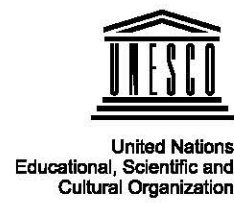


Accreditation for Quality Assurance in Teacher Education

National Accreditation Council for Teacher Education



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National Accreditation Council for Teacher Education



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Foreword

All nations of the world are increasingly focusing on producing quality human resource for their survival in the rapidly growing competitive world. Various types of interventions have been experimented over the years in different places such as physical facilities, free text books, material compensation for time spent in school etc. Comparatively recent is the renewed focus on quality of teacher without whom no reform in educational process, interventions and inventions can be materialized. A huge state investment is required to prepare the desired quality of teaching personnel. That is why the accountability and quality assurance have emerged on the horizon of teacher education. A comprehensive multi-faceted approach for quality enhancement is the program accreditation by professional bodies. On one hand, it externally evaluates the educational programs against pre-set standards in the form of peer review and on the other hand, it carries out internal assessment with institution's manifested commitment to continuously devise and implement strategies for quality enhancement. Accreditation is endorsement by an external agency that the program is adequate to meet its objectives i.e. it is adequate to provide graduates who meet standards for entry to the teaching profession and are competent to begin teaching. Quality of beginning teachers can further be ensured through certification and registration. Accreditation is a standard practice in many professions in Pakistan. But, till recent no measures had been undertaken to raise and ensure the quality of teacher. Neither were there any standards for teachers, nor was there any system to ensure quality of teacher education programs. NACTE was established in 2007 to ensure quality of teacher education programs and the teacher.

A set of three brochures has been designed with the financial assistance of UNESCO as a part of the project "Advocacy and Capacity Building for Promotion of the Quality of Teacher Education" to familiarize the stakeholders and partners of teacher education about the emerging system of accreditation in Pakistan. The brochures are: Accreditation for Quality Assurance in Teacher Education; Accreditation Standards and Procedures for Quality Assurance in Teacher Education and Communication and Capacity Building for Accreditation in Teacher Education. NACTE acknowledges this contribution with gratitude. We are specially grateful to Dr. Kozue Kay Nagata Director Unesco, Islamabad and Mr. Arshad Saeed, Senior National Specialist (Education), UNESCO for their support and contribution in executing the project.

We hope that all the stakeholders will find this information useful and we are confident that they will support and strengthen the teacher accreditation system so that high quality teachers can be provided to the educational system.

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Chairperson NACTE

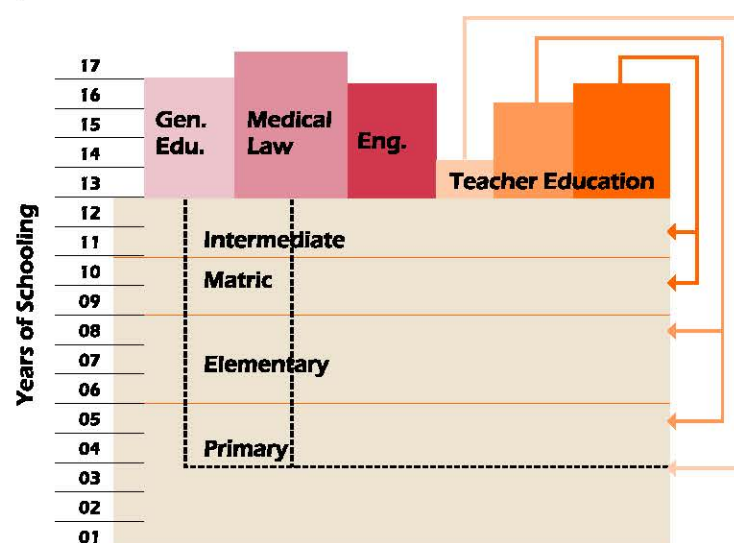


Teacher and Quality of Education

Quality of teacher is considered the nucleus of quality education throughout the world and it is well accepted that no system of education can be better than its teachers. Research over the past about four decades has suggested quality teaching as the strongest determinant of student achievement, particularly at school level. No reform in education can be materialized without active support of teachers. Therefore, any reform agenda of educational system should prioritize on improving the quality of its teachers. For example, in USA, the No Child Left Behind Act (NCLB) 2001² intended that all children would meet state academic achievement standards to reach their full potential through improved programs. Among its five major input areas, it focused on providing resources for improving the quality of teachers and principals through preparing, training and recruiting high quality teachers and principals. Goldhaber and Hannaway (2009)⁹ state that improving teacher quality is a necessity, indeed the KEY for improving their nation's schools and that teachers are the most valuable investment that schools make. Similarly, in Australia quality teacher is considered the most important educational resource in their schools¹².

