to track student learning.
- Teachers need to develop the capacity to help design, lead, manage and plan learning environments in collaboration with others.
- Last but not least, teachers need to reflect on their practices in order to learn from their experience.

These all imply extensive and intensive teacher learning. Some countries approach this with innovative materials and approaches to teaching in order to change entrenched perceptions about and attitudes toward learning. Innovative approaches also recognize that teacher learning will take place in the company of other teachers, not as a solitary exercise - an acknowledgement of the effectiveness of collaborative learning as part of a professional continuum (Schleicher, 2012, p.38)

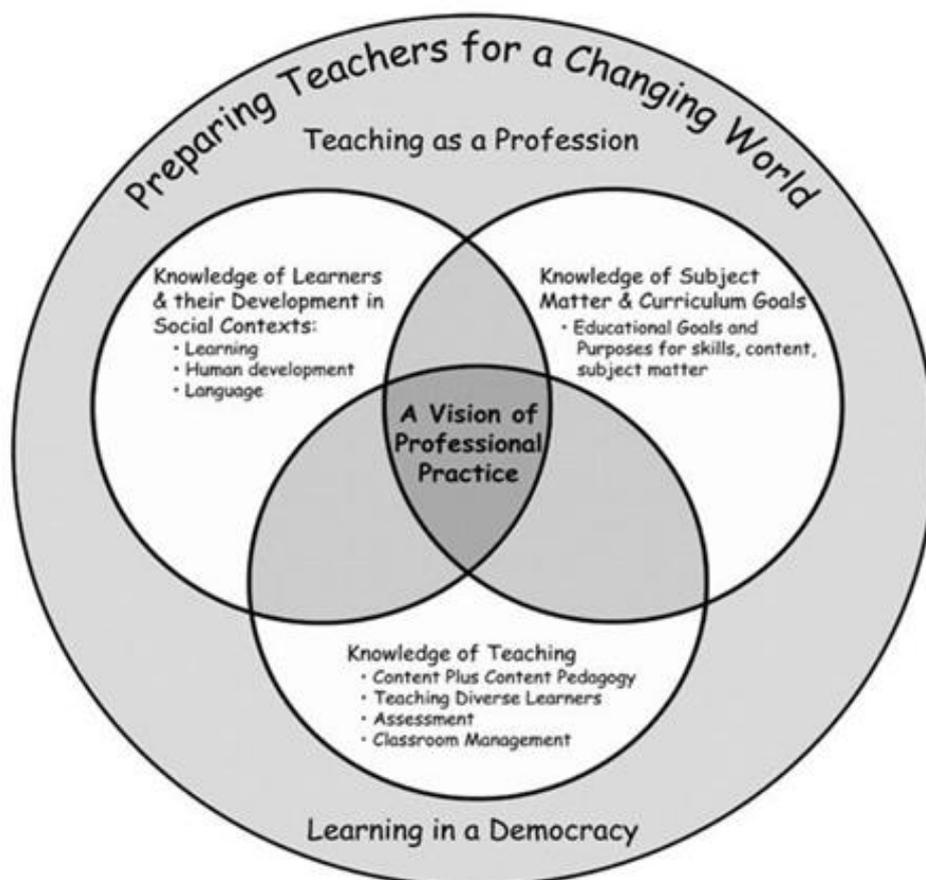
Further review of literature on teacher preparation indicate that there are many ways of representing the knowledge the teachers may need for the 21st century . For example the following model (see figure 5) depicts the core concepts and skills that should be represented in a common curriculum for teacher education which is adopted by the National Academy of Education, Committee on Teacher Education, USA. The model consists of three intersecting areas of knowledge:

- Knowledge of learners and how they learn and develop within social contexts, including knowledge development;
- Understanding of curriculum content and goals, including the subject matter and skills to be taught in light of disciplinary demands, student needs and the social purposed of education; and
- Understanding of skills for teaching, including content pedagogical knowledge and knowledge for diverse learners, as these are informed by and understanding of assessment and of how to construct and manage a productive classroom (Darling-Hammond, 2006, p 5).

