THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

NATIONAL FRAMEWORK FOR CONTINUOUS PROFESSIONAL DEVELOPMENT FOR PRACTICING TEACHERS.

2017

PART ONE: GENERAL INFORMATION

1.0   Introduction

Initial or pre-service teacher education is the first step in teachers professional development. The provision of an In-Service Education and Training (INSET) for teachers, from now on referred to as continuous professional development (CPD), is a pre-requisite for effective teaching and learning in any education system. Teachers are a key factor in achieving the goals of enhancing the quality of education and developing the human capital of Tanzania. The opportunities teachers have for continuing professional development and the extent to which their wellbeing and motivation are addressed, are key to improving the quality of teaching and retaining good teachers in schools. These factors also provide a good measure to ensure that children and young people are given access to a good-quality education (Commonwealth Secretariat, 2015).

Therefore, it is imperative to have in place a well-coordinated and systematic CPD services accessible to all teachers to fulfill the policy and professional requirements of teacher. Teachers have to be prepared to teach diverse students, acquire 21st century skills, knowledge and attitudes, and take on leadership responsibilities. Continuous professional development of teachers is a means by which teachers can participate in life-long learning, enhance their teaching and develop into competent and effective practitioners. This in turn will help teachers have a positive impact on student learning and prepare Tanzanian students for the challenges of the 21st century.

1.1   Tanzanian Context

This framework is grounded within the broad national and sector policies on education stipulated in The Tanzania Vision 2025, The National Growth and Poverty Reduction Strategy (NGPRS), 2005 and the Tanzania Education and Training Policy (ETP) of 1995 and 2014. The Primary Education Development Program (PEDP), the Secondary Education Development Program (SEDP), the Teacher Development Management Strategy (TDMS) and the four-year INSET strategy for primary school teachers (INSET-PST), provide the operating sub-sector frameworks to attain the national and sector objectives. The Teacher Development Management

strategy was developed to address the shortage of teachers due to the increase in enrollment numbers in primary and secondary schools. The increase in students affected the workload of teachers and tutors, existing infrastructure, the provision of adequate teaching and learning materials, the quality assurance and evaluation of teachers and the preparation of teachers in Teacher Training Colleges (TTC). Among the priority objectives of the TDMS is the provision of continued professional development (CPD) for professional growth of teachers at all levels.

1.2 Implementation of Continuous Professional Development

Historically in-service teacher professional development (PD) has been one of the functions of the Tanzanian Institute of Education (TIE) to introduce teachers to new curriculum or revised curriculum. The in-service PD has focused on orienting stakeholders on matters related to curriculum for pre-primary and basic education, secondary and teacher education. TIE has been collaborating with various stakeholders to provide PD education to teachers.

Aims of the National Continuous Professional Development Framework

The purpose of the National Framework for Continuous Professional Development for in-service teachers is to provide a harmonized strategy for the provision of continuous professional development for practicing teachers to ultimately improve the quality of education in Tanzania.

1.5 Continuous Professional Development - Definition

TIE emphasizes the importance of regarding teachers as professionals and as such views the professional development of teachers as paramount. Continuing professional development refers to all the formal and informal educational experiences which teachers undertake to enhance and improve their teaching, and professional knowledge during their careers. Professional development can be either formal experiences, such as attending workshops or professional meetings, and mentoring; or informal experiences such as reading professional publications, and learning from internet websites related to any academic disciplines (Ganser, 2000).

Emphasizing the importance of reflective practice, Glatthorn (1995) states that, "Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically."

