

COUNTRY REPORTS ON IN-SERVICE TEACHER EDUCATION IN COMMONWEALTH ASIA

BANGLADESH

Introduction

The existing educational structure in Bangladesh incorporates:

- (a) Primary education: Grades I to V.
- (b) Secondary education: Grades VI to X.
- (c) Higher secondary education: Grades XI and XII.
- (d) Graduation: Ordinary degree - 2 years
Honours degree - 3 years.
- (e) Masters' Degree - 2 years for pass graduates
1 year for honours graduates.

Agencies Currently Engaged in In-Service Teacher Education

The following agencies are involved in in-service teacher education:

- (a) The Bangladesh Education Extension and Research Institute (BEERI), Dacca. This Institute was established in 1959 in order to offer in-service training to teachers of secondary schools and colleges as well as to educational administrators such as Superintendents of the primary training institutes, officers of the Inspectorate, Heads of secondary schools and Principals of colleges. It started with two types of course - short and long. The short courses vary in length from one week to four weeks. The long courses last for one academic year and are meant to prepare teachers of agriculture for secondary schools.
- (b) The Institute of Education and Research is located in the University of Dacca (IER). Although this Institute is primarily concerned with pre-service teacher education leading to the Diploma, Master's and Doctorate degrees in Education, it also offers in-service training to teachers on a small scale.
- (c) The Teachers's Training College for Technical Education. Teachers in Polytechnics received in-service education in this college. It offers two courses - a one year diploma course and a two year degree course.
- (d) The Academy for Fundamental Education - (AFE), Mymensingh. The Academy has been in operation since 1977. It aims at conducting in-service training courses for the staff of the primary training institutes and educational administrators concerned with primary education such as

Thana Education Officers, Sub-divisional Education Officers and District Inspectors of schools.

(c) The College of Physical Education. This college prepares teachers of Physical Education and conducts in-service training for them. It offers diploma and degree courses of one year duration each. Admission requirements for the former are Higher School Certificate and for the latter a degree.

(f) The Bangladesh Academy for Rural Development. The Academy conducts occasional in-service training courses in Agriculture for the Faculty of the primary training institutes.

Areas of Professional Development Catered for by In-Service Education

The areas of professional development catered for by in-service education involve:

- (a) Imparting professional training to untrained teachers.
- (b) Upgrading the qualifications of trained teachers.
- (c) Developing skills in educational administration.
- (d) Disseminating educational innovations such as population education and work experience.

Methods of In-service Education Commonly Used

Workshops, conferences and training courses varying in duration from two to four weeks are arranged for teachers. For Educational Administrators, the duration of the programme is generally two weeks.

National Policies Relating to Teacher Education

In order to improve teacher education the following programmes have been proposed in the National Two Year Plan (1978-1980):

- (a) Development of forty-seven existing primary training institutes.
- (b) Establishment of four new primary training institutes.
- (c) Development of ten existing teacher training colleges.
- (d) Establishment of an Education Extension Centre at Rajshahi (a Divisional Headquarters).
- (e) Improvement of the Bangladesh Education Extension and Research Institute in Dacca.
- (f) Development of the Academy for Functional Education.

Audio Visual Aids and Educational Technology

Audio visual aids such as charts, models, films and slides are used. Radio has been in use for schools for a long time, coupled with the use of television on a limited scale. Teachers are encouraged to prepare and use improvised

teaching aids from low cost materials that are readily available in the community. The Audio-Visual Centre attached to BEERI conducts in-service training in audio-visual aids.

Policy Relating to Minimum Qualifications for Teachers

The policy relating to minimum qualifications for teachers is as follows:

- (a) Primary school teachers: Secondary School Certificate of ten years' duration with Certificate in Education of one year's duration from primary training institutes.
- (b) Secondary school teachers: Bachelor's degree in Arts, Science or Commerce together with a one year degree in Education.
- (c) Higher secondary teachers (intermediate): Masters' Degree.
- (d) Teachers in Polytechnics: Diploma from a Polytechnic together with a diploma (one year duration)/degree (two years duration) from the Teachers' Training College of Technical Education.
- (e) Teachers of Physical Education: Secondary School Certificate plus one year diploma in Physical Education; Degree in Arts/Science or Commerce together with Bachelor of Physical Education Degree (one year duration).

Institutions Offering Pre-Service Teacher Education

Three types of institution offer pre-service teacher education:

- (a) Primary training institutes.
- (b) Teachers' training colleges.
- (c) Institute of education and research.

The Teachers Training College, Mymensingh is a Staff Training College as it prepares teacher trainers for the primary training institutes.

Incentives Provided for In-Service Teacher Education

All in-service courses are offered free. In addition, participants are entitled to an allowance covering expenses of travel and subsistence.

