

CONSTRUCTING COMPETENCIES OF BANGLADESH TEACHER TRAINEES

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ABSTRACT

Terms of Reference of a consultant in Bangladesh suggest that initial secondary teacher education should be developed on a competency model. The paper describes the consultant's interpretation of this text. It reviews literature on competency and competency-based training and indicates the ambivalent attitude to this terminology of many teacher educators. A characteristic of 'modern' courses of initial teacher education is that they are based on 'constructivist' views of learning. They provide 'scaffolding' to support development of students' capacity to analyse and respond practically to situational needs, and to learn to theorise about teaching and learning. The paper describes the policy context in Bangladesh where teacher education is not competency-based and where student teachers are instructed in 'theoretical foundations' of education. In the light of the prevailing conditions of secondary education, the major challenge facing the consultant is perceived to be that of beginning the process of change from an 'instruction' to a 'construction' model of learning for teaching, rather than achieving consensus on teacher competencies.

Keywords : consultancy practice, secondary teacher training, competencies, constructivism, foundations of teaching.

INTRODUCTION

The activities to be undertaken by consultants are spelled out in a project's Terms of Reference (TOR). But interpreting the meaning of these TOR can often be challenging. The international teacher

education consultant to the ongoing Bangladesh Secondary Education Sector Improvement Project (SESIP) has one Term of Reference (TOR) that states:

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'Work with the Research Team in Teacher Competency and the Teacher Education curriculum to ensure that the recommendations are relevant to the current conditions in secondary education and can be implemented in the Teacher Education programs and become part of the skills used by teachers in the classroom' (SESIP 2001, para 65 (ii)).

Exactly what this TOR means is open to debate, but one interpretation is that the concept of teacher competencies will inform the development of initial teacher education for secondary teachers. In a related component of SESIP nine Bangladesh nationals have been selected to study teacher education in New Zealand for four months during 2002. On their return they will work with the consultant and others to develop a new course.

One aim of this paper is to attempt to illuminate how a consultant responds to a TOR. Consultancy involves evaluation of current context and practice to provide a basis for action. Evaluations should be conducted to reflect standards of utility, feasibility, propriety and accuracy (Sanders, 1994). A second aim is to review the literature on competency-based training and to clarify the extent to which 'competency' terminology has been adopted internationally in 'modern' courses of initial teacher education for secondary teachers. The introduction of competencies would be feasible and might be useful for developing teacher education in Bangladesh. However, the greater challenge to developing a 'modern' course of teacher training may be that of changing the concept of how competence as a teacher is acquired. A shift in perspective is needed from an 'instructional' to a 'constructivist' model of learning. In the instructional model that prevails in Bangladesh teacher trainees are taught the prestigious 'foundations' of educational theory. 'Constructivism' is based on the idea that people learn to work in

practical contexts through first-hand supported experience. Such experience provides the raw material for 'meaningful' learning. Support for learning from those experiences is provided through the 'scaffolding' of the course and the role played by tutors and mentors. Students are thereby enabled both to acquire minimum levels of practical competence as teachers and to develop their own 'foundational' theories about teaching and professional roles and responsibilities. Though bringing about such a perspective shift may be desirable the means to do so is problematical, given the current conditions of secondary education and of teacher education in Bangladesh.

TERMS OF REFERENCE AS POLICY TEXTS

Terms of Reference are an example of a 'policy text'. According to Bowe and Ball (1992) - reported in Furlong et al. (2000) - policy texts emerge from a policy discourse conducted by groups of people who advocate different policy developments that government should implement. The 'context of influence' is a way of describing these pressure groups. Drafting of a policy text is generally delegated to an official. That official may produce a text that consistently follows through a line of argument as to what is to be achieved and sets out uncompromisingly how the policy will be implemented. Bowe and Ball characterise such policy texts as 'readerly' - precisely written and leaving little scope for interpretation in the 'context of practice' where implementation occurs. But in other cases the policy text may reflect a compromise between advocates of different policies, or it may simply be poorly drafted. Such texts are likely to contain ambiguities and inconsistencies: they leave implementers of policy, such as consultants, much scope for interpretation. Texts of this nature may be described as 'writerly'.