2.0 Teacher Professional Development and Behavior Change

Guskey (2002) states that there are three major goals of professional development programs for teachers. These are "change in **classroom practices** of teachers, change in **their attitudes** and **beliefs**, and change in the **learning outcomes of students**" (Guskey,, p. 383). Guskey's model of teacher change states that significant change in teacher classroom practices occurs when they have evidence of improvements in student learning. Teacher experiences in seeing changes in student learning due to the implementation of different teaching strategies serves to change their attitudes and beliefs" (p.383) Student achievement of learning outcomes are at the heart of teacher professional development.
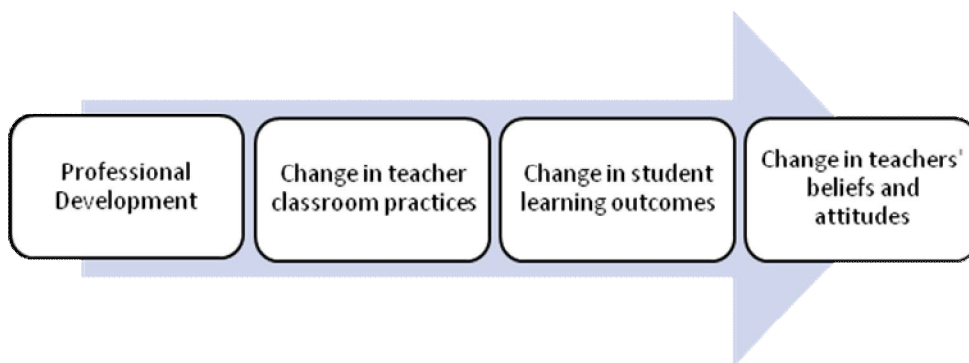

Fig. 1. Model of teacher PD and Behavior Change.

2.1 Principles of the Tanzanian Framework for Teacher CPD

The Tanzanian framework for teacher professional development aims to scaffold teacher behavior change through a transformative model of professional development. Previously, teacher professional development was based on a transmission model where teachers passively received knowledge during short-term seminars and workshops. A transformative approach, links reflection and action, and emphasizes increasing teacher capacity for professional

autonomy[1]. Transformative approaches, posit that for PD to be effective, programs must be experiential, regular, ongoing, sustainable, supported by administrators, and informed and designed by teachers. These approaches also require the use of learning activities which help teachers attain transformational learning where they make "fundamental shifts in how they view themselves, and then willingly alter their beliefs and values about themselves and their practices."

Considering the above, the following principles underpin the Tanzanian national framework for CPD:

i. Teachers will have equal access to a wide range of appropriate CPD learning opportunities;

ii. Teachers will be provided with clear career pathways through professional development, as well as direction, clarity and support regarding types of CPD activities which will contribute to teacher growth;

iii. CPD for teachers will contribute directly to improving and enhancing teacher quality;

iv. Teacher quality and professional development will be directly linked to student achievement;

v. Beginning or novice teachers will have induction programmes which orient them to the teaching profession and CPD;

vi. All professional development programmes which are offered by educational providers will be quality-assured.

2.2 Types of Professional Development Programmes

To implement a broad and flexible strategy for CPD, three types of CPD programmes, which may be optional or compulsory, were identified.

2.2.1 School – Level Professional Development - Communities of Learning

In Tanzania, school - level Communities of Learning (CoL) will be at the core of professional development for teachers. Teacher collaboration and learning in schools are powerful ways for improving teacher practice and student learning. This is because teacher learning which is

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[1] Guskey, 2002, Kennedy, 2005, p.248

embedded in the context of schools tends to address the relevant needs of teachers, students and schools. Consequently, collaborating with peers in CoL will ensure the professional needs of teachers are met.

The Tanzanian model of CPD comprises a CoL approach that encompasses the school and district wide focus of PLCs and the collaborative teams of CoPs. Communities of Learning emphasize the continuous improvement of teachers and enhancing student learning in the Tanzanian educational reform effort. In these groups, teachers work to improve their own learning to ensure all students in their schools learn and achieve. To be effective, the CoL should be informed by the DPD sessions and must be teacher-driven. Support from administrative leaders and performance managers are key in ensuring the effectiveness and sustainability of CoL at school-level. Head teachers should give the teachers time to meet, share, reflect and learn from each other. This can be done in the following ways:

i) **Planning**.