1.1 Only Teacher Can Turn Vicious Quality Cycle into the Virtuous One

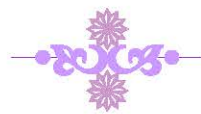
Education is a cycle from pre-primary to postgraduate levels. In Pakistan, it is labeled as 'vicious' cycle where the players of one level blame the other as the major source of poor quality. The figure below shows that the teacher is the strongest and the best link to turn the vicious quality cycle into a virtuous one.



Teacher as the Key to Quality Education

1.2 How Quality Teacher Creates Quality Education

Teacher is the actor to plan, manage and initiate learning process, conduct student assessment, contextualize the curriculum and support students' personality development. Only a quality teacher can perform these tasks in a desired manner to foster quality learning.



2

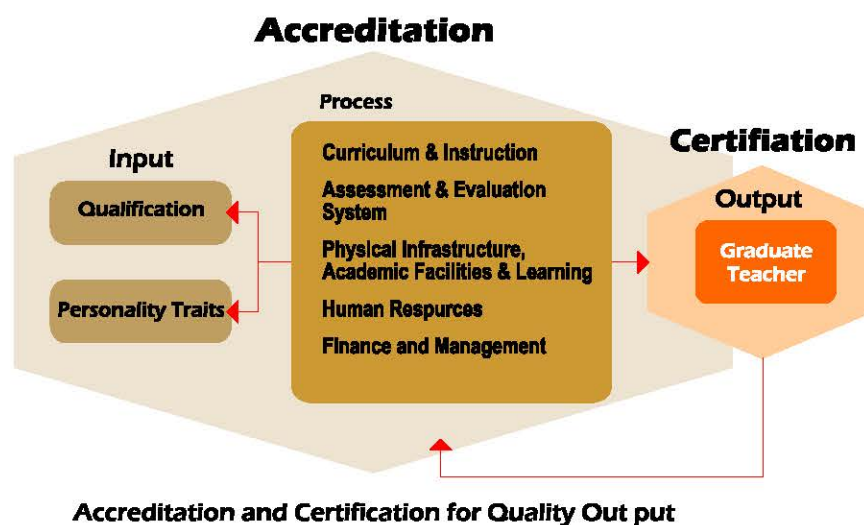
Accreditation, the Topmost Quality Assurance Mechanism

2.1 Accreditation,

Similar to the other disciplines, accreditation is the most effective and widely practiced mechanism to assure and enhance the quality of academic programs in teacher education. Accreditation in teacher education refers to a peer reviewed assessment based formal judgment by an external agency, that the quality of a program/ course or an institution meets pre-set standards and that it is able to produce graduates who meet the standards for entry to teaching profession and are competent to begin teaching. It is a continuous process of quality assurance whereby an institution or program evaluates itself, is evaluated by a third party, and develops a plan to improve in relation to predetermined standards¹⁷. Accreditation goes hand-in-hand with professional registration of individuals known as registration, licensing and certification.

2.2 Registration, Licensing and Certification

Registration, licensing, and certification are alternative terms used for permission by the competent body/ authority to certify or allow a qualified professional/teacher to practice or perform a job/ teaching. In many professions the accreditation bodies are responsible for accreditation of the program and licensing of the individuals such as Pakistan Engineering Council, Bar Councils and Medical and Dentistry Council. In some professions certification or license is granted by the controlling/ employment authorities such as Ministry of Education or equivalent national/ provincial body. Hybrid systems are also practiced in some countries where accreditation and controlling authorities jointly devise mechanism for certification of teachers. In Pakistan, the development of certification system is in process.



2.3 Benefits of Accreditation

Accreditation is a system of quality assurance of teacher education programs that relates directly to "developing teachers". Accreditation not only lends prestige to the accredited programs and their institutions, justified by having quality standards and commitment to maintain these at a high level, but it can also be instrumental in raising the status of teaching profession, planning for improvement of the programs, and developing trustworthiness at the national and international levels.

