

Communication and Capacity Building for **Accreditation** in **Teacher Education**



National Accreditation Council for Teacher Education





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CONTEXT OF TEACHER EDUCATION

Quality of teacher has always been a public and policy concern. But, the concept of accreditation of teacher education programs as the most effective mechanism to ensure the quality of teacher is quite recent. The rooting and nourishing of

accreditation system in the landscape characterized with a wide diversity in models, levels, modes and providers of teacher education programs is a highly challenging task. Only the models include one year post academic traditional and three to five years concurrent degree programs with entry level ranging from secondary to a postgraduate degree. Alternative modes are the formal, non-formal, virtual and external. Public sector is the major producer and consumer of qualified teachers. However, the private sector has also ventured into teacher education during the recent years.

Considering the diversity and complexity of the discipline and nascence of the accreditation system in Pakistan, NACTE adopted a multi-pronged communication and capacity building strategy.

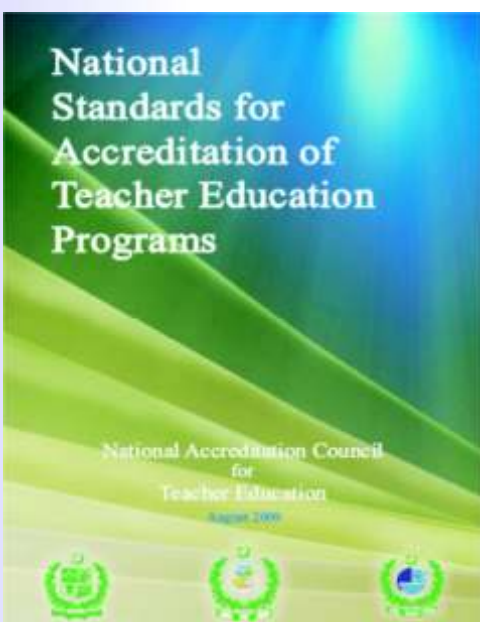
Various types of materials have been prepared and published. Access to a variety of material is provided through electronic modes. Face-to-face opportunities for discussions and dialogue are provided through conferences and seminars while focused workshops are organized for capacity building of various partners of teacher education.

1. Publications and other Print Material

NACTE has prepared three types of materials to reach out different partners and the stakeholders, i.e. technical material and manuals, orientation and advocacy material and accreditation documents. Technical materials and manuals have been designed, in general, for all those who desire to understand the accreditation process and, in specific, for the heads of teacher education institutions and those participating in the accreditation process such as the external evaluators. Advocacy and orientation material has been designed for the decision makers, heads of institutions and other stakeholders. Up-dates on NACTE's activities are provided through a newsletter. Accreditation documents to carry out actual accreditation are for the limited use by the teacher education institutions and NACTE.

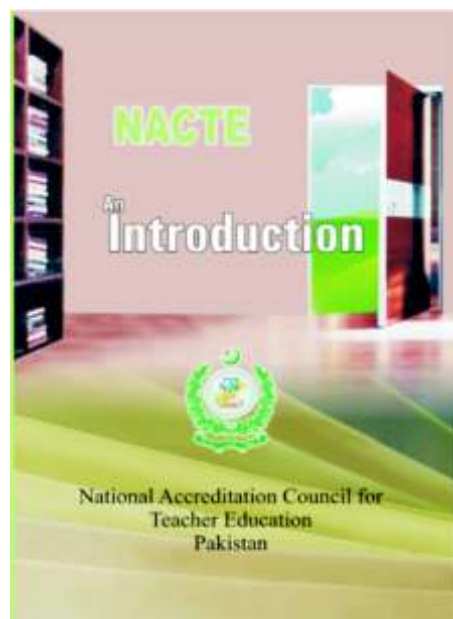
1.1 Technical Material and Manuals

1.1.1 National Standards for Accreditation of Teacher Education Programs*



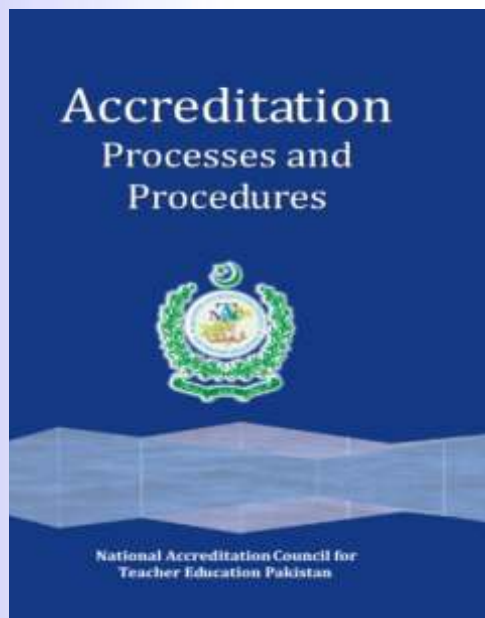
It is the basic document to describe the quality framework in the form of National Standards for Accreditation of Teacher Education Programs developed in consultation and participation of teacher education stakeholders throughout the Country.