Main Current Programmes of In-Service Teacher Education

The following crash programmes in respect of in-service teacher education are in operation:

- (a) Training of Untrained Teachers. This programme is aimed at clearing the backlog of untrained primary teachers. It was introduced in 1974 and continued until 1977.
- (b) Population Education Programme. This programme is intended to introduce Population Education in all schools - primary, secondary,

higher secondary as well as in undergraduate courses. Its aim is to prepare teachers for teaching Population Education in grades IV to XIV. This is an ambitious programme which aims at imparting in-service training to all Head Teachers of primary schools, selected teachers of secondary and higher secondary and undergraduate levels together with Head Masters, Head Mistresses and Principals of these institutions. This programme has tremendous significance for relating in-service teacher education to community needs. The programme which has been designed by experts belonging to various disciplines such as Education, Agriculture, Nutrition, Economics, Sociology, Crafts, Health, Planning, etc. has various components which are directly related to development activities.

(c) Compulsory Physical Education Programme: A massive in-service training programme has been undertaken for preparing teachers of physical education for introducing compulsory Physical Training in all educational institutions.

INDIA

Agencies Currently Engaged in In-Service Teacher Education

For more than two decades now, various in-service programmes and courses for teachers - whether of short or long duration - have been organized by different departments of the National Council of Educational Research and Training (NCERT). While the Council caters mainly for the needs of secondary school teachers, programmes for primary school teachers are conducted by State Institutes of Education. Notable examples are SIEs at Pune, Udaipur, Ahmedabad, Bangalore, Dharwar, and Trivandrum. Some SIEs conduct in-service education programmes for secondary teachers and teacher educators also. It is necessary to mention that in-service programmes, particularly aimed at improving the effectiveness of post-graduate and college teachers, are organized with or without the help of NCERT/UGC by the university departments of education. Again, notable names are, Calicut University, Madras University, CASE, Baroda and SVP University, Vallabh Vidyanagar.

At present, the degree oriented regular Summer-School-Cum-Correspondence Courses for secondary school teachers are conducted by regional colleges of education (Ajmer, Bhopal, Bhubaneswar and Mysore) and by some universities. In order to improve the effectiveness of secondary school teachers and elementary teacher educators for the now 10 + 2 curriculum, Correspondence-Cum-Contact Courses are being run at regional colleges of education. In addition to this, some state institutes of education and university departments of education are also conducting Correspondence-Cum-Contact Courses leading to a degree or diploma in education for primary and secondary teachers. These courses are not geared towards any formal certificates, diplomas or degrees in terms of accreditation. Examinations for formal (recognized) courses are conducted by the universities/SIEs.

Curriculum Development and Research Units and Media Production Units are located at NCERT, SIEs and SCERTs such as the Centre of Educational Technology (CET, NCERT) and the Department of Teaching Aids (DTA, NCERT). Similar units are also located in some SCERTs and SIEs. While the training for secondary school teachers is given by NCERT, that for primary school teachers is carried out by the state agencies. The most notable example of such programmes was the SITE programme beamed in 1975-76 to primary teachers in selected areas of the country with the help of an American satellite.

Although quite a number of educational programmes are broadcast, educational telecasting and radio broadcasting is in the hands of the Central and State Governments.

Technical training for polytechnic and other technical personnel is mainly conducted at technical teachers training institutes (TTTIs: Madras, Bhopal, Chandigarh). However, RCEs' technology and agriculture departments also organize training courses for teachers of work experience and socially useful productive work.

NCERT is in the process of making a major effort to establish teacher centres for secondary school teachers and elementary and secondary teacher educators. It is also in the process of developing Decentralized Resource Centres (DRC) for primary teachers and teacher educators.

It may be mentioned that the involvement of professional teachers' associations in in-service teacher education is marginal, if not altogether insignificant.

Teaching aids are developed, produced and distributed by the NCERT/SCERTs.

Colleges of education affiliated to universities cater for the needs of school teachers in their jurisdiction.

The National Staff College for Educational Planners and Administrators, New Delhi, a successor institution to the UNESCO Asian Institute for Educational Planning and Administration, looks after the in-service education needs of:

- (a) Educational Planners and Administrators of the Central and State Governments,
- (b) Administrative and Planning Officers of the universities,
- (c) Headmasters of secondary and higher secondary schools and
- (d) Principals of colleges affiliated to the universities.

The Central Institute of English and Foreign Languages of the Government of India conducts courses for teachers of English Language and Literature. Corresponding to this central institute there are four Regional Institutes of English which support this activity. The British Council also gives some support to this activity.

For the in-service education needs of the teachers of Indian languages, the Government of India has set up the Central Institute of Indian Language which has established four regional centres to support its activities.

