

FREETOWN TEACHERS COLLEGE
HISTORY

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BACKGROUND

Freetown Teachers College was founded on the 9th November, 1964 with the joint support of the Ministry of Education Science and Technology and the Anglican Mission. The College was housed at the Bishop's Court on Fourah Bay Road to share facilities with the Bishop Johnson Memorial Secondary School under the Principalship of Mr. Benjamin King who was succeeded by Mr. U. S. A. Kargbo. The operations of the two institutions of different nature and focus posed many constraints on the college. Considering these constraints, the Principal, Mr. U. S. A. Kargbo advocated for the relocation of the college on a separate campus. This was approved by Government and the college was to be relocated at Kissy Dockyard near Fisheries Company. This could not materialize under the leadership of Mr. U. S. A. Kargbo.

In 1981, the new Principal Dr. D. B. Kargbo and the College Council saw that the land advocated for by the former Principal Mr. U. S. A. Kargbo at Kissy Dockyard was too small for a college and appealed to the Ministry of Lands to identify another place. The present site of 100 acres at Kossoh Town was provided for the college. The college was then built on this site by the World Bank under the IDA project.

In 1996, under the headship of Mr. S. P. Sorie, the college was relocated to its new site at Kossoh Town, 19 kilometers away from the heart of the city. It is a non-residential college for both staff and students.

The philosophy behind the establishment of this College in the Western Area was to serve as an in-service college catering for the need of unqualified primary school teachers to acquire certificate in teacher education – Teachers Certificate (TC).

Since its inception up to 1990 the college offered only the T.C programme. In 1990 the Higher Teachers Certificate Primary (HTCP) programme was introduced and in 1996 the Higher Teachers Certificate Secondary (HTCS) was also introduced. A Practising Primary School was attached to the College on the 16th September 1996 with classes ranging from Nursery I, II and III to classes 1 to 6.

Statement of Vision

To make the college a first class teacher training institution committed to providing quality teacher training and producing efficient and effective teachers in Sierra Leone through a system of conventional face-to-face Education and Distance Education.

Statement of Mission

To improve the quality of a sound Teacher-Training base through a system of conventional face-to-face Education and Distance Education by:

- emphasizing staff development
- developing and promoting systems of quality assurances
- updating, equipping and modernizing libraries, laboratories and other facilities
- revising curricula

Values

The values governing Freetown Teachers College's development will include the following, to;

- operate as a government-sub vented, self-financing and non-profit making institution
- recognize the importance of sustainable and affordable high-quality programmes and courses at a variety of levels to meet the needs of life long learners.
- believe that Teacher Training should be made available to all those aspiring to it
- Value the appropriate use of information and communication technologies to support learning.

Freetown Teachers College is a bimodal institution, offering the regular college based face-to-face learning and Distance Learning programmes. The Distance Learning Programme was introduced in 2001 as a result of the high number of untrained and unqualified teachers in the primary schools nationwide with the Teachers Certificate (TC) course.

In 2011/2012 academic year, the Distance Programme expanded to include the Higher Teachers Certificate (Primary and Secondary) courses. Freetown Teachers College is operating the Distance Learning Programmes at seven centres, namely Kono, Kambia, Kailahun, Moyamba, Mattru Jong, Pujehun and Freetown as the main centre.

Objectives of the programme are to:

- train untrained and unqualified teachers already teaching in the primary school
- provide an opportunity for untrained and unqualified teachers to become professional teachers.
- take education and professional qualification to the door steps of the teachers
- provide professional qualification to teachers at affordable cost.

The Government of Sierra Leone greatly supports the Distance Education Programme. Other partners like Plan International, Commonwealth of Learning, and the International Rescue Committee all focused on the training of tutors for developing and writing of Distance Education Modules. The United Nations Children's Fund supports the development of Emerging Issues and Child- Centred Teaching Techniques while the Commonwealth of Learning supported the development of Distance Education modules for the Higher Teachers Certificate Primary level and the International Rescue Committee supported the development of modules for Higher Teachers Certificate Secondary (JSS).