Compared to the compartmentalized curriculum model which is adopted in Sri Lankan institutions Darling Hammond (2006) incorporates three domains of knowledge that help teachers to figure out what to do when a given technique or text is not effective with all students or to construct a purposeful curriculum which

is effective in the classroom. This requires incorporating content goals, knowledge of learning and understanding of children’s development level and needs. Teachers also need to know how and when to use a range of practices to achieve their goals with different students in different contexts. Finally teachers must be able continually to learn to address the problems that they encounter in teaching learning situations and to meet the unpredictable training needs to all of their learners. This means the teachers need to acquire skills of classroom based research and to become expert collaborators who can learn from one another (Darling-Hammond, 2006).

In implementation of this kind of model the practicum component needs to be paid special attention. According to a study conducted by Darling Hammond (1999) the programmes which produce graduates who are more highly rated by employers are characterized by extended clinical experiences (at least 30 weeks) that reflect the programme vision of good teaching, interwoven with course work and careful mentoring.



*Figure 5: Relationships of the concepts in relation to preparing teachers for the 21st Century (Darling-Hammond, Bransford, 2005)*

## 4.2 Improving Professional Quality of Teachers

Annex1 indicates specific features of measures used by five different countries that include Australia, Canada, Hong Kong, Japan and Singapore to improve

professionalism of teachers. According to Table1 in Annex 1 the measures used by different countries in initial education, teacher recruitment and compensation, providing career pathways and professional development seem context specific. However there are some common principles underpinning these practices, which are listed below:

1. the need for teachers to have a good educational background (at least a bachelor's degree)
2. respect the needs of teachers to enjoy a good salary and to have a choice in selecting a career path
3. providing good opportunities for continuing professional development
4. Identification of standards for teaching on which the initial and continuing teacher education are based

#### **4.2.1 Professional Standards for Teachers**

The team conducted a document analysis on teaching standards which is being implemented by developed and developing countries.

Australian Teachers Standards are designed based on 7 main standards. These standards are based on 4 main focus areas which are Graduate, Proficient, Highly Accomplished and Lead teachers and categorized accordingly.

The Department of Education, England reviewed its standards in September,2012 and have defined the minimum level of practice expected of trainees and teachers from the point of being awarded Qualified Teachers Status(QTS). Teachers' Standards for use in schools in England are presented in three parts.

The Policy and Planning Wing of the Ministry of Education of Pakistan designed its National Professional Standards for teachers in collaboration with the UNESCO and financially supported by USAID. There are 10 standards and each has 3 parts, namely,

1. knowledge and understanding (content : what teacher knows)
5. 2. dispositions (behaviors attitudes and values )
2. performance (what teachers can do and should be able to do)

A specific feature of the set of standards used in the UK and in Pakistan is the incorporation of cultural values.

It is high time to introduce a framework of standards which can be used to formulate appropriate curricula for teacher education and to assess the quality of teacher education programmes in Sri Lanka.

## 5. Conclusion and Policy Recommendations

In this report we have analysed data in relation to the five main objectives given in the TOR and arrived at a set of recommendations given below. To arrive at these recommendations we have considered the strengths and weaknesses in the existing teacher education system of Sri Lanka as well as the global trends in teacher development. Our analysis indicated that the following principles have to be adhered to in making and implementing these recommendations:

1. The need to safeguard the right of the Sri Lankan student population to enjoy a good quality general education and to enhance the dignity of the teaching profession.
2. the need for teachers to have a good educational background
3. respect the needs of teachers to enjoy a good salary and to have a choice in selecting a career path
4. providing good opportunities for continuing professional development for teachers as well as teacher educators
5. Identification of standards for teaching on which the initial and continuing teacher education are based

### 5.1 Policy Recommendations

#### 1. Establishment of a National Council for Regulation and Control of the Teaching Profession

(NCRCTP)

It is recommended to establish a national council similar to the Sri Lanka Medical Council for the regulation and control of the teaching profession. The purpose of establishing such a council is to safeguard the rights of the students who participate in the primary and secondary education to receive a good quality education and uphold the dignity of the teaching profession. The council will be responsible for specifying, maintaining and controlling academic and professional standards, ethics, and discipline of teachers who are registered in the council. The proposed council should have autonomy to function without political interference.