The Central Institute of Hindi of the Government of India conducts in-service education programmes for Hindi teachers.

Summer courses of six to eight weeks duration in the teaching of certain subjects such as Science, Mathematics, Geography etc. are organized for teachers by the University Grants Commission in co-operation with the NCERT and the universities.

Centres of Advanced Studies of Education, supported by the UGC, organize short term courses for teachers in colleges and universities. Teachers receive fellowships to attend these courses.

Areas of Professional Development Catered for by In-Service Education

These in-service courses are mainly aimed at:

- (a) Improving teachers' competence in particular subjects taught in schools.
- (b) Upgrading of teaching qualifications in general - B.Ed., Certificate and diplomas in research methodology, guidance-counselling and pre-school education etc.
- (c) Improving teachers' practical teaching skills, particularly through microteaching and in interaction analysis.
- (d) Diffusing educational innovation.
- (c) The preparation of teaching aids - especially slides, film-strips, films etc.
- (f) The preparation of instructional materials (programmed or auto instructional material, objective-based instruction etc.).
- (g) Training in evaluation techniques for improving examinations.
- (h) Training in non-formal education in order to educate the children of deprived sections of society.

Methods of In-Service Education Commonly Used

The main formal methods of in-service education used are Correspondence-Cum-Contact Courses of six to twelve months' duration. However, there is a prevalent practice of running in-service education through seminars, workshops, symposia, conferences etc. of short duration, i.e., three to fifteen days' duration. Some attempts have been made to educate teachers through radio and television lessons.

National Policies in Relation to Teacher Education

Pre-service teacher education courses for primary teachers are of two types; either a one year course of further education after high school or a one or two year certificate course after high school, i.e., X and XI standard. The present policy is to run a two year vocational teacher education course after standard X. There is also a recommendation to provide graduates and post-graduates with a one year B.Ed. course for handling primary classes. Pre-service education courses for secondary school teachers are also of two types, either a four year integrated teacher education course conducted by one of the Regional Colleges of Education or a one year post-graduate B.Ed. Such courses are run by the teacher training colleges affiliated to various universities.

Minimum qualifications for teachers in primary schools, junior secondary schools and senior secondary schools respectively are standard X (in some States standard XI) plus a teacher training certificate, bachelor degree in a subject plus education and post-graduate degree plus education if possible.

For the last ten years, attempts to clear the backlog of untrained teachers have gone on at RCEs and some university departments of education

through the Summer School-Cum-Contact Courses.

The usual method of selecting candidates for correspondence courses where the award of a certificate, diploma or degree by either a State Government or university is not involved, is to get them nominated by the Education Department of the State Government or by the Headmaster in the case of private schools.

The recent "Teacher Education Curriculum - A Framework" has strongly recommended the establishment of Centres of Continuing Education in order to make such education part and parcel of the overall national plan for teacher education. It has clearly spelt out methods and modes to be used in such centres. The main thrust has been to organize Correspondence-Cum-Contact Courses with the use of programmed self-paced individualized instructional materials in the form of lessons or tapes and/or through radio or television. It is envisaged that each teaching centre will be equipped fully with ample learning facilities such as a good library, laboratory, teaching machines, programme materials, tapes, film-strips, film and if possible video-tapes and CCTV sets.

The National Council for Teacher Education has been set up by the Government of India to advise on matters concerning teacher education including in-service education. At the State level this function is performed by the State Boards of Teacher Education.

HONG KONG

Introduction

In November 1977, the Hong Kong Government published a Green Paper on Education which put forward proposals on the development programme for education beyond the basic nine year course in the period up to 1986. A White Paper on the Development of Senior Secondary and Tertiary Education was published on 18th October 1978.

The proposals in the White Paper have far-reaching implications for education generally in Hong Kong and, include in its principal measures, recommendations for an improved scheme of teacher training, both pre-service and in-service.

The Government's main objective is a progressive extension of the period of universal education. Since September 1971 primary education (a six year course programme commencing from the age of six) has been free and compulsory. The achievement of that objective is in itself a major task when one considers Hong Kong's special circumstances relating to frequent influxes of population.

From the academic year 1978-79 all primary school leavers are being offered three years of junior secondary education. Thus, every child will have nine years basic education. This will be universal and free and will become compulsory as from September 1979, extending to the child's 15th birthday or to his completion of Form III. Beyond that stage, education will remain voluntary and will take diverse forms.

In March 1978 about one quarter of the population of 4.5 million were in school; i.e. well over one million primary and secondary school children

within Hong Kong's high density community.