1.1.2 NACTE: An Introduction*



This document describes the need, concept and role of accreditation in quality assurance of teacher education programs. It also orients the reader about the general process of accreditation.

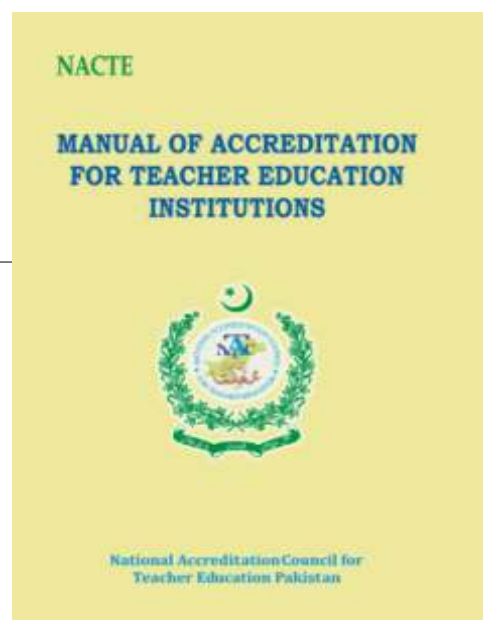
1.1.3 Accreditation Processes and Procedures*



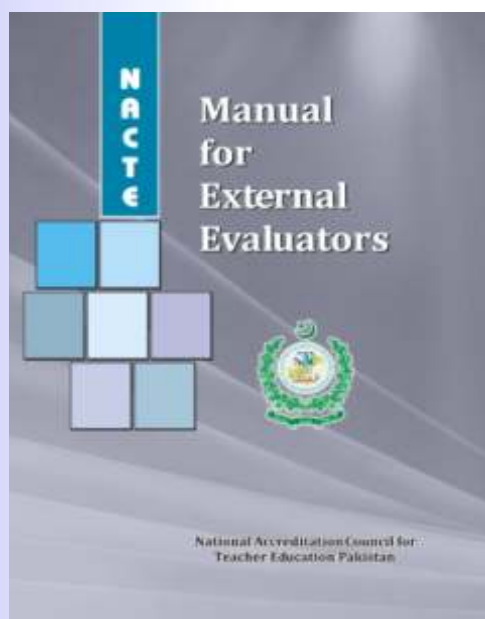
This booklet describes in detail the processes and procedures for accreditation of teacher education programs. It explains step by step the process of Program Self Evaluation and External Evaluation by the Evaluators' Team.

1.1.4 Manual of Accreditation for Teacher Education Institutions*

The manual provides guidelines to the institutions for preparing its case for accreditation using self-evaluation process and institutional responsibilities in supporting the visit of External Evaluators.



1.1.5 Manual for External Evaluators*



The manual provides comprehensive guidelines to the External Evaluators for conducting visit to a program. Along with step by step guidelines, the manual clearly explains the responsibility and code of conduct for the evaluators.

1.2 Orientation and Advocacy Material

Brochures and flyers have been prepared to reach out the stakeholders at large. Some of the brochures to mention are:

- Accreditation for Quality Assurance in Teacher Education**
- Accreditation Standards and Procedures for Quality Assurance in Teacher Education**
- Communication and Outreach Strategy for Quality Assurance in Teacher Education**

1.3 News Letter

NACTE publishes a biannual Newsletter. The first issue was published in June 2011. It is also available on NACTE web www.nacte.org.pk



1.4 Accreditation Documents and Tools

Standard based evaluation of a program requires data from various sources using a variety of tools such as documents, interview protocols, questionnaires and observation protocols. Multi-source data are integrated and triangulated for objective and transparent decision about accreditation status of an institution. The documents used for the purpose are:

1. Institutional Documents' Template
2. Self-Evaluation Template
3. External Evaluator's Report Template
4. Consolidated External Evaluation Report Template
5. Accreditation Tools
 - 1) Interview schedules for:
 - Principal /Head of Department
 - Teacher Educators
 - Staff
 - Prospective Teachers
 - 2) Questionnaires for:
 - Prospective Teachers
 - Alumni
 - 3) Observation Protocols for
 - Observation of Infrastructure and Facilities
 - Observation of Teacher Educators-Prospective Teachers Classroom Interaction
 - 4) Document Inventory
 - 5) Document Analysis

The accreditation documents are available from the office of NACTE and its web www.nacte.org.pk

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