In Bangladesh the 'context of influence' for secondary teacher education is quite restricted. Secondary teacher education is not high on the

education agenda. Indeed, at a recent national workshop held under SESIP senior staff in the Ministry of Education suggested that it was the policy area most neglected by the Ministry. Most discussion on secondary teacher education is about how to reduce the number of teachers who are untrained - around half of those who teach at grades 9-10 and almost all of those who teach at grades 11-12 - or how to improve the academic qualifications of teachers. There is little debate about how teachers should be trained.

Regional and national consultations on secondary teacher education policy were undertaken as part of SESIP. Their purpose was to gather views for a Secondary Teacher Education Task Force that had been set up to provide advice to the Secretary Ministry of Education on how teacher education should be developed for the new stage of secondary education comprising grades 9-12. At some unspecified date in the future, the existing secondary of grades 6-10 will be phased out. Participants at the workshops were secondary school head masters, college principals, principals of teacher training colleges and teacher educators. Those attending made many suggestions to improve the current arrangements. For example they advocated lengthening the 10-month BEd course of teacher education, which is the main route to a teaching qualification for secondary teachers of grades 6-10, to provide longer teaching practice, updating the content of the course and including new components, such as action research. But these suggestions were within the existing 'Foundations' framework of the BEd course. No one proposed a radical change to the structure of the course or to the methods of teaching it. Though some research has been undertaken into teaching competencies in Bangladesh (e.g., Sheikh, 1993) the term is not part of the vocabulary of secondary teacher training. However, when the term was explained many participants identified competencies that the proposed course should develop.

The main 'context of influence' for qualitative improvement in secondary teacher education in Bangladesh over the past decade has been Asian Development Bank (ADB). ADB has commissioned reviews of current arrangements and negotiated priorities for development with Government of Bangladesh. It was the major contributor of funding for three recent projects, each of which had a significant teacher education component: an in-service (grades 6-10) project in the early 1990s, and secondary education (6-10) and higher secondary education (11-12) projects in the mid-to late-1990s. 'Writerly' TOR allowed consultants much scope for interpretation. However, with respect to teacher education, these projects have been largely abortive because they lacked local ownership. Sustainability has proved difficult to achieve when neither the Ministry of Education nor its executing agency, the Directorate of Secondary and Higher Education, has capacity for planning, managing and evaluating teacher education. SESIP is the latest in this series of ADB-funded initiatives.

MEANINGS OF COMPETENCY

The term competency is used in many different ways (Eraut, 1994). It can mean:

□ The skills, knowledge and understandings that a person is expected to learn through schooling and higher education. Various writers have identified lists of 'generic' competencies or personal and transferable skills that all young people should acquire. These include learning how to communicate, to identify and solve problems, to work in teams, and to use technologies. Thus the term 'competencies' can mean the goals of education, and this usage has in fact been adopted for primary education in Bangladesh.

□ Competency can also mean the standard of achievement that indicates mastery of specific skills. Competence in this sense is relative to the specific context. It may mean 'achieved the necessary

minimum level of understanding and demonstrated achievement to proceed to the next learning experience' in a progressive course, such as learning to play a musical instrument. It may also mean, at completion of a course of vocational training, 'competent at what the course has taught' - and consequently 'ready to enter employment'. 'Competence' as 'readiness to enter employment', however, is likely to be different from 'competence' in the job, as demonstrated by the way that a person with two or more years of work experience handles real work situations. The concept of 'induction' for the 'beginning teacher' recognises that competence to 'workplace standards' is achieved only after a period in the workplace. Competence in the above senses is also not necessarily the same as 'excellence' in performance. It is worth noting in this respect that the Dreyfus model of professional development of nurses places the stage of 'competence' as the mid-point between 'novice' and 'expert' (Eraut, 1994).

Competency-based training

Competency-based training as found, for example, in the system of National Vocational Qualifications (NVQ) in England and Wales, aims to develop recognised standards of competence relevant to the key functions of work in a specific occupation, and to assess a candidate's performance against these standards. The NVQ framework classifies occupations at five levels. Levels 1-4 refer to work below that of professionals. The nature of the work at these levels is clearly defined. Level 5 relates to the work of professionals and is not yet defined. Level 1 refers to competence in work activities that are 'routine and predictable', level 3 to 'competence in skilled areas that involve performance of a broad range of work activities, including many that are complex and non-routine'. The process of defining standards begins with an analysis of the purposes and key functions of an occupation.