Agencies Currently Engaged in In-Service Teacher Education

(a) The Hong Kong Government Education Department

Various divisions of the department contribute to in-service teacher education. These include:

(i) The Further Education Division: A full-time third year course offering specialization in a wide range of subjects in the secondary school curriculum is conducted for qualified non-graduate teachers in each of the three colleges of education. The colleges also cater for the basic training of serving untrained teachers by means of part-time courses operated on a day release and evening class basis. Retraining courses geared to the redeployment of primary school teachers made redundant by the diminishing primary school population are also mounted by the colleges in accordance with needs.

Included among the programmes offered by the Adult Education Section are courses of in-service professional training for teachers. These courses concentrate on particular areas of the curriculum or are designed for the teacher's personal enrichment.

(ii) The Advisory Inspectorate Division: This division organizes regular short courses, workshops, seminars and exhibitions for teachers and headteachers and undertakes appropriate follow-up. A course of part-time in-service training extending over two years is offered to teachers who teach in kindergartens operated by private bodies. Many of the Inspectorate activities are conducted in the division's Teaching Centres for English, Chinese, Mathematics and Cultural Crafts and in its Media Production Services Unit. A Field Study Centre is being established and other new centres are planned. School based in-service training is also encouraged. Certificates of attendance are issued to all who take part in the numerous short courses. All such courses are offered free.

(iii) The Technical Education Division: The Technical Teacher's College runs in-service courses designed for teachers in technical schools and technical institutes on a block release, part-time day or evening, and on a full-time one year basis. Training for industrial trade instructors is also provided by the College.

(iv) The Services Division: Teachers of handicapped children are trained through one year in-service courses run by the division's Special Education Section. Included in the programmes are courses for teachers of the blind and partially sighted, teachers of the physically handicapped, teachers of slow learning children and of children who are maladjusted or socially deprived. Courses in speech therapy are also offered by this Section.

The Educational Television Section offers in-service programmes aimed at the presentation of ETV programmes in the classroom. It collaborates with the Advisory Inspectorate in the production of teaching films.

(v) The Schools Division: This division conducts seminars on school administration for headteachers. Such in-service activities

are organized on a regional basis.

(b) Non-Government Agencies

(i) The Local Universities:

The University of Hong Kong and the Chinese University of Hong Kong provide in-service training at graduate level on a one-year full-time or two-year part-time basis. A two-year part-time Advanced Diploma Course in Education leading to the degree of Master of Education is conducted by the University of Hong Kong. Through their Extra-Mural Departments, both universities also offer in-service programmes for teachers.

(ii) Professional Associations and School Management Bodies:

Various Teachers' Unions, professional associations and school management bodies organize a variety of in-service programmes for their members. Professional support for such activities is often provided from personnel of the Education Department.

Areas of Professional Development Catered for by In-Service Education

The principal objectives of the in-service education programme are:

- to upgrade the professional qualifications and skills of the teaching force,
- to familiarize teachers with current curriculum innovation and developments in educational technology and teaching strategies,
- to develop proficiency in language and improve communication skills,
- to retain teachers for new educational roles,
- to improve school managerial skills,
- to promote the personal enrichment of the teacher and
- to assist the teacher in identifying with the concerns and aspirations of the community.

National Policies Relating to Teacher Education

To improve the quality of teachers graduating from initial courses of full-time and part-time training, the existing two-year programme operated by the Colleges of Education will be largely replaced by three-year courses scheduled to commence in September 1980. Applicants who have completed a matriculation course may, under certain circumstances, continue to be admitted to the two-year course.

Furthermore, systematic courses of refresher training for serving teachers will be instituted in the colleges of education. These will be open to both university graduates and non-graduate qualified teachers whose course of basic training has been completed at least five years previously. Schools are to be encouraged to attach importance to a teachers' course performance when promotion is being considered. The existing third-year course for serving secondary teachers will continue as with the short in-service training

training courses mounted by the Advisory Inspectorate. Emphasis will be placed in both pre-service and in-service courses on the development of proficiency in language and on the improvement of communicative skills.

The expansion of subsidized primary education at a more rapid pace than secondary education has enabled most of the younger generation in Hong Kong to receive basic education and to master essential skills of literacy and numeracy. However, it has led to severe competition for secondary school places in the public sector and, by concentrating resources on the quantitative aspects of education, only limited resources have been available for qualitative development and improvements.

The recent review of senior secondary and tertiary education has attempted to rectify this situation by preparing measures for further expansion of all stages of education beyond the basic course. The 1978 White Paper aims to reduce competition for secondary school places among suitable students. Prominent among the White Paper's proposed measures aimed at improvement in the quality of education are those which place strong emphasis on pre-service teacher training and give new directions to in-service programmes of teacher education.

The Government of Hong Kong is now initiating as a longer-term development an overall review of the education system, the main aim of which will be to consider the inter-relationship of each part of the education service and the effectiveness of its contribution.