Programmes offered - Regular and Distance Education modes of delivery

1. Teachers Certificate (TC)
2. Higher Teachers Certificate Primary (HTCP)
3. Higher Teachers Certificate Secondary (HTCS) - JSS

All three programmes run duration of three years each and both College Based/regular and Distance Education students go through the same courses, same duration, same examinations and same certificate. The difference between these two is the mode of delivery: One by distance and modular system of delivery and the other by daily conventional face- to – face lectures.

Guiding Legislative Documents

Four major guiding documents were enacted to support Higher and Tertiary Education

- The Polytechnics Act of 2001, which outlined the governance and institutional arrangement of polytechnics and colleges.
- The National Council for Technical, Vocational and other Academic Awards (NCTVA) Act of 2001, established the NCTVA as a body to certify graduates at the diploma and certificate level.
- The Tertiary Education Commission Act of 2001 (TEC 2001) established the TEC as the agency responsible for quality assurance of Higher Education Institutions.

- The University Act of 2005 led to the re-constitution of the University, granted university status to Njala College (now Njala University) and allowed for the establishment of private universities.

Specific Objectives of the College

Specific objectives are to:

- improve the quality of Teacher Training
- expand access to teacher training and flexibility in the training programmes
- ensure adequate operating and capital resources
- embark on development programmes.

Students Admission

Requirements

The quality of candidates aspiring to have a college education is a core element in consideration of the quality of graduates.

Requirements are documented in application forms and prospectus for the college-based and Distance Learning delivery systems. These documents are made available to the public by advertising through print and electronic media.

The tables below shows admission requirements for the Programmes offered.

Table 1: Teachers Certificate Pre-service (College Based) admission requirements.

Institution	Programme	Duration	Entry Requirements
Freetown Teachers College	Teachers Certificate (Pre-Service programme)	3 years (120) weeks – Three terms per year (40wks)	a) Attempted 'O' level/WASSCE or NVQ and Entrance Examination in Mathematics, English Language and General Paper.

Table 2: Teachers Certificate In-service (Distance Programme) admission Requirements.

Institution	Programme	Duration	Entry Requirement
Freetown Teachers College	Teachers Certificate In-service	3 years or at most 6 years.	Entry Requirement Must be a serving teacher. BECE/attempted WASSCE/GCE 'O'Level/NVQ.

	(Distance Programme)		An Entrance Examination in English Language is conducted for all incoming students.
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Table 3: Higher Teachers Certificate Secondary Pre-Service (College-Based) and In-service (Distance Education) Programmes admission requirements.

Institution	Programme	Duration	Entry Requirement
Freetown Teachers College	Higher Teachers Certificate (Secondary Programme College based)	3 years	<ol style="list-style-type: none"> Four O' levels/WASSCE including English Language in not more than two sittings. Four O' levels or more without English, plus a College entrance examination in English Language. Four Credits at N.V.Q. Exams (NCTVA) including English Language.
	Higher Teachers Certificate (Secondary Programme Distance Education)	Minimum of 3 years and a maximum of 6 years	<ol style="list-style-type: none"> Four O' levels including English Language. Three O' levels or three WASSCE in not more than two sittings plus English Language matriculation exams. Four Credits at NVQ Exams NCTVA. Must be a serving teacher. Entrance Examination in English Language.

Table 4: Higher Teachers Certificate Primary Pre-Services (College-Based) and In-Service (Distance Education) Programmes

Institution	Programme	Duration	Entry Requirement
Freetown Teachers	Higher Teachers	3 years	Teachers Certificate plus 3 years post graduate teaching experience after TC.

College	Certificate Primary [College-based]		
	Higher Teachers Certificate Primary (Distance)	Minimum of 3 years and a maximum of 6 years.	Must be a serving teacher. TC plus 3 years teaching experience after TC. Entrance Examination in English Language.