'The functional analysis enables the analyst to identify the key outcomes - those related to the underlying purposes. Those key outcomes must then be turned into units and elements of competence, expressed in outcome terms. It is here that criteria appear, in the form of the "performance criteria" which are at the center of standards'. (Wolf, 1995:16).

Means to assess whether a person meets these criteria can then be devised, and the evidence elicited from the performance may then be judged by experienced assessors to indicate whether a person is 'competent' or 'not competent'. A key consideration is unambiguous specification of the function, 'domain' or occupational competence to be measured. The attempt to be specific has made NVQ documentation extensive, ever more detailed and prescriptive. However, as Wolf has shown, the documentation has still not resolved an ambiguity that is inherent in all criterion-referenced assessment viz the appropriateness of the measures used to assess competencies - essentially what is a valid test of a competency? This problem presents even with what is apparently the most straightforward competency, such as the ability to multiply two whole numbers to obtain a product. Is this competency more or less validly assessed by an item that involves multiplying 5×5 , or by one that involves multiplying 29×29 ? What then is a true test? Another issue that is unresolved is the subjectivity of assessor judgments as to whether a competency has, or has not, been met. This applies especially where several performance criteria have to be met before a person is credited with competence in a domain, and where the level of overall performance is such that some degree of 'compensation' for marginal performance or failure on some criteria seems warranted by good passes on others. While there are ways of minimising this factor through assessor training

and networking it remains an intrinsic problem for criterion-referenced assessment.

Attempts to define competencies of professionals - level 5 - have been controversial. Opponents argue that it is impossible to establish meaningful competencies since professionals work in complex situations that typically involve interpretation, calling upon a wide range of knowledge and skills, and action that may involve a sequence of decisions and interactions. Nevertheless professions have been encouraged to develop competency-based standards. For example in Australia the Department of Education Employment and Training (DEET) funded 20 professions - ranging from accountancy to veterinary science - to develop national competency standards. It saw competencies as a means to assist mutual recognition of qualifications between States and Territories within Australia, and to improve recognition processes for migrants. By 1995 19 professions had developed standards, most at entry-level, and 12 claimed to be using them. In addition to the uses that prompted the DEET initiative some professions were using competency standards to assist in developing and accrediting curricula and assessment procedures in courses in further and higher education (DEET, 1995).

Competencies in initial teacher education and training

Many attempts have been made to list the competencies that a teacher should possess. Domains of competence have been identified. Within these domains are specified behaviors that constitute the criteria for performance. The criteria comprise behaviors that are observable and that assessors can check as 'attained' or as 'not attained' by the end of training. There is no consensus on the number of domains, or on the number of criteria within each. Sheikh's (1993) scale to measure teaching competency of science

teachers in Bangladesh had six 'groups' of competencies, 30 specific competencies, and 120 sub-competencies on which teachers could be rated. According to Rowe (1995) one US scheme has 1276 criteria! Many teacher educators would question the usefulness of this level of detail, and would argue that it distorts the nature of teaching, making it a series of discrete acts rather than a holistic process.

Most teacher training program designers now attempt to list the skills that they are seeking to develop, as shown by a search under 'secondary teaching competencies' on the World Wide Web, though not all refer to them as 'competencies'. One of the most influential programs in England is the Oxfordshire Internship Scheme. This was established in the early 1990s and is based on 'partnership' between the Department of Educational Studies at Oxford University and local schools. This course sets out to develop three 'abilities': lesson planning and evaluation, classroom interactions and professional qualities. Each of these abilities incorporates a list of activities that the teacher should undertake, or a number of outcomes that they should achieve with pupils. Within this list, too, further specific behaviors are detailed. This kind of listing is not so much an aid to competency assessment however, it is more of an agenda for training, and a basis for self-assessment by the student and for discussion with the supervising tutor and school-based mentor.

In England and Wales, the Department for Education and Employment (DfEE) has adopted competency development as the goal of secondary teacher education. In 1992 it listed the competencies to be developed as: 1) subject knowledge, 2) subject application, 3) class management, 4) assessment and recording of pupils' progress, and 5) further professional development. Further sub-competencies were listed for each of the above (DfEE 1992; Annex A - in Furlong et al., 2000).

By 1997 DfEE had changed from specifying the content of initial teacher training in the above 'writerly' fashion to specifying the standards to be attained in what Furlong et al. (2000) characterise as a 'readerly' one of prescriptive precision:

'Successful completion of a course or programme of initial teacher training including employment based provision, must require the trainee to achieve all these standards. All courses must involve the assessment of all trainees to make sure that they meet all the standards specified'.