Trust. Effective CoL are built on trust. Trust is developed through open collaboration and a willingness to be vulnerable, ask for support and critique each other's work. Teachers tasked with certain roles and responsibilities should be seen to complete them to the best of their ability to further trust among peers. The HT's role in fostering trust is also crucial. HTs should foster an atmosphere of collaboration and trust in schools such that teachers feel comfortable enough to express their concerns about the CoL and the school in general.

Formulized meeting times. To formalize meeting times for teachers, HTs should schedule CoL days for teachers in the school timetable throughout the academic year. Head teachers in consultation with teachers are encouraged to schedule CoL meetings continuously on a weekly, fortnightly or monthly basis for 2-3 hour sessions as required in support of teachers' needs. HTs should schedule CoL meetings one to two days before and after each term.

Banking teaching time. HTs and teachers may also think of banking teaching time. An example of banking time would be the extending of the teaching day by 10 minutes over a period of 9 days. Children may be released early on the 10th day leaving teachers with 90 minutes to plan, reflect and collaborate in their CoL. Alternatively, teachers may bank time using a 5 day cycle, extending the school day by 15 minutes per day over 4 days leaving 60 minutes every Friday for

a CoL meeting. Since pre-primary is on a half day schedule, these teachers should be able to meet in the CoL in the afternoons.

ii) Content of CoL Sessions.

The content of the sessions should be organized systematically, be teacher driven and informed by the DPD sessions and teacher *CoL PD modules*. Teachers should have ownership of what they want to learn, and how they want to conduct their CoL with the ultimate goal of CPD which positively impacts student learning. The CoL PD modules will unpack the DPD sessions, and should be used at school level CoL to support and scaffold teaching practices and reflection. One to two common challenges that teachers and administrative leaders cannot solve at the school level, may be taken up for practice and reflection at the Ward Cluster sessions for discussion and resolution.

As CPD for teachers is rolled out to upper primary grades and subject matter areas, CoL may be re-formed or re-constituted to consist of groups of multiple standards or subject specific groups.

iii) CoL Learning Activities.

The content of CoL may be determined by the DPD sessions at the district level and teachers' needs. In their CoL, teachers should participate in as many as possible of the following learning activities as and when they are relevant to teacher needs. Teachers may also include other activities which they may find to be essential to their professional learning. All activities will be accompanied by tools, forms and handouts to scaffold teacher learning.

Table 1. Possible COL Learning Activities

CoL Learning Activities/Applications	CoL Learning Activities/Applications
Child Observation	Lesson Study
Observation (Peer-to-peer observations HT/WEC-to-teacher observations)	Assessment (Analysis of student results to inform teaching)
Planning for learning	Team or co-teaching
Mentoring and Coaching (peer-to-peer/educational administrator)	Portfolio

In their CoL, teachers should be encouraged to move towards analyzing pupil/student results, and their own teaching through collective or individual action research. Teachers should also complete reflective portfolios (written or recorded) and professional diaries, which demonstrate evidence of student and teacher learning. CoL in schools should be enriched and revitalized with new ideas, knowledge and opportunities for collaboration through DPD offered at the district and ward cluster sessions.

iv) Organizing CoL at Schools

At the beginning or end of each school year, HT should schedule time for CoL meetings in the school timetable.

Initial Meetings: During initial meetings of CoL teachers must collaborate to establish norms and set the goals, ground rules, and expectations for the CoL. During these initial meetings, teachers should also explore their needs and the knowledge, experience and expertise of group members as well as define their roles and responsibilities. They should also begin the process of fostering an atmosphere of trust and respect. To provide a clear purpose and structure to the meetings, teachers may choose to develop formal or informal agendas. HTs are encouraged to support and participate in these initial CoL meetings.