MALAYSIA

Introduction

The national educational system in Malaysia provides for nine years basic general education consisting of six years in primary and three years in lower secondary schools. Two years of upper secondary education in the academic, technical or vocational streams is available for about 75 per cent of lower secondary school students. Selected students with good MCE (Malaysian Certificate of Education) results remain for a further two years in the Arts or Science stream sixth form (GCE 'A' level) classes. Performance in the Higher School Certificate ('A' level) examination is the criterion for tertiary education.

Pre-service teacher education courses for graduate teachers of the upper secondary schools are conducted by the universities. These courses are either one year post-graduate Diploma in Education or three to four years concurrent academic and professional courses. Pre-service courses for primary and lower secondary school teachers are conducted by the teacher training colleges. These courses are non-graduate courses and are of two to three-years' duration.

In-Service Teacher Education

Pre-service teacher education is designed to introduce the intending teacher to basic knowledge, skills and attitudes that will be useful to him in his personal and professional development. However, it does not seem possible in one pre-service experience of training to equip a teacher with

the knowledge, skills and attitudes which would continue to serve him throughout his professional career. Hence in-service education forms one of the major considerations in the planning of educational development programmes.

Aims and Objectives

In-service education has the overall aim of assisting the trained teacher to keep abreast of development in knowledge, methods and techniques of classroom instruction as well as in his various roles as a teacher. The formulation of objectives for in-service education for teachers and teacher educators in Malaysia is guided by this over-riding aim.

The main objectives are:

- (a) To upgrade the language skills of teachers in Bahasa Malaysia as a medium of instruction and English as a second language.
- (b) To upgrade the academic and professional knowledge and experience of trained teachers in various subject disciplines.
- (c) To orient trained teachers towards new developments in teaching methods and techniques.
- (d) To equip teachers with sufficient knowledge and skills to enable them to play effective roles beyond routine classroom instruction.
- (e) To provide training in educational administration and management for head teachers, school organizers and other educational administrators.

Organization and Finance

Planning, administration and financial control of in-service courses are the responsibility of two main committees. The In-Service Education Planning Committee with the Teacher Training Division as its Secretariat caters for short term courses and also one year specialist courses at teacher training colleges. The Staff Training Committee caters for post graduate, advanced diploma and higher degree courses. The Secretariat for this committee is the Scholarship Division of the Ministry.

The annual expenditure allocated for the short term courses has increased from M \$4m. in 1975 to M \$10m. in 1978 while a separate allocation of M \$1.1m in 1977 and M \$1.8m in 1979 was given for the higher level courses.

The Ministry also receives assistance from some international agencies in the form of technical expertise and material aid for its in-service programmes.

The steady increase in financial allocation for in-service courses has resulted in a corresponding increase in the number of courses and participants. In 1978 more than 100 courses were organized involving 56,000 teachers which exceeds 50 per cent of the total teacher population in the country.

Agencies Currently Engaged in In-Service Teacher Education

Agencies engaged in planning and running in-service courses include various divisions of the Ministry of Education, teacher training colleges, state education departments and universities.

Courses are organized at national, state and district levels.

Methods of In-Service Education Commonly Used

Various methods such as lectures, demonstrations, group assignments, visits, temporary postings and in-plant assignments are used. The manner of organization and strategies of presentation vary according to situational, local or regional needs.

Decentralization of courses at advanced stage of programme implementation is encouraged whereby the workshop approach is preferred. The trend is to involve personnel from various divisions within the Ministry and also specialists from departments outside the Ministry of Education (e.g. in the Health and Nutrition course professionals from the Health, Dental, Agricultural, Veterinary and Welfare Departments are also called upon to contribute).

Areas of Professional and Academic Development

Examples of areas of professional and academic development catered for in short term courses include new techniques and approaches to the teaching of individual school subjects, orientation to content and methodology of new or revised syllabuses, proficiency in Bahasa Malaysia as the instructional medium and English as a second language.

Areas of specialization catered for under the higher level courses are advanced studies in methodology in special school subject areas, educational technology and various areas of educational studies.

REPUBLIC OF SINGAPORE

Introduction

The Personnel Branch of the Ministry of Education is responsible for all matters related to in-service teacher education. It acts as the controlling and co-ordinating body, identifies needs and liaises with various educational and training agencies in the government, quasi-government and private sectors to mount the necessary courses.

Agencies Currently Engaged in In-Service Teacher Education

The Institute of Education is a statutory institution and functions in close liaison with the Ministry of Education in providing both pre-service and in-service teacher education.

The Ministry of Education itself, plans and conducts its own programme of in-service education which, for the most part, consists of retraining courses necessitated by changes in the education system.

While all training courses are organized by the Personnel Branch of the Ministry of Education, specialist officers in other departments in the Ministry, private and public training agencies, and the services of foreign

experts are utilized in conducting the courses.