(DfEE, 1997: 7; original emphasis)

Secondary teachers were to achieve competence in the following domains: (1) knowledge and understanding, (2) planning, teaching and class management, (3) monitoring assessment, recording, reporting and accountability, and (4) other professional requirements.

Under each domain between 15 and 20 standards were listed. For the assessment domain it is stated:

'Those to be awarded Qualified Teacher Status must, when assessed, demonstrate that they: assess and record each pupil's progress systematically, including through focused observation, questioning, testing and marking and use these records to: (1) check that pupils have understood and completed the work set; (2) monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning; (3) inform planning; and (4) check that pupils continue to make demonstrable progress in their acquisition of the knowledge, skills and understandings of the subject'.

(DfEE, 1998: 15)

The central government's Office for Standards in Education (Ofsted) rigorously enforces these

standards. It developed a new inspection framework for initial teacher education. This focussed on quality of student intake, training and assessment process and outcomes - 'trainees' subject knowledge and understanding; their planning, teaching and class management; their monitoring assessment, recording reporting and accountability; their knowledge and understanding of other professional requirements' (Furlong et al., 2000: 147). Institutes that fail to deliver on these standards are penalised by reductions in funding from the government's Teacher Training Agency. The result has been the establishment of a common system of teacher training 'with common standards and procedures no matter who was providing the training or where'.

The English example is an extreme case of central government imposing a concept of competency-based teacher training on a national system. In Australia a different approach has been adopted. The National Project on the Quality of Teaching and Learning developed 'The Beginning Teaching Competencies' (Northern Territory University 2002) - 'generic competencies that indicate in broad terms the desirable qualities that make teachers professionals'. These are identified as: (1) using and developing professional knowledge and values; (2) communicating, interacting and working with students and others; (3) planning and managing the teaching and learning process; (4) monitoring and assessing student progress and learning outcomes; and (5) reflecting, evaluating and planning for continuous improvement. Each competence in turn is further subdivided into between 4 and 8 specific competencies.

In contrast to the approach adopted in the USA, England and parts of Europe 'the Australian approach has been much more holistic and generic to account for the multiple and complex ways that learners construct knowledge for themselves'. The competencies are not graded 'basic' or 'high' because, it is claimed, the task is too difficult.

Standards of teacher performance

In the quotation provided earlier DfEE (1997) linked its competencies to 'standards' of performance. However, the UK government has not commissioned a functional analysis of teaching nor developed a sophisticated assessment system to assess the standards actually achieved within initial teacher training. As a result the process of assessment remains less objective and rigorous than the standards statements imply.

In the USA, New Zealand and elsewhere, however, attempts have been made to define standards of workplace performance and to develop objective ways of measuring how far they have been met across the career continuum.

Applications to secondary teacher education in Bangladesh

The above discussion indicates something of the range of meanings of competency and of competency-based training, and of its use - and imposition - in courses of initial teacher education for secondary teachers. Lack of a functional analysis of teaching has impeded the development of a sophisticated set of competencies, and conditions and criteria for their attainment. Many experienced teacher educators employ competency terminology inconsistently and view assessment of competencies through checklists as unworkable.

Whatever the terms used there is a consensus about the purposes of initial teacher education for secondary teachers. It is a process of developing core competencies, or abilities, or knowledge, skills and attitudes in relation to the subject(s) that a teacher teaches, lesson planning, classroom management and relationships with students, assessment and reporting, and continuing professional development for classroom, management and wider roles. Teacher educators in any country would subscribe to these course goals.

From the responses made at SESIP Task Force workshops the introduction of a 'competencies' terminology might not be too difficult in Bangladesh. A framework like DfEE (1992) or the Australian Beginning Teaching Competencies might provide a useful starting point for the team of Bangladesh curriculum developers.