The proposed council shall consist of:

- (i) A chairperson who is an eminent educationist,
- (ii) Representatives of Sri Lanka Teachers' Service(SLTS)/Sri Lanka Principals' Service(SLPS)/Sri Lanka Teacher Educators' Service(SLTES) and Sri Lanka Education Administrative Service(SLEAS),
- (iii) Representatives of the Faculties and Departments of Education in the universities,
- (iv) Representatives of education professionals in public and private educational institutes,

- (v) Representatives of retired distinguished educationists

The functions of the proposed council shall be

- (i) Registration of teachers who serve in schools and other educational institutions which provide general education and issuance of License for Teaching.
- (ii) Developing and maintaining a Code of Ethics for teachers
- (iii) Deletion of the names of the registered teachers from the registry on disciplinary grounds.
- (iv) Specification of standards of the courses, curricula, assessment practices, qualifications offered and the human and other resources available in the institutions which provide programmes of teacher education.
- (v) Accreditation of teacher education programmes based on the specified standards. Evaluate and review the standards of the courses, examinations, qualifications offered and the resources available in the institutions which provide degrees, diplomas and certificates on teacher education.
- (vi) Make recommendations to the Minister of Education to remove the teacher education institutions that do not conform to the standards specified by the council.
- (vii) Provide guidance to the Ministry of Education for professional development of teachers.

Similar to the medical council of Sri Lanka the NCRCTP should have the powers to enter and make inquiries at recognized universities and institutions to ascertain whether the course of study, the degree of proficiency at examinations conducted for conferment of qualifications and staff , equipment and facilities provided at such institutions conform to prescribed standards. If they fail to conform to prescribed standards, the council may recommend withdrawing such recognition.

## 2. Define and establish a set of Teaching Standards for Sri Lanka

Standards of teaching had been defined by the developed countries since late 1990s and they have been revised during the last decade. The first ASEAN country to define such standards was Malaysia and called the Malaysian Teacher Standards or Standards Guru Malaysia. Pakistan has been the first South Asian country to introduce teacher standards in collaboration with UNESCO and sponsored by USAID. Teacher standards are useful for both appraising teacher quality and evaluating teacher education programmes.

## 3. Recruitment to the teaching profession

Only graduates should be recruited to the teaching profession. Two strategies are necessary to implement this proposal.

- (i) The graduates who would be recruited to the teaching profession should be provided a short term induction program. The graduates (excluding B. Ed

graduates) should be allowed to follow a Postgraduate Diploma in Education programme within the first two years of service. Implementation of support programs to help the graduate teachers to face challenges that they encounter in teaching in their first three years is recommended.

- (ii) The NDT holders should be offered a four year degree programme implemented by the universities/NIE on a part-time basis. Credit transfer/exemptions should be allowed. According to the Sri Lanka Qualification Framework (SLQF) the National Diploma in Teaching programme offered by the NCoE is equivalent to SLQL 4. Therefore, the diploma holders can be facilitated to earn a further 60 credits over a two-year period and complete a special degree programme. The programme which is offered in a university environment will provide an opportunity for the candidates to develop a deeper understanding of the subjects that they intend to teach in schools as well as education, teaching and research methodologies.