Raising the Status of Teaching Profession

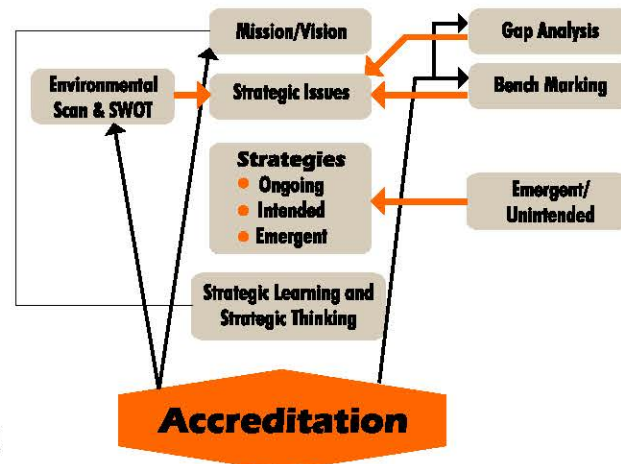
Accreditation helps in raising the status of teaching profession by:

1. Ensuring uniformity of standards across all teacher education programs in the country.
2. Ensuring quality of teachers entering the profession against National Professional Standards for Teachers (NPST).
3. Providing data to the decision makers in particular, and public in general, that may be used for accountability of teacher education providers.
4. Enhancing teachers' professionalism.

Strategic Planning and Financing of the Program

Feedback from the accreditation agency and self-evaluation reports help the institutions in:

5. Identifying strengths and weaknesses of the program that need to be addressed for further improvement.
6. Providing sound foundations for strategic long-term and short-term planning for program's improvement (Self-Improvement).
7. Providing rational for making budgetary provisions and funding of improvement plans.
8. Providing reliable information to the funding agencies about the required type of support.
9. Creating strategic thinking environment.



Developing Trustworthiness

Accreditation against the pre-set national standards develops trustworthiness by:

10. Making comparison of teacher education programs offered by different institutions.
11. Facilitating students' mobility to other institutions of higher education in the country and abroad.
12. Facilitating individuals in identifying quality programs/institutions.
13. Providing information to foreign universities regarding the accreditation status of programs attended by Pakistani students seeking admission to their universities.
14. Leading to international credibility of teacher education programs in cross border higher education and employment.



3 Teacher Education Accreditation Practices in Selected Countries

The most widely recognized agency for teacher education, NCATE, USA, was established in 1954 but, the last about two decades have witnessed the establishment of such bodies in many developed and developing countries. Some of these agencies alongwith their nature and scope are mentioned in the chart below:

Country	Body	Standards and Scope	Focus	Recognition
USA	National Council for Accreditation of Teacher Education (NCATE)	National	Programs Graduates	Considered guarantee for quality of graduates & program.
England	Training & Development Agency (TDA)	National	Programs	Graduates receive Quality Teacher Status (QTS) as eligibility to teach in school
New Zealand	New Zealand Qualification Authority (NZQA)	National	Programs Institutions	Graduate entitled to teaching as provisionally registered
Ontario Canada	Ontario College of Teachers authorized in 2002	Provincial but Moving to National	Programs Graduates	Graduates entitled to teach in school.
India	National Council for Teacher Education (NCTE)	National	Programs Institutions	Recognition of teacher in public sector
Philippine	Accreditation Agency of Chartered Colleges and Universities (AACUP)	National	Programs Institutions	Mandatory
Australia	Australian Forum for Teacher Registration and Accreditation Authorities (AFTRAA)	National	Programs Graduates	Mandatory
Malaysia	Teacher Education Div. of Ministry of Education	National	Programs Graduates	Mandatory
South Africa	Umalusi Institutional Accreditation and Monitoring System	National	Institutions	



4 Quality of Education in Pakistan

While the quality of education, like other social phenomena, cannot be outlined very crisply and clearly, the learning outcomes defined in terms of student achievement scores are universally accepted as the most important indicator of quality output. More than a dozen national and provincial research studies have been conducted during the last about 25 years to assess learning outcomes at primary and middle grades. These studies show that the average performance of primary level students remained below the desired level⁷. NEAS (2006)¹⁸ also concluded that achievement scores of grade 4 students remained below the scaled average scores. Grade 8 students could achieve, on the average, only about 30% score¹⁴. Matriculation, intermediate and bachelor level examinations have consistently shown student pass percentage varying around 60, 50 and 33, respectively, which is evidently a big wastage of financial and human resources.

