

**2008/9 ANNUAL REPORT****INTRODUCTION**

The main functions of the National Institute for Educational Development (NIED) are curriculum development, material development, professional development and monitoring curriculum and program implementation through research. The main objectives set for the 2008/9 financial year were to:

- Finalise and adopt *The National Curriculum for Basic Education*
- Complete a minor review of the Senior Secondary subject syllabuses
- Finalise, adopt, print and distribute National Subject Policy Guides for all phases
- Continue developing learning support materials
- Continue training teachers to implement the newly revised Upper Primary and Junior Secondary curricula, including the 2 new subjects Design and Technology and Entrepreneurship.
- Develop teachers and teacher educators professionally through pre-service, in-service and continuous professional development programmes and activities;
- Assure quality of teacher education programmes through the moderation of BETD pre-service and in-service teacher education programmes;
- Improve the effectiveness and efficiency of the TRC network as well as the provision of library books;
- Continue with the monitoring and evaluation of teaching and learning through research.

**MAIN ACTIVITIES AND ACHIEVEMENTS****Curriculum Development**

A final round of consultations was held on *The National Curriculum for Basic Education* and the curriculum framework was then approved by the National Examinations, Assessment and Certification Board for national implementation in 2010. After three of years of implementation of the NSSC syllabuses which were localised and implemented in 2006, NIED embarked on a minor review of these syllabuses. The review is completed and the syllabuses were approved for implementation in January 2010.

NIED localised the syllabus for IGCSE Computer Studies. The syllabus was approved by the National Examinations, Assessment and Certification Board and teachers were trained to efficiently teach and assess the syllabus.

All Junior Secondary subject specific First Language syllabuses for African Languages were revised, approved and disseminated to schools and regional offices.

For Early Childhood Development (ECD), curriculum documents were approved by the Advisory Council for Teacher Education and Training (ACTET).

A Broad Curriculum meeting was held at NIED to review the BETD pre-service Broad Curriculum and Assessment policies that are currently in use in the colleges with changes subsequently approved by ACTET. The BETD pre-service programme continued with its main responsibilities of updating teacher education curriculum and support to colleges of education.

### **Learning Support Materials**

National Subject Policy Guides for all subjects in the Upper Primary, Junior Secondary and Senior Secondary school phases have been finalised, printed and distributed to all schools, regional offices, resource centres and other education stakeholders, for implementation in January 2009.

The sub-division African languages continued with the development quality, appropriate and culturally sensitive teaching and learning materials including textbooks for grammar and literature and reference materials in the form of subject glossaries, orthography and dictionaries.

A Teacher's manual for English Second Language Upper Primary has been developed with sponsorship by BES 111. A manual for Afrikaans First Language Grades 11 & 12 has also been refined and finalised.

The Pre-Primary Task Team continued to develop and pilot a teachers' manual, a teacher's resource book, a learners' workbook and a training manual for teacher training. The first parts of the materials were translated into all the languages used in the Pre-Primary school phase.

The Multi-grade Teachers' Manual and Training Manual have been finalised and teachers in Multi-grade settings in the primary phase (Grades 1-7) have been trained by members of the Multi-grade Steering Committee in ten of the thirteen regions.

Teachers' manuals for Life Skills were completed and distributed for implementation. A Teachers' Guide for Compensatory Teaching was also developed to assist teachers in giving learning support for Grades 1 – 7 learners with Mathematics and language backlogs.

Specimen papers and mark schemes were developed for Grades 7 and 10 Mathematics and Science. Continuous Assessment Manuals were produced for Upper primary and Junior Secondary Life Science, Agriculture, Mathematics and Social Studies (Grades 5-7), some of which with the financial assistance of BES III.

Resource materials for NSSC Geography were developed and 200 packages of five maps each were sent to regions. A Geography booklet for Grades 8-10 on examples of practical projects was compiled and the sub-division coordinated the development of additional materials for NSSC History.

Various continuing professional development (CPD) resources such as books, laptops together with 2GB memory sticks dedicated for CPD activities were secured for each of the colleges through our CPD partners;

### **Teacher Development and Teacher Educator Support**

During 2008 in-service teacher training for curriculum implementation focussed mainly on those teachers that were teaching Entrepreneurship as a subject and those practical subjects in the primary phase which contain Entrepreneurship themes. Information on the numbers of teachers trained and the textbooks provided to schools appear in the table below:

#### ENTREPRENEURSHIP TRAINING AND PROVISION OF TEXTBOOKS

SUBJECT	GRADE	NO OF WORKSHOPS	NO OF TEACHERS TRAINED	NO OF TEXTBOOKS PROVIDED
Entrepreneurship	9	21	665	50 020
Design and Technology	6	11	70	7 789
Home Ecology	6	13	133	-
Elementary Agriculture	6	13	733	36 000

Teachers teaching Computer Studies, Design and Technology and African Languages received training in the interpretation of the subject syllabuses and the appropriate methodologies that enhance teaching and learning.