#### 4. Linking teacher appraisal, continuing education and teacher promotion to develop a performance management system

The current teacher appraisal system is criticized for many drawbacks in its implementation. It has been reduced to a paper exercise, which is routinely used to recommend the annual salary increment of teachers. There is no proper relationship between the outcome of the appraisal and the systems of teacher rewards and continuing education. Therefore the principals and teachers are demotivated to implement performance appraisals in their schools. They do not consider the current process of appraisal as a means of improving teacher performance. The lack of awareness among teachers, the lack of proper understanding and competencies in the appraisers appointed by the principals to play an effective role as appraiser, also make the current system of appraisal ineffective. Therefore it is recommended to revise the existing system by incorporating good practices that are in operation in some schools and by establishing proper linkages with the systems of teacher rewards and continuing education.

The teacher rewards system needs to be improved by providing incentives for high performers and establishing career pathways for teachers where, the teachers have to select one of the three options which lead him/her to become an expert teacher or a subject specialist or a school leader/ senior administrator. The progression in the career paths needs to be strictly linked to the performance appraisal at school level.

Continuing education and in-service training opportunities can be made available through school based teacher education programmes and teacher centres.

#### 5. Strengthen school based teacher development programmes

The current practices of school based teacher development had been introduced to schools with the purpose of establishing congruence between needs of the school and training received by the teachers. These programmes should be further strengthened to improve the quality of education received by the students.

## 6. Implement measures to equalize the male female composition of the teacher population

The enrolment of male students in teacher education programs is less than 10% in NCoEs and in the universities it is around 20% to 30%. There can be many reasons for this situation that include low salary, uncertain career prospects, lack of social recognition and low status of the profession.

Measures should be implemented to upgrade professional status and standards to make the profession attractive to male candidates and to use positive discrimination in recruiting male candidates for the teaching profession.

## 7. Improve deployment of teachers

To address the problem of teacher deployment, NEC (2003) and World Bank (2011) reports have made a detailed set of proposals. Since those proposals have not been implemented yet and the problems persist in the same fashion. The research team proposes to decentralize the system of teacher recruitment, to the school level.

## 8. Create conducive environment for teaching in schools

At present most of the schools do not have proper staff rooms with computer and internet facilities where teachers can prepare for teaching. Therefore, it is recommended to establish well equipped staff rooms in all schools with appropriate facilities for teachers to plan and prepare teaching aids and lessons, assessment of students' achievements and updating their own knowledge.

## 9. Restructuring and reorganization of teacher education institutions

### a. National Colleges of Education

It is recommended to restructure and reorganize NCoE by providing adequate autonomy for creating and maintaining effective learning environments, and planning and implementing a sound academic programme. The NCoE should be governed by a Board of Management which is responsible for administration and management of the college. A committee led by the president of the college and constituted with the members of the academic staff should be made responsible for developing and implementing the curricula and assessment practices which comply with the prescribed standards by the National Council for regulation and control of the teaching profession.

### b. Teacher Colleges

According to the data collected in this study, it is clear that the teacher colleges do not implement teacher training programmes on an annual or a regular basis. As a result the human and physical resources available in these institutions are underutilized to a great extent. If recommendation 2 is fully implemented these institutions become redundant. Therefore it is recommended to upgrade these institutions to the level of NCOE or restructure to become TCs for effective utilization of the physical and human resources available in them. An alternative

programme of teacher training that include online learning, residential short term training at TCs, and supervised teaching practice has to be designed and implemented by the NIE.

#### c. Teacher Centres

Teacher Centres should be developed as prime institutions which provide the teachers opportunities for short term in-service education at the zonal level. It is recommended that the zonal level in-service training programme should be planned and implemented by the Centre Manager (who should be a senior teacher educator) in consultation with the Zonal Director and in collaboration with subject specialist directors and in-service advisors in the zone. Therefore, the TCs should be provided with adequate support staff and an annual allocation to maintain and upgrade centre facilities and for implementing the in-service programme of the zone. The Centre Manager should prepare the annual implementation plan and budget of the zonal level in service education programme in consultation with the zonal director and in collaboration with the specialist directors. The zonal director will be responsible for monitoring and evaluation of the implementation of the annual plan. The zonal level in-service education plan should be prepared on the basis of a careful needs analysis which incorporates the needs identified by the teachers, principals of schools, in-service advisors and the subject specialist directors in the zone.