A number of professional associations at times initiate joint projects with the Ministry of Education. The various Teachers' Unions also organize enrichment and in-service courses for their members.

The Adult Education Board (AEB) is a statutory organization and offers a wide range of courses to the general public, some of which are relevant to teachers. The Regional Language Centre is a regional organization set up under the aegis of SEAMEO to promote the teaching of languages. The Department of Extramural Studies of the University of Singapore also conducts courses for which teachers are either nominated or encouraged to attend.

Areas of Professional Development Catered for by In-Service Education

Courses are designed to upgrade competence, update content, acquaint teachers with the latest developments in methodology and to give personal enrichment in various areas. A number of orientation and retraining programmes are organized to help teachers adjust to changes in the education system.

Serving school principals attend conferences, seminars and workshops in School Management. At the same time, courses on School Administration for prospective and newly-appointed Principals are conducted annually.

To provide an avenue for the career advancement of non-graduate teachers, an Advanced Certificate in Education course was introduced in 1975. Post-graduate courses in Education are also offered by the Institute of Education for teachers with a degree in any discipline and also the Diploma in Education.

Methods of In-Service Education Commonly Used

Generally, the courses organized by the Ministry and the Institute of Education are conducted during term-time on a part-time basis. The duration of each course may range from 30-360 hours. Tutorials, seminars, workshops and practical sessions are also emphasised. Field trips form an essential part of some courses.

The Ministry provides awards to promising teachers to pursue higher studies in local and overseas universities. These awards are in line with the Ministry's policy of providing more opportunities for teachers for self-improvement and career advancement. The Public Service Commission, an independent agency which recruits for the civil service, provides a number of overseas scholarships to the Ministry of Education. These scholarships are intended mainly to meet the specialist needs of the Education Service.

National Policies Relating to Teacher Education

Untrained relief teachers are employed on a day-to-day basis to meet the teacher shortage in schools. To help ease the shortage of English-medium teachers and to upgrade the standard of spoken and written English of pupils, native speakers of English with the appropriate qualifications are recruited to conduct supplementary and remedial English classes in schools.

Minimum educational qualifications required of teachers in primary schools are five GCE 'O' level passes, one of which should be in English, and

a Certificate in Education. Teachers in the lower secondary classes, must have two GCE 'A' level passes, which should include the General Paper, and a Certificate in Education. A first degree or equivalent qualification and a Diploma in Education are the prescribed qualifications for teaching in Secondary 3, 4 and pre-university classes.

Courses of more than 90 hours duration carry a bonus payment of \$600 spread over four years. Students who have successfully completed the Advanced Certificate in Education course are given two increments. Teachers in service who successfully complete courses and obtain recognized graduate or post-graduate qualifications may be placed on higher salary scales.

With certain courses, selection of teachers is on the basis of their performance in proficiency tests. Where the response to courses is overwhelming, shortlisting is first undertaken, and this is followed by formal interviews. Where courses are designed for a specific purpose, or teachers of particular backgrounds are preferred, teachers are nominated.

Recent Innovations In-Service Education

An important and recent innovation initiated by the Ministry of Education is the planning of in-service activities in terms of a Five Year Rolling Plan with 1978 as the take-off point. The objective of this plan is to ensure that the planning of in-service education, both local and overseas, is conducted on the basis of an overall assessment of the projected needs of teachers, principals and Ministry officials.

In June 1978, the first issue of a new publication - "The Staff and Training Bulletin" - was launched by the Ministry. The objective of this in-house bulletin is to publicize and disseminate information on the various aspects of personnel matters - promotions, staff movements, training and development, career advancement, etc.

SRI LANKA

Introduction

In Sri Lanka, schools are generally categorized as Maha Vidyalayas (schools with upper secondary grades) and Kanishta Vidyalayas (junior schools). There are more than 7000 of the latter out of which more than 2000 are small schools having pupil enrolments of less than 100. The number of teachers exceeds 120,000 out of which about 20,000 are university graduates and about 70,000 are trained teachers (who have had a two-year teacher college training). All schools excepting about 100 are government schools.

Agencies Engaged in In-Service Teacher Education

The Curriculum Development Centre of the Ministry of Education, being the agency through which educational reforms and changes are processed, bears the burden of communicating innovation to the schools. It must be mentioned that the communication referred to is neither simple nor easy. It has involved a complex system of in-service education varying in style to suit the levels and the subject areas treated.

The teachers' colleges also contribute their share in providing in-service education programmes. They provide the services of their staff for the in-service education programmes of the Curriculum Development Centre. The more important programmes by the teachers' colleges are the retraining programmes for trained teachers in areas identified as important. Mention should be made of the six weeks in-service training programme for teachers in primary education undertaken by many teachers' colleges.