Curriculum

In the 2013/2014 academic year Early Childhood Development Education was introduced at Teachers Certificate years one and two levels. This course is not done at Distance Education as the modules are yet to be developed. It also contains some policy information concerning rules and regulations governing the college. The student's Handbook for the Teachers Certificate Course in Distance learning has information on the purpose and background to Distance learning, subjects offered, study materials or modules, assessment procedure, student support services promotions/movement from one module to the upper module, deferment of course, school-based exercises.

Courses with subjects and Credit Hours College Based, TC Programme

Year I and II

Subject	Credit Hours
• Sierra Leonean Languages – Krio/Themne	4
• Language Arts	4
• Mathematics	4
• Environmental Science	4
• Social Studies	4
• Education	4
• Pre-vocational Studies (Agriculture and Home Economics)	4
• Community Development Studies (C.D.S.)	2
• Creative Practical Arts (C.P.A.)	3
• French	2
• Emerging Issues	4
• Early Childhood Development Education	4
• One Option (RME and PHE)	2
Total – 45 Credit Hours	

Courses with subjects and Credit Hours College-Based, TC – Year III Final

<u>Courses</u>	<u>Credit Hours</u>
• Sierra Leonean Languages (Krio/Themne)	4
• Language Arts	4
• Mathematics	4
• Environmental Science	4
• Social Studies	4
• Education	4
• Pre-vocational Studies (Agriculture and Home Economics)	4
• Community Development Studies (C.D.S.)	2
• Creative Practical Arts (C.P.A.)	3
• Emerging Issues	4
• Early Childhood Development	4
• One Option (RME and PHE)	2
Total - 43 Credit Hours	

HIGHER TEACHERS CERTIFICATE PRIMARY

The Programme is divided into Arts and Science. All students do the following Core Subjects.

<u>Subject</u>	<u>Credit Hours</u>
1. General Education	6
2. Community Development Studies (CDS)	4
3. General English	3
4. Basic Maths	3
5. Sierra Leonean Languages (Krio/Themne)	3
6. Emerging Issues	4
Total - 23 Credit Hours	

A student is to choose **TWO** subjects from either Group A, Group B and Group C.

GROUP A

SCIENCE SUBJECTS

<u>Subject</u>	<u>Credit Hours</u>
1. Environmental Studies	8
2. Pre-Vocational Studies	8
3. Physical Health Education	8
4. Mathematics	8
Total - 16 Credit Hours	

GROUP B - ARTS SUBJECTS

<u>Subject</u>	<u>Credit Hours</u>
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1.	Language Arts	8
2.	Social Studies	8
3.	Sierra Leonean Languages (Krio/Themne)	8
4.	Religious Moral Education (RME)	8
5.	Creative Practical Arts (CPA)	8
6.	Performing Arts	8
7.	French	8

Total - 16 Credit Hours

Grand Total = 23 + 16 Credit Hours = 39 Credit Hours

Courses with Subjects and Credit Hours College - Based TC- Year III Final

<u>Core Subject</u>	<u>Credit Hours</u>
1. General Education	6
2. Community Development Studies	4
Total - 10 Credit Hours	

For the choice of TWO subjects refer to either Group 'A' or Group 'B' as stated in Year I & II above.

Group 'A'	-	Total of 16 Credit Hours
Group 'B'	-	Total of 16 Credit Hours
Grand total Credit Hours - 10 + 16 = 26 Credit Hours		

HIGHER TEACHERS CERTIFICATE SECONDARY (JSS)

Courses with Subjects and Credit Hours - year I & II

A. General Courses Offered

<u>Core Subjects</u>	<u>Credit Hours</u>
i. General Education	3
ii. Community Development Studies (CDS)	6
iii. General English	8
iv. Basic Mathematics	3
v. Sierra Leonean Languages (Krio/Themne)	4
vi. Emerging Issues	4
Total - 28 Credit Hours	

B. Departmental Specialist Courses

One of the following courses in B will be selected in addition to those in A.