#### d. University Faculties and Departments

At present there are only two faculties of education and three university departments of education in Sri Lanka. All three departments have limited academic cadre which curtails the expansion and diversification of their academic programmes. The universities have a great potential to contribute to the teacher education system of Sri Lanka by offering initial teacher education programmes as well as postgraduate teacher education. Therefore it is recommended to gradually transform these three departments into faculties of education and to establish one new Department of Education at universities located in each of the provinces which do not have at least a department or faculty of education.

### 10. Recruitment, Promotion and Professional Development of Teacher educators

A postgraduate degree in education should be made a compulsory entry requirement for the Sri Lanka Teacher Educators' service. At least a Master of Philosophy degree in Education should be made compulsory for the promotion to the next level in the Sri Lanka Teacher Educators' Service. To facilitate the fulfillment of this requirement it is necessary to design and implement a special programme by the university faculties and departments in collaboration with suitable foreign universities.

The SLTES minute which specifies the criteria for recruitment, promotion and professional development of teacher educators needs to be amended to streamline these processes by addressing the related issues that affect the SLTE service.

A carefully designed programme which include short term training and study visits should be made available for updating the knowledge and competencies of teacher educators at local and foreign institutions. A system of sabbatical leave can be introduced to facilitate and ensure participation in this kind of programme. A performance management system should also be developed for teacher educators by linking systems of performance appraisal, continuing education and promotions.

#### 11. Capacity development of University lecturers

A carefully designed programme which includes opportunities for short term training, study attachments and collaborative research and teaching should be made available for updating the knowledge and competencies of university teachers at local and foreign institutions. The expansion of human and physical resources in the universities is also necessary to conduct both pre-service and in-service programmes offered by the universities in all three media.

#### 12. Modernizing teacher education curricula

The school curriculum has been subjected to several major and minor reforms over the past two decades. However the teacher education curricula offered by various teacher education institutions have not been revised or modified to cater to the needs of the changing school curricula. NEC reports repeatedly pointed out the lack of coordination among teacher education institutions and the institutions responsible for curriculum development and implementation at school level as one of the major reasons for this situation.

Pre-service teacher education is carried out by the two universities and NCoEs while in-service teacher education programmes are conducted by universities, NIE, TTCs and PMoEs. Therefore, we propose that the courses conducted by the above institutions should be strictly related to the school curriculum within the capacity and the level of each institution. To make this a reality there should be an understanding and a system of coordination between all institutions. A mechanism also should be developed to disseminate curriculum reforms without delay to teacher education institutions and to provide necessary inputs for updating their curricula.

There should be a regular mechanism to monitor and evaluate the curricula offered by different institutions to maintain the standards of quality and relevance. This is one of the main functions of the NCRCTP which is proposed in recommendation 1.

The revision of teacher education curricula also should be based on systematic research conducted by the institutions themselves. The universities have to consider the current trends in teacher education in the global context and the local needs, opportunities and constraints as well for revising the existing curricula. Critical self evaluation, external and internal validation need to be incorporated into the curriculum development process. The set of standards of teaching prescribed by the NCRCTP will be the basis for curriculum development and evaluation.