The Sri Lanka Broadcasting Corporation, which has an education service mainly in selected subjects for children, participates in the in-service education effort by supplementing the pupil programmes with short broadcasts for teachers.

The university conducts occasional in-service training programmes for teachers on selected topics. Teachers' Unions also organize and conduct short seminars of one or two-days duration for teachers with the assistance of staff from the Curriculum Development Centre, teachers' colleges, schools and universities.

Areas of Professional Development Catered for by In-Service Teacher Education

These include:

- (a) Study of educational innovations, responding to innovation and adapting to innovations;
- (b) Learning new content and new interpretations in relation to subjects;
- (c) Learning new skills as required by curricular changes;
- (d) Developing skills in educational administration (mainly for Principals and Field Supervisors).

Methods of In-Service Education

Sri Lanka is using the workshop method in many in-service training programmes.

The six weeks course in primary education referred to earlier, is another type of training being used in the teachers' colleges. Some in-service training is provided by way of on-the-job supervision in a few schools mainly used as Pilot Schools for selected programmes.

Educational visits, especially to other schools, is a method of in-service training which is evolving. This can be referred to as a voluntary growth.

The methods adopted for the implementation of the primary programme need special mention. From the curriculum development point of view, the changes involved are fundamental and therefore radical. As such, the in-service programme involves a change of perception regarding the primary school child on the part of primary teachers. The logistic aspect of training thousands of teachers serving the entire pupil population of a given grade per year is in itself formidable.

It is pertinent to make special note of the innovative methods used in the case of new programmes such as Pre-Vocational Education, Project Work,

Population Education and the Small Schools Programmes. A special method had to be adopted in the case of the Small Schools Programme because any small schools having pupil enrolments of less than 100, and located in the remoter parts of the country, are on the periphery of the formal system. Such schools are not scaled down normal schools and a content-based approach to in-service education is not of much value where such schools are concerned.

A large number of work-oriented subjects have been introduced to Grades 6-9 since 1972 as pre-vocational subjects. These have included such topics as coconut palm products and fishing. Community participation has also been a requirement in some subjects. Project work is another innovative programme introduced into the senior secondary grades in 1976. This is work-oriented, community-based, and involves topics such as forestry, rural development, pre-school education, solar energy and wind power. The teachers drawn into this programme lacked expertise in these fields and a large number of government and community experts ranging from research workers to craftsmen had to be involved. The programme is process-oriented requiring community oriented skills and management skills.

National Policies in Relation to Teacher Education

Sri Lanka is aiming to have all her school teachers trained. There is still a fair sized back-log and steps are being taken by the Ministry of Education to reduce this considerably.

The present minimum qualifications for teachers at recruitment are passes at the GCE 'O' level with a given combination of subjects. But owing to the high competition for teaching jobs, most of those joining the profession are better qualified than this.

Teacher induction is considered very necessary. A large number of teachers were put through an induction programme in 1978.

There are no specific incentives for teachers to undertake in-service education, but the chances of promotion for teachers following in-service education programmes have improved considerably. Reference should be made also to a requirement that is in force - that a teacher should undertake in-service training of a specified period to qualify for passing the "efficiency bar". Teachers are usually selected for in-service training programmes on the basis of current job performance.

In-service teacher education within an over-all National Plan of Teacher Education has been achieved as a result of the amalgamation of the Curriculum Development and Teacher Education work in one division of the Ministry, in 1978. This change has made possible the co-ordination of institutionalized teacher education with the curriculum development work.

Significant Teacher Education Programmes

Pre-service teacher education is a matter of priority and is being effected through the Teacher Education Division of the Ministry of Education.

There are twenty-six teachers' colleges providing such training courses for teachers in primary schools and junior secondary schools.

Special provision has been made for teachers over 45 years of age who find it difficult to attend full-time residential courses. This is a three

year correspondence course offered by the Postal Training Unit of the Ministry of Education. This course follows the same pattern as the two-year course for primary teachers, but comprizes correspondence lessons supplemented by seminars.

The Postal Training Unit of the Ministry of Education also organizes a two-year post-graduate course leading to the Diploma in Education which is offered in conjunction with the Faculty of Education, University of Sri Lanka, and the University External Agency Service.

Specialized units conduct short courses for teachers, at teachers' colleges. These courses include Mathematics, English and Religion.

The Peradeniya Field Study Centre, established in 1976 conducts residential and day-courses for science teachers in the teaching of science out-of-doors.

In 1979 the two-year residential course is to be replaced by a three-year sandwich course in which the trainee teacher will spend six month periods alternately in the college and "on-the-job" in school. Supervision of the trainee during his school-based training will be shared between the school Principal (with the assistance if necessary of his staff) and staff from the teachers' colleges who will be operating from local centres.