Subsequent Meetings: Following the DPD structure and CoL PD modules, teachers should decide on the focus of subsequent CoL meetings, which should concentrate on improving teacher practice and helping children learn. The figure 4 illustrates the cyclical practice/nature of CoL in schools.
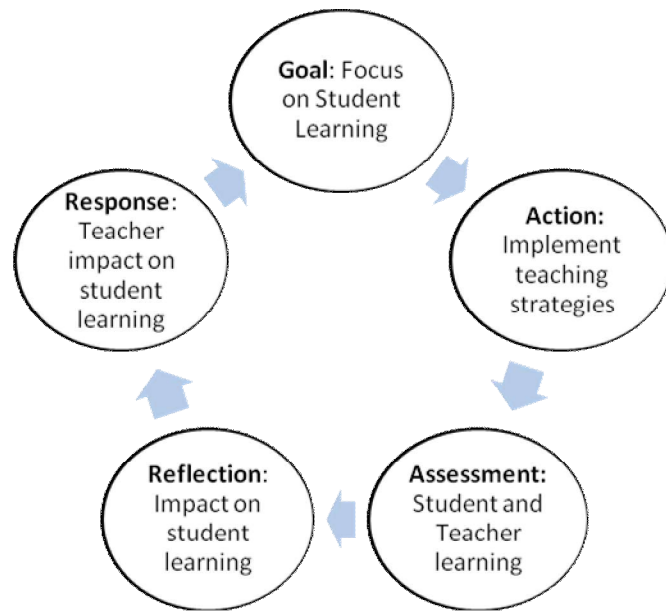
Figure 4.Setting Goals: Focus on student learning

Goals: Focus on Student Learning.

To collaborate towards improving student learning, CoL members must start initially with exploring the 3R competencies set by TIE for standards I and II, and the new competency based curriculum for pre-primary. They need then set weekly, fortnightly or monthly goals for their CoL as appropriate and monthly goals for their COL as appropriate. These goals should encompass student and teacher learning.

Action: Implementation of Teaching Strategies.

As they collaborate, discuss student learning and teaching strategies teachers should ask and answer questions such as

     i.   What should children know and be able to do?

    ii.   What is the content the children must know?

   iii.   What tasks/assessments (formal and informal) must complete to demonstrate their knowledge?

   iv.   What teaching strategies should be used to help children demonstrate their knowledge?

Assessment and Reflection

Assessment and Reflection are a key part of CoL. Teachers need to constantly critically reflect on the teaching and learning process. Intensive critical reflection can be supported in various ways. Beginning teachers might start with the teaching and assessment of one child to gain insight into how assessment should inform teaching. Observation of and feedback to peers are vital elements in CoL. Using simple observation forms, teachers can observe each other teaching. These peer observations should be supportive and not evaluative.

Response: Teacher Impact on Student Learning

During this phase, teachers respond to the evidence of teaching, observing and assessing children. As teachers learn more new knowledge about subject matter and teaching through CoL PD modules, which emphasize reflection and action, they may move towards more sophisticated reflection by analyzing student work and conducting inquiry or action research projects.

Teachers should be encouraged by HTs and WECs to present their action research projects at district level or ward cluster PD meetings. Critical reflection on practice, helps teachers to move away from blaming children for "***not learning***" to realizing that ***good teaching is what helps children learn***. This evidence is the key to teacher behavior change.

v) Facilitators (District, Ward Cluster or School level)

Research on collaborative teams in schools states that having a facilitator to guide and at a minimum, support teacher PD and the CoL until the teachers are comfortable with the process, helps in the sustainability of CoL. TC tutors should lead/facilitate PD sessions at the district level. Professional development sessions offered at Ward Clusters may be facilitated by WECs, TCA and/or HTs, tutors or senior teachers. At the school level, the facilitator may be a teacher selected by colleagues.