Life Skills teachers, Regional School Counsellors and school principals were trained in an effort to strengthen the teaching of Life Skills in schools. The training included learner assessment and the development and assessment of learners' portfolios.

The BETD In-set programme continued its support to a total of 1,183 teachers that were enrolled for the 2008/09 academic year. A total of 346 Inset teachers of the 2006/2007 academic year graduated during March/April 2008 bringing the total number of teachers who have graduated through the BETD Inset Programme since 1999 (first cohort) to 3, 583.

The school-based studies and summative moderation of the BETD Pre-service programme were successfully conducted and served as tools for ensuring that the programme abides by the expected rigour and quality.

NIED, together with its partners, namely: BES 3, IFESH and Michigan State University, continued their support to colleges of education in planning for and implementing their CPD plans. Working closely with its partners, NIED organized the 2<sup>nd</sup> Annual CPD Conference for teacher educators planned for 18-20 May 2009 in Walvis Bay.

A capacity building workshop intended to capacitate teacher educators with skills for academic paper writing and conference presentation was conducted for a group of teacher educators that submitted abstracts for the 2<sup>nd</sup> Annual CPD Conference.

Services of a short term consultancy were secured in order to develop technical specifications to be used in the advertisement of the outsourcing of the English Language Proficiency Programme (ELPP) for teachers in Namibia.

The development of an Induction and Mentoring programme for beginning teachers got under way during the year under review.

### **Curriculum Monitoring and Evaluation Research**

Research on upper primary learner performance in mathematics in Okahandja schools was completed and findings were shared with relevant stakeholders.

Collection and analysis of data for the national study on upper primary learner performance started off and is under way.

A survey to identify training needs for novice and prospective mentor teachers was conducted. Findings of the survey would guide the development of a Novice Teacher Induction and Mentoring programme for Namibia.

### **Improved effectiveness and efficiency of the TRC network**

Three Teacher Resource Centre Working Group (TRCWG) quarterly meetings were held in order to improve dialogue and official communication within the Teacher Resource Centre Network.

A total of five staff development workshops were organized and conducted for the staff of colleges of education and Teacher Resource Centres as way of improving effectiveness in the TRC library services.

A research into the Ministry of Education's allocation of books to libraries of colleges of education, schools and Teacher Resource Centres was conducted. A *e-readiness* survey of Teacher Resource Centres was conducted in an effort to establish the level of need, security, power and preparedness of these facilities for ICT roll out.

The Material Production and Media Unit continued supporting activities of NIED during the year under review.

### **PROBLEMS AND CONSTRAINTS**

A last minute notification of unavailability by some of the moderators caused distress in the arrangement and organization of the SBS moderation;

Some moderators quit honouring the moderation arrangements they had agreed to earlier on once they secure remunerative work elsewhere;

Though a date for summative moderation was agreed upon by moderators well in advance, it was not possible to have the majority present during summative moderation due to some emerging commitments at their workplaces;

Lack of suitably qualified candidates led to the re-advertisement and delayed filling of the EO: Educational Technology position and one of the Media Officer positions;

Lack of funding to support and sustain CPD activities;

### **CONCLUSIONS AND RECOMMENDATIONS**

There is a need to introduce financial incentives to attract and maintain the necessary commitment from the BETD pre-service moderators especially with regard to summative moderation;

NIED to consider the option of short-term hiring of a remunerated team of moderators during moderation periods. This will ensure commitment, accountability of the moderators and quality moderation;

Budgetary provision be made for teacher continuous professional development activities, both for schools and colleges of education, to ensure that planned activities are carried out;

Outdated data management and processing software need to be updated as a matter of urgency to include some latest software;

NIED to acquire latest digital recording and transcribing equipment in order to enable the Research Unit to carry out its activities effectively;

There is a need to acquire ICT equipment such as digital camera, video camera for recording workshops, and digital projector for the NIED TRC.

### **Conclusion**

The division was able to meet the set targets regarding curriculum development, training of teachers and the development and evaluation of learning support materials. These achievements were made possible by the participation of teachers from all regions and officials from the Regional and Head Office. Through ETSIP, NIED received generous support, especially to provide the necessary training, essential equipment and learning support materials to strengthen the implementation of the curriculum, particularly in the newly introduced subjects Entrepreneurship and Design & Technology in the Namibian schools.