However, setting competency development as the goal for secondary teacher education would still be a major change. The current Bachelor of Education (BEd) course is based on a traditional 'Foundations' or disciplines model of teacher education. It comprises five theory subjects - Foundations of Education, Psychological Foundations of Education and Educational Guidance, Secondary Education, Educational Management and Administration and Educational Measurement and Evaluation. These subjects comprise 'propositional' knowledge - facts, theories and techniques - that are taught through lectures to classes of more than 100 students. Students also receive lectures on two elective subjects that they will teach in the 6-10 school. In electives they learn to plan lessons, using a standard proforma and to make teaching resources. They practise teaching peers in simulation and micro teaching classes at the training college. They also have teaching practice in schools in the last two months of the course. This timing is widely acknowledged to be inappropriate because schools are busy with sporting and cultural activities and with managing the national Secondary School Certificate examinations, but attempts to introduce teaching practice earlier in the course have been resisted.

Current arrangements reflect assumptions about the nature, acquisition and application of professional knowledge for teaching that would not have raised an eyebrow in many Western countries in the 1960s. Professional knowledge is textbook knowledge, acquired through listening

to lectures from 'experts' or through reading textbooks and other literature. Trainees memorise this knowledge to enable them to answer such questions (from the BEd 2001 examination papers) as:

'Describe the relationship of philosophy and education. Describe briefly four concepts of philosophy of education'. (Foundations of Education - Philosophical, Historical, Social and Legal Foundation).

'What is learning? Briefly describe three main laws of learning with examples'. (Psychological Foundations of Education and Educational Guidance).

The Bangladesh concept of professional knowledge is thus 'instruction-based'. It appears to give no place to 'personal' professional knowledge derived from the practice of teaching. Concepts such as 'skills' or 'know-how' of a teacher, of teaching as 'artistry', of 'tacit knowledge' that guide the ways that teachers interact with students, are totally absent. This is reflected in the way that trainees with several years of teaching experience are processed in exactly the same manner as students new to teaching.

Since there is no contact with schools until the final two months of the course, the implicit message to students is that professional knowledge is acquired before meeting students. But when teaching practice begins students are faced with the need to teach 60 subject-related lessons in a period when the school programme is much disrupted as described earlier. Their theoretical studies have little relevance to this task. Constraining factors, such as large classes, the heavy syllabus and the expectations of classroom teachers and college tutors, cause them to lecture to their students in the same way that they were lectured to as students and as teacher trainees. Supervision and feedback are minimal. Classroom teachers, who receive no remuneration for accepting a

trainee, quit the classroom whilst trainees teach; tutors from TTC often spend only a few minutes observing each trainee. Teaching performance is assessed principally on the basis of the written plan and on the extent to which the plan was followed. There is a gesture towards self-evaluation when trainees are expected to comment on the success of the lesson.

A CONSTRUCTIVIST MODEL: THE COURSE OF SECONDARY TEACHER TRAINING IN NEW ZEALAND

In New Zealand the Bangladesh curriculum developers will study a 'modern' 34-week course of secondary teacher education for graduates. The three 10-week terms are divided into five weeks in college and five weeks in school. In the first term tutors in the college Professional Studies component introduce contemporary ideas of learning and 'reflective professional practice', and encourage trainees to examine critically how these ideas can inform professional action and promote professional development. Trainees also take classes that prepare them to teach two academic subjects. In school they are given a timetable that details their classroom commitments. Experienced school staff of their subjects - associate teachers, who are paid a small amount by the college - act as 'mediators' assisting them to plan, deliver and reflectively evaluate lessons. Tutors from Professional Studies also normally visit schools and assess trainees, assisting them to relate, and critically examine, their college-based studies to the realities of work in schools. Trainees compile a portfolio of lesson plans and teaching resources, and maintain a journal to document reflections on all aspects of their experience of learning to be a teacher. In terms 2 and 3 they study a wider range of aspects of professional practice and set themselves more ambitious goals for lesson planning, teaching, assessment and professional behaviour.

The New Zealand course reflects modern constructivist theories of 'learning by doing' in the professional workplace (Billet 1996). Trainees are introduced to ideas of 'good practice' in the college. They are encouraged to examine these ideas critically, and to 'construct' personal understandings, skills, insights and confidence from experiencing a range of realistic practical situations in schools, and learning how to act appropriately within them. The course is trainee-centred. Trainees' assumptions, role conceptions, perceived needs, backgrounds, motivations, interests and creative skills are explored in tutorial classes of up to 20 persons where staff play roles as facilitators, coaches, resource persons and occasionally instructors. The course is structured and 'scaffolded' to facilitate a dynamic inter-relationship between college and schools as contexts for learning. The structure and support mechanisms enable trainees to create their own 'foundations' of professional know-how, insights and understanding of how to grow as a teacher at the outset of their career. These foundations amount to a 'way of thinking about learning' that can provide a basis for continuing professional development over a teacher's professional life.