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# Annexure

## Annex 1

Country	Initial education and training	Recruitment and compensation	Career pathway	Professional development
Australia	Bachelor's degree (must) Graduate diploma Induction (mentorship through team teaching) National Framework for Professional Teaching Standards	Teacher Registration 9 point salary scale higher than the OECD average - \$48,233 vs. \$41,701(after 15 years of experience)	4 career stages 1. Graduate teachers 2. Proficient teachers 3. Highly accomplish teachers 4. Lead teachers	Australian Institute for Teaching and School Leadership (AITSL) National Framework for Professional Teaching Standards Standard 1. Know students and how they learn Standard 2. Effective the content and how to teach it Standard 3. Plan and Implement effective teaching and learning Standard 4. Create and maintain supportive and safe learning Environments Standard 5. Assess provide feedback and report on student learning environments Standard 6. Engage in professional learning Standard 7. Engage professionally with colleagues, parents/careers and the community
Canada	Bachelor's degree (must) + One year teacher education programme + Examination Induction Separate standard for teacher qualification	Salary is quite high. Higher that GDP per Capita and the OECD average \$65,074 vs. \$38,683(after 10 years of experience)	Ontario example 5 years of teaching experience+ (certification in three of four age divisions as primary junior intermediate and senior)+ two specialist qualification over masters degree + completion of Principal's Qualification programme	On going teacher training by the MoE. Working table on Teacher Development was established in 2005 and provides quality consistency in teacher professional development.
Hong Kong	Bachelor's degree (75% primary, 92% secondary)or higher Mid 1990 the Colleges of Education joined forming the Hong Kong institute of Education, which grants both bachelor's degree and postgraduate diplomas.		"permitted teacher" status (minimum education requirements but do not have formal teacher training) "Qualified teacher" status (completed teacher training) "Registered teacher"	The Advisory Committee on Teacher Education and Qualifications (ACTEQ) Teacher competencies Framework The government is imposing a salary cap on teachers who refuse to under go government mandated professional training in their first year of service. The Education Bureau (EDB) encourages teachers to improve their practice through "professional development activities" for an official target of 50 hours per year.
Japan	Bachelor's degree+ 3 levels of certifications 1. A general or non subject specific certificate 2. A subject specific certification 3. Special subject certificate for non academic fields such as music or arts + Pedagogical proficiency test, Interviews and essays 1 year induction	Paid better than other civil servants Teacher Head teacher Principal Salary takes place over 36 steps; additional 20 salary steps within the head teacher position and 15 within the principal position \$49,408 Vs 41,701 Salary climb from about \$27,000 to nearly \$70,000 over a lifetime	Lowest level of certification (valid for 15 years and available to graduates of a junior college teaching programme) Advanced level of certification (Teacher candidates who hold Masters Degree).	Minimum hours for national and school level professional development programs + "Lesson study" Specific training programme at the local level 5,10, and 20 years in to their careers.
Singapore	Bachelor's degree(approved subject area) + Teacher education program at NIE(Dip Ed, PGDE, Bain Ed/BSc in Ed) + Entrance proficiency test Cannot become a teacher without mastering of the subject	Quite strong potential Twice the GDP per capita Entirely on demonstrated performance and demonstrated potential	3 Directions 1. Teaching track 2. Leadership track 3. Specialist track Each level there are salary increases and additional training and mentorship appointments	In-service training by MoE/NIE 100 hours professional development per year

Annex 2: Extracts from the Proposal to introduce the Bachelor of Education Degree programme at the Department of Education, University of Peradeniya

**Table 1: Desired programme outcomes and related course components/activities**

After successful completion of the programme B. Ed. Graduates will be able to:

Programme outcomes	Related Course components
1. apply education theory and practices in teaching and learning situations in diverse educational settings.	Compulsory courses, Optionals, Discussions, individual and group activities, School observations, Community projects teaching practice and action research project
2. demonstrate a range of <b>generic skills for education</b> (Communication skills, general ICT skills as well as skills in using ICT in instruction, critical thinking and problem solving skills, interpersonal skills necessary for working collaboratively with children, parents, peers and superiors, skills necessary for managing self and time, and learning to learn).	Classroom discussions, individual and group presentations, seminars, organizing and participating in co - curricular activities, project work and research .
3. demonstrate <b>classroom teaching related skills</b> which include: <ul style="list-style-type: none"> <li>• Planning instruction and designing learning experiences</li> <li>• Creating and maintaining effective environment for student learning.</li> <li>• Managing student behavior</li> <li>• Organizing classroom space,</li> <li>• Assessing student learning and providing feedback</li> <li>• Skills necessary to be a reflective practitioner.</li> <li>• Identifying learning difficulties and remediation.</li> <li>• Effective instructional skills</li> </ul>	Group activities in classrooms, Simulations of classroom teaching, Demonstration lessons, Action research and supervised teaching practice in schools for 12 weeks and reflective accounts.
4. demonstrate <b>professional behavior, which include</b> : <ul style="list-style-type: none"> <li>• critical reflection (thoughtful consideration of one's own actions and their effects)</li> <li>• Maintaining accurate records</li> <li>• Communicating with families and parents</li> <li>• Contributing to the school / organization</li> <li>• Engage professionally with colleagues, parents/custodians and the community</li> </ul>	Action Research project and teaching practice, Assignments Community Project
5. demonstrate <b>dispositions</b> which include <ul style="list-style-type: none"> <li>• Positive expectations towards all students.</li> <li>• an attitude of acceptance and trust towards school community</li> <li>• love of teaching and learning</li> <li>• treating all students equally and fairly</li> <li>• a willingness to collaborate as part of the educational team and wider community</li> </ul>	Teaching practice, Action research, co-curricular activities Community Project
6. Use the content knowledge and understanding of one or more subject disciplines to design and implement effective instructional programmes at schools.	Teaching Area 1 and Teaching Area 2 subjects, Instructional methodology and teaching practice

**Table 2: Semester-wise structure of the Bachelor of Education Degree programme designed by the Department of Education, University of Peradeniya**

Course Code		Course Titles	Credit Value		Prerequisites
			Credits	Compulsory (C) or Optional (O)	
<b>Semester 1</b>					
FND Courses	FND 102	Logic/Mathematics	3	C	
	FND 103	Writing Skills	3	C	
Main disciplines*	Main discipline 1		3	C	
	Main discipline 2		3	C	
	Main discipline 3		3	C	
<b>Semester 2</b>					
FND Courses	FND 114	Law and Ethics	3	C	
	FND 115	ICT Skills	3	C	
	Main discipline 1		3	C	
	Main discipline 2		3	C	
	Main discipline 3		3	C	
<b>Semester 3</b>					
Education	EDU 201	Principles of Education	3	C	
	EDU 202	Child development and Education	2	C	
	EDU 203	Education and Society	3	C	
	EDU 204	ICT in Education	3	C	
	EDU 205	Health and Physical Education 1	2	C	
	<b>EDU 206-208</b>	<b>Teaching Area 2</b> Mathematics-Algebra Science-Biology ICT-Fundamentals of programming	3	C	
Outside Education		Teaching Area 1	3	C	
<b>Semester 4</b>					
Education	EDU 209	Psychology for teaching and learning	3	C	
	EDU 210	Leadership and management in schools	3	C	
	EDU 211	Basics in Technology 1- Electronics	2	C	
	<b>EDU 212-214</b>	<b>Teaching area 2</b> Mathematics-Geometry Science- Physics ICT-Visual programming	3	C	

Outside Education		Teaching Area 1	3	c	
<b>Semester 5</b>					
Education	EDU 301	School Counseling	2	C	
	EDU 302	Assessment for Learning	3	C	
	EDU 303	Health and Physical Education 2	2	C	
	EDU 304	Basics in Technology 2- Foodscience	2	C	
	<b>EDU305-307</b> EDU 305 EDU 306 EDU 307	<b>Teaching area 2</b> Mathematics- Calculus Science-Chemistry ICT- Database systems	3	C	
Outside Education		Teaching Area 1	3	C	
<b>Semester 6</b>					
Education	EDU 308	Inclusive Education	2	C	
	EDU 309	Curriculum theory and practice	2	C	
	EDU 310-315	Optionals (2 courses)	2*2=4	O	
	EDU 316	Basics in Technology 3- Agriculture	2	C	
	<b>EDU 317-319</b> EDU 317 EDU 318 EDU 319 EDU 320	<b>Teaching area 2</b> Mathematics- Statistics Science-Bio technology ICT- Graphic design ICT- ICT tools for Effective teaching	3	C	
Outside Education		Teaching Area 1	3	C	
<b>Semester 7</b>					
Education	EDU 401	General Instructional methods	3	C S	EDU 201 to EDU 320
	EDU 402-414	Subject specific teaching methods (2 subjects)	2*2=4	O	EDU 401
	EDU 415	Research methods in Education	3	C	
	EDU 416	Trends and Issues in national and international education	3	C	
	EDU 417	Health and Physical Education 3	2	C	
	EDU 418	Community Project	3	C	
<b>Semester 8</b>					
	EDU 419	Dissertation	6	C	
	EDU 420	Teaching practicum	6	C	EDU 401 & two of 402- 418

