

ECCE Teacher Development: Towards Achieving Peace Building in Nigeria

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Abstract

Early child care education (ECCE) has been to have a haphazard begin in Nigeria from the colonial era when it was meant for “children who are not prepare for school” without age limit, through to advent of the national policy in education in 1977 and it further reviews up to 1998. The pre-primary education never had a curriculum (at least certified by the government), until the NERDC’S effort following the review of the NPC 2004. These area ECCE programme in major of the colleges of education in Nigeria and the absent of Government owned pre-primary institution or classes prior to the 2012. The production of an effective teacher is a panacea to situation where parents are not award of which good schools their under age children will go that ensure situation has the tendency of brokering disorder at home. However, where teacher at the ECCE level of education are well reigns in the home, with the multiplying effect in the whole nation.

Introduction:

It is seen that teachers are perfected substantially in the entire education system of any nation they are the crucial importance on which education wheels revolve. The power of any

educational system depends greatly on the educational attainment at teachers because no system of education can be qualitatively higher than the quality and commitment of its teachers. It is true that teaching and learning depend on teachers for there can be no meaningful socio-economic and political development in any country without teachers. It is on teacher's numbers, quality and devotion that rest the effectiveness of all educational arrangements, development and growth (Uchechi, (2011).

With the implementation of new national commission for colleges of education curriculum that is the new NCE teacher education programmes (the new minimum standards) now also incorporate newly formulated Teacher Standards. These Teacher Standards have been developed through several Federal and State processes and represent a clear description of the knowledge, skills, and attitude a professional teacher should exemplify. It is with implementation of new NCE curriculum, it become necessary for NCE-awarding institution to comply with these new NCCE curriculums that can improve the quality and providing teacher development.

Early Children Education

Naturally, the child's education starts from the Home particularly with mother as the major teacher and other members of the family as co-tutors. The group of teachers gets expanded as the child growth and get expose to other member of the extended family or the immediate local community. However, none of these early children care gives offer to have been train to do the job, or guided by any standard curriculum so the care given and the childhood education at this pre-school stage is haphazard and uncoordinated. The child experiences formal education only at the age between 5 to 6 years if and when enrolled into the primary school.

Formal teaching of the child had the concerned of the Government, before now, from the primary to the secondary school levels as these are the only levels teachers were prepare for through.

1. Teacher grade II schools for primary school pupils.
2. Nigeria certificate in education for primary and junior secondary school students and faculties of education for senior secondary school students.

Whereas, the early childhood education represents the education for the child at the most important part of the child's formation of intelligence, personally and social behavior (Sooter, 2013). The years before the child's goes into primary school are among the most critical in his or her life to influence learning (Sooter, 2013)

Hence, the modern society recognizes the need for Early Child's care and development Education (ECCDE). The aims at is preparing the child to succeed later in school (Ejieh, 2006 in Sooter, 2013). Early child education in Nigeria only gets well organized in the very recent time. In the early year of Nigerian education what represented early childhood education were the infant schools and kindergarten/Nursery schools during the colonial considered not yet ready for primary education (Tom-Anyiin, 2008 in Sooter,

2013). During this period up to early post colonial era, children in this class and instruction in this level of education were not age based as children up to age 6 to 8 and more could be found in infant classes. All these present a haphazard kind of arrangement for children at the pre-primary level.

The first official recognition given to early childhood education was as entranced the National Policy on Education (N.P.E.) 1977 by the then Military Government of Nigeria. The need for Nursery/Kindergarten/Pre-primary Education was and recognized as a good link between the child's learning form Home to the primary school. by the 1977 policy individual and private organizations were to be encouraged to establish pre-primary schools. It was simply so contend in the 1981 revised edition.

However, 1998 and 2004 edition of the National Policy on Education (NPE) went beyond just encourage private organization and individual at building nursery school and or given Early Children Care Education (ECCE) for that National Policy on Education ahs the following as objectives:

1. Effect a smooth transition from Home to school.
2. Prepared the child for the primary level of education.
3. Provide adequate care and supervision for the children while their parents at work (on the farm, in the market or offices).
4. Inculcate social norms.

A part form stating above objectives, FRN (2004) also at line steps design by the Government for achieving the stated objectives in Nigeria. These steps include:

1. Encourage private efforts in the provision of pre-primary education.
2. Making provision in Teacher-training institution for production of specialist teacher in pre-primary education.
3. Ensuring that the medium of instruction will be principally the mother-tongue or the language of the local community.
4. Ensure that the main method of teaching in the pre-primary institutions will be through play and that the curriculum of teacher training college is appropriately oriented to achieve this (Sooter, 2013).