Teachers selected by their colleagues should as much as possible be facilitators of school level CoL. WECs and tutors may also facilitate these sessions if the need arises. Observing, supporting and working with teachers will inform tutors in their preparation of subsequent DPD as well as pre-service teachers in TC.

vi) Assessing Communities of Learning

Periodically during the school year, CoL members should assess their progress in teaching and learning as well as student achievement. Furthermore, the educational administrators, should assess the effectiveness of the COL through conversations with teachers and sample reviews of teacher and student work. Criteria for assessment will include:

i. Clear evidence of improvement in student learning through formative and summative assessment

ii. Clear evidence of improved teacher practice through observations by Quality Assurers(QA) using common TIE endorsed teacher observation forms,

iii. The long-term sustainability of the COL[2]

2.2.2 Direct Professional development for in-service teachers

DPD is the first strand of DPD at district level. These sessions should consist of the provision of engaging, interactive and hands-on workshops and seminars that introduce new knowledge and skills to teachers, encourage them to share, problem-solve, reflect and innovate. The duration of DPD can be as short as a one-day activity or as long as five-day activity, at least 3 times a year. TIE encourages short, brief and intensive PD sessions of no **more than 5 days**.

DPD sessions will focus on the introduction of new knowledge, which may take the form of new curriculum or the implementation of new and current practices. Initial PD sessions will focus on the new competency based curriculum for pre-primary, and reading and writing in standards I and II. Sessions on math, literacy and content area subject for teachers in standards I – VI will be rolled out gradually. More general pedagogy sessions may include differentiated instructions, inclusive practices and gender responsive pedagogy.

Educational administrators, especially heads of schools, ward education coordinators, teacher center subject advisors and quality assurers are strongly encouraged *to* participate in these PD sessions which feature new curricula to understand and gain insight into what teachers are learning. Teacher learning at the DPD sessions should be implemented at the school level.

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[2]Stoll, Bolam, McMahon et al, 2006

2.2.3 Ward Cluster Level - Professional Development

The DEO/DAO in consultation with educational administrators and school leaders must create professional development ward clusters in each district. The size of the PD cluster should be determined by distance, ease of access to agreed cluster sites and should not exceed more than 30 teachers and HTs. Ward cluster sites may be schools, Teacher Resource Centers, Training Colleges or other sites, chosen by educational administrators. Teachers should meet at Ward clusters at least twice a year. However, the number of sessions should be determined in consultation with educational administrators, and DEO/DAO.

Pre-primary. On average, there is one pre-primary teacher per school. To facilitate the CPD of these teachers, they should participate in CoL with standard I and II teachers at the school – level. However, pre-primary teachers should have at least three PD meetings at Ward Cluster level so they have opportunities to share, reflect and innovate with colleagues teaching pre-primary.

Ward cluster workshops should be teacher initiated and informed by the needs and feedback of teachers as they work in their within school level CoL. Content should be related to what teachers learned through the DPD sessions and teacher modules. The sessions should be reflective and support solving real classroom challenges experienced in implementing teaching practices introduced at DPD sessions and modules. Suggestion for ward cluster meeting includes visiting schools to observe good teaching, strengthening teacher reflective practice, developing additional learning materials, and sharing school and teacher successes. Sessions may also address topics such as strengthening *structures and organization of school level* CoL, strengthening *peer – to – peer* and *performance manager mentoring*, presentations of *action research projects*, *innovative lessons* and teaching and learning materials.

Ward Cluster sessions may be facilitated by teachers themselves (senior teachers), school leaders, educational administrators and/or college tutors (where available). During these sessions, good teaching practices should be modeled by facilitators. Educational administrators and quality assurers must participate in these sessions to understand and gain insight into what teachers are learning.

Teacher Continuous Professional Development. Support Structures and Roles of Key Stakeholders.

2.5 Professional Development at the District Level - Direct Professional Development (DPD) for Teachers, Head Teachers and WEC

District Education Officers (DEO) and District Academic Officers (DAO) in consultation with educational administrators should plan and provide PD for teachers at the district level. Planning for District Level DPD for teachers should be as follows:

i. The DAO and DEO agree on a focus of PD for the academic year, in consultation with Regional Education Officer (REO), PO-RALG and MoEST.

ii. DEO/DAO schedules a program for PD. These sessions (number and duration to be determined by each Local Government Authority) are planned with input from educational administrators.

iii. Educational administrators in turn schedule these sessions in school calendars/timetables.

iv. Professional development sessions, should be provided for *all pre-primary and primary teachers* in the district. Initially PD sessions will be rolled out for pre-primary through standard II teachers. The sessions will gradually be rolled out to include all 3Rs, general pedagogy, cross-curricular themes and subject areas topics for standard 3- 6, and then all teachers in secondary schools. This will result in different focus areas and will require holding PD sessions in phases.