A small number of studies exploring into the factors responsible for poor performance of students highlight teachers' qualifications, classroom management skills and teachers' attitude as important school level determinants of student achievement^{7,18}. Mirza and Hameed¹⁵ found a high positive correlation between teacher competencies and student cognitive achievement. These studies have recommended several measures to improve the quality of teachers.



5 Teacher Education in Pakistan

Teacher education system in Pakistan is quite complex and teacher education programs of diverse nature are offered through alternative models and modes. It has traditional post academic models and recent concurrent models from post-secondary to post-master level offered through formal, non-formal, virtual and sometimes private or external modes. Only the formal degree level programs, BEd/equivalent and above, are offered through more than 460 institutions in Pakistan. The number of such programs is more than 670. Another 78 institutions of all provinces/ federal areas except Punjab offer CT, a one year post intermediate teacher education program. In this perspective ensuring quality of teacher education programs to provide quality teachers to the education system becomes of paramount importance.

5.1 Teacher Education Programs offered in Pakistan

1. CT (Certificate in Teaching)
2. CT Agro Tech
3. BEd (Bachelor of Education)
4. BEd Elementary
5. BEd Secondary
6. Postgraduate Diploma in Special Education
7. BA / BSc BEd (Concurrent Degree)
8. Associate Degree in Education. (ADE)
9. BFA BEd (Concurrent Degree)
10. BSEd
11. BEd Hons (4 year program)
12. MA Education (Secondary)
13. MA Education (Elementary)
14. MA Early Childhood Education
15. Master in Educational Research and Assessment
16. Master in Technology Education (MTE)
17. Master in Business Education (MBE)
18. Master of Education (M.Ed)
19. Master of Education in Science
20. Master of Science Education
21. M.A. Islamic Education
22. MEd Special Education
23. MA. BEd (Concurrent Degree)
24. MSc.BEd (Concurrent Degree)
25. MA Special Education
26. MA Physical Education
27. MA Educational Leadership and Management Studies
28. Master of English Language Teaching and Linguistics
29. Masters in English Language Teaching.
30. Diploma in Montessori Education
31. M.Phill Education
32. PhD in Education.

5.2 Education Policies and Quality of Teacher

Immediately after independence, the need for quality teacher was expressed by stating that 'properly trained and reasonably well paid teaching profession is essential to the building up of a great State'.³ Similarly, the Commission on National Education 1959 asserted that 'no system of education can be better than its teachers' and that 'none of the proposed reforms will succeed unless we are able to recruit to the teaching profession at all levels the men and women of highest abilities and train them to the same standards as are expected in other countries'.⁴ The National Education Policy 2009¹⁰ allocated an entire chapter to 'raising the quality of education'. In the opening paragraph it acknowledged teacher quality as the topmost important pillar of quality education along with the other four mentioned as curriculum and pedagogy, text books, assessment approaches and learning environment and facilities. As a matter of fact the pedagogy, assessment approaches and to a great extent the teaching learning environment are not independent of the teacher. They are tools of a quality teacher. The Vision 2030⁸ labeled teacher as the 'long pole' in the tent of educational system and the enlightened society. Similarly, the earlier policies and plans have used for teacher the metaphors of 'pivot'⁵ and 'backbone'⁶ of the system of education.

5.3 Quality of Teacher and the National Education Policy 2009

Need for the establishment of a body to ensure the quality of teacher education programs has been felt since long by the teacher educators and educationists. The National Education Policy 2009⁹ outlined a number of policy measures to improve the quality of teacher education programs and the teacher. Most significant are the following two measures:

1. Raising the minimum requisite qualification to BA, B.Ed for elementary school and to master degree with BEd for secondary school teachers.
2. To standardize and institutionalize the teacher training arrangement, accreditation and certification procedures.



6 Standards of Higher Education and the 18th Constitutional Amendment

The 18th Amendment to the Constitution of Pakistan¹³ has clearly prescribed to have national standards in higher education and research, professional education, and technical education. It has listed quality control or standards of higher education under the Federal Legislative list as under:

- 1) *Clause 101 (12): Standards in institutions for higher education and research, scientific and technical institutions.*
- 2) *Clause 101 (11): Legal, medical and other professions.*



7

Higher Education Commission and Quality Assurance

The Higher Education Commission (HEC) is responsible for assuring the quality of higher education in Pakistan under its powers given in the Ordinance No. LIII, 2002¹¹ as under:

Clause 10 (b): Cause evaluation of the performance of institutions, and

Clause 10 (e): Set up national or regional evaluation councils or authorize any existing council or similar body to carry out accreditation of institutions including their departments, faculties and disciplines by giving them appropriate ratings. The Commission shall help build capacity of existing councils or bodies in order to enhance the reliability of the evaluation carried out by them.