The constructivist view of training is that classroom teaching - like consultancy - involves work in unique practical situations that present problems of interpretation prior to action. These problems can be resolved only by analysis of the unique constituents of the situation, by deliberation on alternatives to action, by assembling the appropriate resources to solve them, and by using these resources in appropriate ways (Johnson 1998). Learning how to act in such ambiguous situations cannot be taught, but can be modelled by staff. Student learning can be promoted if appropriate particularistic support and feedback is provided. 'Scaffolding' is the means to support learners as they attempt to build their own foundations and to take the first steps to becoming autonomous, ethical professionals.

CONDITIONS OF SECONDARY EDUCATION IN BANGLADESH

The TOR quoted earlier refers to making recommendations relevant to the 'current conditions in secondary education' in Bangladesh. How much of a 'modern' approach to teacher education as outlined above would be feasible for Bangladesh, and how might it be introduced? Obviously conditions in Bangladesh are radically different from New Zealand. Schools and colleges there, especially in rural areas, are small with between 12 and 15 teachers, each specialising in one or two subjects. Most have the poorest facilities of staffing, accommodation and resources. Many teachers have minimal academic qualifications, and no training. Their motivation is low because conditions of employment are unattractive. Since almost all classes are large by western standards, and many have over 300 students, they teach through lectures. Their main resource is the textbook supplied by the National Curriculum and Textbook Board and that sometimes arrives well into the school session. These conditions narrow the options for teaching and learning to instruction, rote-learning and testing.

'Modern' courses of teacher education aim to be a partnership between training institutes and schools, both of which have well-qualified and experienced staff and excellent resources. SESIP project documentation states that the new course of secondary teacher education should include a developed scheme for teaching practice and be participatory. In Bangladesh there is no tradition of teachers of grades 6-10 working as partners with training institutes. Most teacher training staff is academically qualified for grades 11-12. Few have experience of teaching at either secondary or college levels. There are often tensions between trainers, teachers and student teachers. The weaknesses of current teaching practice arrangements were documented in a recent study undertaken by a European Union project at a government teacher training college. These

comprised: poor timing, weak organisation with as many as 20 students placed in the same school, students teaching the same lesson several times to the same class to reach their target number of 60 lessons, and cursory supervision by teacher training staff that led to invalid assessment. Discussions in progress to attempt to address these problems are relevant for SESIP.

An important component of the consultancy is to assist the Bangladesh curriculum developers to identify the assumptions on which teacher training in Bangladesh is based, and to contrast these with New Zealand. As well as the 10-month BEd course discussed above there are routes to a BEd teaching qualification through the Bangladesh Open University, and through four and three year concurrent courses offered by a university and a teacher training college respectively. All, however, are versions of the 'foundations' model. The exception is the 56-day certificate course for college teachers of grades 11-12 that was developed through ADB's higher secondary education project. In that course trainers are experienced teachers of a subject. They work with up to 40 serving teachers of that subject to identify 'difficult' topics in the syllabus and ways of teaching them effectively. The trainees also work in small teams with teachers from other subject backgrounds to study, undertake and report action research into self-selected issues, such as cheating in examinations, that affect the work of colleges. This course is 'participatory': trainers work with trainees, trainees from different subject backgrounds work as a team, and there is partnership between training institutes and colleges. It is also focussed on problems of professional practice and how to overcome them.

CONCLUSION

This paper began by considering TOR as 'policy texts'. It has provided a brief situational analysis of secondary teacher education in Bangladesh and reviewed international literature

on a key issue in the TOR: competency-based assessment and competencies in teacher training. Clearly there are multiple interpretations of 'competency'. Many reputed institutes of teacher education in developed countries are ambivalent about whole-hearted adoption of a competency terminology. However, there does appear to be a consensus about what should be the focus of initial teacher education programs for secondary teachers. Consequently, this 'writerly' TOR leaves the consultant much scope for interpretation. What emerges from the situational analysis as the much bigger challenge is how to begin the process of questioning the pedagogical philosophy of secondary teacher education in Bangladesh. A previous ADB-funded project has created a course that might provide a starting-point for developing the selected competencies on a more 'modern' basis.

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