DISCUSSION EMERGING FROM COUNTRY REPORTS ON
IN-SERVICE TEACHER EDUCATION IN COMMONWEALTH ASIA

BANGLADESH

The Bangladesh Population Education Programme in schools has had an infusion approach touching on several school subjects, the teachers themselves being able to learn about other subjects. The key personnel who handle these programmes come from the fields of family planning, health, agriculture and small industries.

This programme is of special interest because Bangladesh has a very high population density.

Attacking the problem of population in the formal school is not enough. The programme has to be taken to the rural areas. The programmes of illiteracy and the foci needed for the tackling of this problem were discussed.

HONG KONG

The Hong Kong paper was presented by Miss Marjorie Templeton. She spoke of the likelihood of the changes in the Hong Kong education scene following the Green Paper published in November 1977 and the currently discussed White Paper.

The rationale for changing the two year initial teacher training programme to one of three years is to bring about a qualitative improvement in the training given to teachers.

Although the in-service training programmes operated by the government are open to all teachers whether teaching in public or private schools, the teachers in private schools are comparatively less benefitted by these programmes because schools are frequently unwilling to release teachers for courses which encroach on teaching time. The schools are also reluctant to release the teachers for part-time evening courses leading to qualified teacher status because of the likelihood that once they become qualified, the teachers will seek transfer to public schools. For those untrained teachers serving in private secondary schools which have been included, or are intended for inclusion in the government's scheme of aid, the government is according priority in admission to the part-time programmes of the colleges of education.

INDIA

The paper was presented by Professor C.L. Anand and further information and clarification given by Dr Vij, Mr Das and Mr Bomblay.

Some universities have started correspondence courses for teachers leading to B.Ed. and M.Ed. degrees. These courses are very popular, but in a particular case the high popularity is thought to have contributed to a lower quality.

As a measure towards the universalization of education, there is a non-formal course for the under 14 school age pupils.

MALAYSIA

The paper was introduced by Mrs Haf'sah Haji Nasir. The two main thrusts of pre-service education are:

- (a) To provide sufficient numbers of trained teachers to meet the needs of the growing school population at both primary and secondary levels.
- (b) To provide teachers with competency in the use of Bahasa Malaysia as the medium of instruction, the teaching of English as a second language and the teaching of science and mathematics.

(Other member of the Malaysian delegation who took part were Mr Annas, Mr Abdul Rahim and Mr Hashim).

A leadership training programme for teacher trainees was launched in 1978 with the co-operation of the Ministry of Culture, Youth and Sports. The aim of this programme is to develop qualities of leadership and resilience to help prepare trainees for their role in community service.

There is integration of in-service programmes with other State Agency training programmes especially in health and nutrition.

It was revealed that teachers who had to work in the East Malaysian regions of Sarawak and Sabah were paid a regional incentive allowance.

Mention was also made about a mobile agricultural education unit visiting schools to discuss problems with teachers and work out solutions in situ.

REPUBLIC OF SINGAPORE

The paper was presented by Mr E. Wijesingha. He drew attention to the following priorities of the in-service teacher education programmes in the country:

- (a) Upgrading of the standard of English.
- (b) Re-training of teachers arising from curriculum changes.
- (c) Re-training of teachers for redeployment.

Also mentioned was the fact that while there was no concerted move to involve the teacher in community work, schools were encouraged and did in fact participate actively in the life of the community. A national network of community centres is responsible for the welfare of each community and schools and teachers work with them in assisting the community. There is also provision in the administrative structures of schools for joint participation

between the school and the community. Prominent members of the community sit on a special school committee which provides the link between the two.

In terms of new roles for the teacher, it is becoming more evident that curriculum and structural changes make basic teacher training quite inadequate. A stronger professional competence is likely to be expected of the teacher. Such areas as mastery of language and skills in testing and measurement will become more crucial to the teacher. Bilingual competence, a thorough insight into relevant cultures and the ability to function as an effective counsellor to the child will be other significant demands made on the teacher.

School based in-service education is a feature which is gaining popularity among schools. (Other Singapore delegates who took part in the discussion were Mr Wallace Muthu and Mr Yong Meng).

SRI LANKA

The paper was introduced by Mr K. S. Palihakkara.

In view of the major interest in the Small Schools Project, it was decided to postpone discussion on the topic until the educational visit to Polonnaruwa when it would be possible to meet staff engaged in the project.

The proposed three year Sandwich Course Teacher Training Programme also aroused a great deal of interest. It was introduced in order to:

- (a) Increase the number of trained teachers.
- (b) Give teachers a more realistic practical training related to the normal environment of the country.

The problems recognized include the on and off shifts for teachers and supervision in schools.