8 National Accreditation Council for Teacher Education (NACTE)

Under the powers given in the Ordinance 2002¹¹ the HEC has constituted various councils to ensure the quality of education in their respective disciplines. It established the National Accreditation Council for Teacher Education (NACTE) as an autonomous body through a Federal Government notification in the Gazette of Pakistan, Extra August 30, 2007 for ensuring the quality of teacher education programs in public and private institutions in Pakistan.

8.1 Composition of NACTE

The Council has representation of the Ministry of Education, provincial departments of education, public and private sector universities offering teacher education programs, Pakistani and foreign prominent teacher educators and experts, HEC and the Planning Commission. The Council consists of:

- i. Chairperson
- ii. Vice-Chairperson
- iii. The Secretary of Education of the Federal Government of Pakistan or his nominee (not below the rank of Joint Education Advisor -JEA-)
- iv. Secretary Education of each province and areas or their nominees (not below the rank of Additional Secretary)
- v. Six representatives from the Departments of Education of Universities of the public sector (at least one from each province)
- vi. One renowned teacher educator.
- vii. One foreign expert.
- viii. Two representatives of the teachers from private educational institutions.
- ix. Representative of the Planning Commission.
- x. Director General of Training, HEC.

8.2 NACTE's Scope and Mission

NACTE's Mission is to ensure the conduct of high quality teacher education programs as an integral part of higher education through a sustained professional Internal Evaluation and External Academic Audit. Its mandate includes teacher education programs offered by institutions of higher learning in any one of the following categories:-

- a) Institutions chartered by the Federal Government or Provincial Government in the relevant field.
- b) Institutions affiliated by the chartered universities or degree awarding institutions through the respective universities/institutes.
- c) Institutions offering degree programs under affiliation/collaboration with foreign universities under the approval of HEC.
- d) When a multi-campus institution presents a program for accreditation, each campus will be considered as separate institution.

Accreditation has, therefore, been made mandatory in Pakistan for all teacher education programs leading to the award of degree by public and private teacher education institutions.

NACTE's Vision

1. Assessment of teacher education programs in a systematic and recurrent manner.
2. Award accreditation levels based on objective, valid and transparent procedures.
3. Provision of assessment based concrete suggestions for improvement of program.
4. Help and support institutions for self-assessment.

8.3 NACTE's Progress

NACTE, in spite of a number of constraints and challenges, has made a tremendous progress in developing the teacher accreditation system on systematic, and scientific bases adopting consultative and participatory approaches engaging nationwide partners and stakeholders of teacher education; created awareness about the need and benefits of accreditation and developed the initial professional mass to undertake the accreditation tasks at the institutional and NACTE levels. Many of the activities were materialized with the financial and technical support of USAID and UNESCO. NACTE has:

1. Developed the National Standards for Accreditation of Teacher Education Programs (NSATEP) 16.
2. Developed the Processes and Procedures of Accreditation including detailed manuals and documents for all concerned e.g., institutions, evaluators etc.
3. Created awareness about accreditation of teacher education programs by conducting two international conferences, and a number of national and provincial level seminars.
4. Trained initial professional mass for accreditation of at least 45 external evaluators.
5. Trained the staff of 30 candidate institutions for accreditation.
6. Launched electronic and print modes of dissemination and outreach such as the website www.nacte.org.pk, Biannual Newsletter, and Printed material of different types.
7. Attained membership of international quality assurance agency, Asia Pacific Quality Network (APQN)

For details of 2 to 6 above see Accreditation Standards and Procedures for Quality Assurance in Teacher Education.

8.4 Challenges and the Way Forward

NACTE has invited institutions for accreditation and has in response received a significant number of applications. Accreditation visits are scheduled from September 2011. But,

Teacher Education is a huge sector with an array of programs mostly offered in the public sector institutions. The grounding, take-off and sustainability of the accreditation system demands full support of the public sector, the major 'producer' and 'consumer' of teacher education and other agencies working for raising the quality of education in Pakistan. Internationalization of the accreditation standards and linkage with international quality assurance agencies in higher education particularly in teacher education is needed for establishing cross border credibility of teacher education. NACTE would seek the support of relevant agencies for this purpose.



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