Since 1990 when the National Commission for Colleges of Education (NCCE) was established to coordinate and ensure the production “well-motivated teachers with high personal and professional discipline, integrity and competence (NCCE, 2012) the body has been concerned with ECCE especially at the sub-degree level. It has been making effort to life up to it mandated of maintaining standard for teacher development programme. The further need for the provision of effective teacher for all areas represented in Basic Education has revealed by the NERDC’S this reverse of National Curriculum has made the NCCE to

reverse teacher education programmes to have a held focus with ECCE as the first stage or an important programme in sub-degree teacher-education programme.

NATIONAL COMMISSION FOR COLLEGES OF EDUCATION PROGRAMME

As the supervisory body for the production of sub-degree Teacher by Colleges of Education (COE), NCCE established by an act in 1987 has country to be the third lake of the trope of excellent in the supervision of tertiary education in Nigeria “(Rufa’I, 2013). The body is mandatory to lay down the minimum standard for all teacher programme of accrediting their certificate and other academic award. In the Federal Government at these attainment of education for all (EFA) demand and the millennium Development Goal’s (MDG’s). the NCCE has been made to had programmes to the existence two subjects combination in NCE programme and has also made the excitant one suited for preparation of the B.Sc, Ed./Bed degree professions. The new programme and the new minimum standard document are now geared toward producing special teacher for:

1. Pre-Primary Education/ECCE.
2. Pre-Education.
3. Junior Secondary Education.
4. Adult and Non Formal education.
5. Special Need education.

With programme on board and NCE awarding institution living up to their billings the teacher produce well no longer by ordinary teacher, but specialize teacher for each of the programme listed above. These will not only be certified and as qualified but will process the required skills, quality and competence and are also capable of exhibiting improvement on the job. This is due to the fact that the teacher is to prepare with knowledge and skills require for them to teach effectively at different level and areas of the Basic Education Programme.

The teacher’s are also expected to be capable of providing an enable child/learn friendly environment and should be able to do their expected. Minimum disposition toward their work and be able to progress also in their ceria.

Thus, with instrument of teacher development sharpened and environment made conducive for both teacher and learners, teacher’s of the Basic Education Programmes could not but be the best they could and given the best could to their jobs.

Teacher Development for ECCE

Teacher education programme has also ways involve education which is a processes of providing training and support in the first year or first year of practice by the would be teacher’s in a particular school continuous professional development which include in service-process for practicing teachers (Aahinnolw, 2011).

The process of teacher development especially at sub-degree level should be done under supervision of NCCE. These usually include involve periodically review of the curriculum to which there would be teacher are expose. Thus usually comes after every 4 (four) years the latest review didn't come to just address/adjusting the discrepancies between teacher quality on performance and their qualifications but also to correct the nature of the knowledge content the teacher are expose to Aiming at reducing teacher with knowledge and skills require to teach effectively at difference levels and areas of the Basic Education Programmes and making provision for the needs for higher education by the NCE graduate. NCCE produce a new curriculum or minimum standard that encompass all the areas or sub-sectors of the Basic education with a very high emphasis on ECCE.

The NCCE further produce and implementation framework to guide all the NCE awarding institution in monitoring effectively the new teacher education programme in their respective institution. The framework among other thing was to take care off:

1. The gap between prescribed curriculum and good curriculum practice.
2. Set standards for curriculum practice.
3. Prepare the NCE for effective supervision of the implementation of the standards (NCCE, 2012).

The production of an effective teacher in a panacea school their underage children will go. That ensure situation has the tendency of brokering disorder at home. However, where teacher at the ECCE level of education are the well prepared, conscientious and effective, fear of the parents act allayed and peace reigns in the houses with the home being a founding unit of the society, the society is at place, when the home is at peace. Not only this, the general ascertain continues to true, that no nation's education quality is better that the quality of its teachers. Thus, Nigeria a peace-seeking and peace-loving country cannot afford to toy with its present and future peace. Hence, the high desire for effective teacher production especially at the ECCE level.

Conclusion

This write up are shown the absent of property organized pre-primary education programme for the Nigerian child before 2004 review of the (NPE). It has shown also the nation didn't breathe up to implement an effective teacher education production programme until 2012 when the curriculum implementation programme for Nigerian certificate in education evolved. This has given challenge a field-day to established only thing in the name of institution. However, with the coming of 2004 reverse National Policy Education (NPC) and curriculum implantation framework for NCE by NCCE 2012 has become a positive change in the "Music which demands new dancing steps". For effective teacher production and implementation of the ECCE all hands must be in deck.

Among other things, this writes wish to suggest that:

1. The curriculum implementation framework for NCE should not be seen as just a publication, but an instrument par excellence for starting lapse in the then sub-degree teacher production.
2. Implementation of the pre-primary ECCE programme should be given all the required support and drive to ensure the productive teacher's of the deserted "Effective Teacher", who are going to be responsible for preparing effective a Nigerian child for primary and further education.
3. Teachers of pre-primary/ECCE programmes in Colleges of Education (COE) should be professional in their area otherwise should be given required brush-up to make them effective to.
4. Admission into the pre-primary ECCE programme reference should be given to those with primary school teaching experience.

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