<u>Core Subjects</u>	<u>Credit Hours</u>
i. Home Economics	8
ii. Performing Arts	8
iii. Commercial Studies	16
iv. Social Studies - (Geography, History or Government)	8
v. Practical Arts	8

vi.	Physical Health Education	8
vii.	Agricultural Science	8
viii.	Integrated Science – (Physics, Biology or Chemistry)	8

Total – 16 Credit Hours

C. Two subjects can be chosen from this group in addition to those in 'A'.

<u>Core Subjects</u>	<u>Credit Hours</u>
i. Language Arts	8
ii. Religious Moral Education (RME)	8
iii. French	8
iv. Sierra Leonean Languages (Krio/Themne)	8
v. Mathematics	8
vi. Arabic	8

Total – 16 Credit Hours

Courses with Subjects and Credit Hours – Year III (Final)

<u>Core Subject</u>	<u>Credit Hours</u>
1. General Education	8
2. Community Development Studies	6
Total – 14 Credit Hours	

For the departmental specialist courses refer to 'B' and 'C' as stated in Year I & II
Grand Total Credit Hours – 14 + 16 = 30.

Courses with Subjects and Credit Hours – Year III (Final)

<u>Core Subject</u>	<u>Credit Hours</u>
1. Education	8
2. Community Development Studies	6
Total – 14 Credit Hours	

4.3.6.1 Distance Education – Curriculum

Courses offered at Distance Education are modular. During the 3 year TC programme students are required to study 10 subjects. Each subject has 6 modules. Two modules of each subject per year.⁴

Year I – Modules 1 and 2

Year II – Modules 3 and 4

Year III – Modules 5 and 6

Thus each year you will cover 2 modules of 10 subjects i.e. 20 books per year.

All students will offer the following 9 Core Subjects as offered in the College base for the programmes offered in the college.

<u>Core Subjects</u>	<u>Credit Hours</u>
• Education	4
• Community Development Studies	4
• Pre-vocational Studies (Agriculture and Home Economics)	2
• Mathematics	4
• Environmental Science	4
• Language Arts	4
• Creative Practical Arts	2
• Social Studies	4
• French	

Option I

To select one of the following indigenous Sierra Leonean Languages:

- Mende
- Themne
- Limba
- Krio

Option II

To select one of the following subjects:

- Physical Health Education
 - Religious and Moral Education
- Early Childhood Development is not included because modules on it are not yet

Status of the College

After the enactment of the Polytechnic Act in 2001, the Freetown Teachers College presently operates on the principles of the Act. Under the act, the Freetown Teachers College and the Government Technical Institute (GTI) Kissy Dockyard are mandated to form a merger called the Freetown Polytechnic with a main campus at Kossoh Town and a sub campus at Kissy Dockyard. In a bid to form this merger, the two institutions have met and developed modalities in accordance with the act.

In the Polytechnic Systems, Degree Programmes and new Certificates and Diploma Programmes will be introduced in addition to the old programmes.

The former Principal Mr. S. P. Sorie had already written the modalities in consonant with the Government Technical Institute authorities for the implementation of the Polytechnic System.

Dr. Sahr Fillie (BSc, MPhil, DSc – Georg-August-Universitaet, Germany) began his tenure of office as the fifth Principal of the college on the 1st December, 2014. Under the polytechnic act, Dr. Sahr Fillie who brought with him a wealth of experience from both nationally and internationally is working assiduously to fast track the implementation arrangements put together by his predecessor. Dr. Sahr Fillie is focused on maintaining and sustaining the academic standard of the college. Before assuming this current post, Dr. Sahr Fillie was the Head of Department of Geology at the Fourah Bay College, Mount Auroel, University of Sierra Leone.