\* Students will have to select one of the Teaching Area 1 subjects as one of their main disciplines offered at 100 levels.

Annex 3:

**Table 1: Number of Staff members and qualifications - Teacher Centres Central Province 2014**

Teacher Centre		Teacher Centre Manager		Lecturers (Teacher Educator Service)	
Sri Lanka Teacher Educator Service		Principal Service		Teacher Service	
1	Peradeniya	√	-	-	01
2	Giragama/denuwara	√	-	-	01
3	Gampola	√	-	-	-
4	hatton	-	√	-	-
5	Kothmale	-	-	√	-
6	NuwaraEliya	√	-	-	-
7	Katugastota	√	-	-	01
8	walala	-	-	√	01
9	UdadumbaraTeldeniya	-	-	√	01
10	Walapene	-	-	√	-
11	Haguranketha	√	-	-	-
12	Matale	√	-	-	-
13	Wilgamuwa	-	-	√	-
14	Naula	√	-	-	-
15	Galewela	-	-	√	-

**Table 2: Number of Staff members and qualifications - Teacher Centres Central Province 2014**

Name of TC	No. of Staff	No of Resource Persons in 2013	No of Beneficiaries 2013
01. Teacher Centre in Islands Education Zone	TC Manager -1 (SLTS1) Career Guidance Officers -2 (SLTS-1&SLTS2.1) All with MEd	14	267 (Teachers, ISAs, Principles & Zonal Officers)
02. Teacher Centre in Valikamam Education Zone	TC Manager -1 (SLTS1) Career Guidance Officers -1 (SLTS2.1) ToT (English)-1 (SLTS2.1)	22	547

03. Teacher Centre in Jaffna Education Zone	TC Manager -1 (SLTS1) Career Guidance Officers -2 (SLTS-1&SLTS2.1) Two with MEd & One CGO with PGDE	82	3649
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Annex 4: Functions of the National Colleges of Education Branch and the Teacher Education Administration Branch, Ministry of Education

National Colleges of Education Branch, Ministry of Education

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Vision

Producing professional, competent teachers in order to achieve the objective of delivering quality education to every child

Mission

Directing National Colleges of Education to deliver professional, competent teachers to the school system

Functions of the branch

- Recruiting trainees to National Colleges of Education
- Coordinating of curriculum development activities of National Colleges of Education
- Directing management and administrative activities of National Colleges of Education
- Supervising activities on National Colleges of Education
- Maintaining information management systems in the National Colleges of Education
- Attending to establishment matters of the academic and non-academics staff of National Colleges of Education
- Conducting activities to select candidates from teachers and education officers for the full-time internal course of Post Graduate Diploma in Education conducted by universities
- Attending to establishment matters of the officers belonging to the Teacher Education Service

Teacher Education Administration Branch

Vision

Producing effective, efficient, competent teachers who can face challenges and be with the teaching and learning process

Mission

Maintaining a continuous teacher education process in the teacher training colleges and teacher centers by implementing appropriate courses and programs

Functions of the branch

- Admitting untrained teachers to the Teacher Training Colleges for their respective training
- Issuing of Trained Teacher Certificates to the Trained Teachers
- Managing the physical and human resources in the Teacher Training Colleges and Teacher Centers
- Conducting various continuous teacher education programs through teacher centers

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ISBN 978-955-9448-39-6