3.0 Supervision and Management of Teacher PD

This section addresses issues pertaining to roles of stakeholders, mechanisms of funding and incentives for teachers and educational administrators.

3.1 Roles of Stakeholders in Teacher CPD

To develop and sustain DPD and CoL for teachers and educational administrators, roles and responsibilities of all stakeholders and responsible parties should be adhered to and be evident. This may require writing these roles and responsibilities into the job descriptions of educational administrators. Table 2 highlights various stakeholders involved in teacher PD.

Table 2. Categorization and roles of Stakeholders involved in Teacher CPD

Category	Actor	Role
National	Ministry of Education, Science and Technology (MoEST)	i) Lead development of policies to foster quality CPD programme for In-service Teachers Training ii) iii) Set standards for teachers quality iv) Carry out the evaluation of teacher CPD
	President's Office – Regional Administration and Local Government (PO-RALG)	i) Identify and analyzing national CPD priorities for teachers ii) Mobilize resources for teacher CPD iii) Collating and reporting CPD achievement iv) Conducting consultation meeting on achievement and challenges of CPD
	Tanzania Institute of Education (TIE)	i) Coordinate teacher PD needs assessment ii) Develop, review and approve materials for DPD and CoL PD iii) Determine the nature of PD sessions relevant to specific groups of teachers, both in terms of duration and other modalities iv) Monitoring and evaluating PD sessions and programs
District	Local Government Authorities (LGA) - District Education Officer	i) Lead identification of PD needs ii) Collaborate to choose venue for PD

		iii) Determine number of schools in a ward cluster
		iv) Schedule PD sessions over school year
		v) Participate in PD sessions
		vi) Follow up on PD sessions
Zone	Quality Assurers	i) Visit schools to observe and evaluate teachers
		ii) Participate in teacher DPD sessions
Wards	Ward Education Officers/Coordinators	i) Determine number of schools in a ward cluster
		ii) Participate in DPD sessions for teachers
		iii) Visit schools, observe and mentor and support teachers
		iv) Ensure CoL are being implemented in schools
		v) Participate in CoL as mentors
		vi) Ensure conductive and supportive environment for CoL
		vii) Participate in leadership CoL at district level
		viii) Ensuring all schools have annual CPD plans
		ix) Monitoring and evaluating the CPD activities
		x) Collect data about CPD activities in the ward level
		xi) Providing support and training to clusters and schools via head teachers
		xii) Raising awareness of and promoting inclusive education in all schools
School	Head Teacher	i) Support determination of number of schools in a ward Cluster (with WEC, DAO and DEO)
		ii) Ensure conducive and supportive environment for CoL
		iii) Identify teacher PD needs
		iv) Participate in PD sessions for teachers at the district and ward cluster levels
		v) Facilitate and coordinate school to school CoL at ward cluster level.

| | | vi) Facilitate, observe, mentor and support teacher development |
| | | vii) Participate in leadership CoL at district level. |

3.2 Professional Development for Educational Administrators – Communities of Learning

PD activities at the district level should include sessions for educational administrators and school performance managers. The sessions must aim to improve the administrative and pedagogical skills of HTs and WECs. Included in these sessions should be the teaching of leadership, mentoring and facilitation skills. These leaders are key to school improvement and their support is crucial in the development of teacher communities. As a part of the PD sessions, these leaders should also be encouraged to form CoL to share, reflect and problem-solve.

The sessions for educational administrators and school performance managers should include information on how to support and mentor teachers as they work in within their respective schools as well as across schools (Ward Clusters). As part of their learning and reflection, these leaders should also be encouraged to conduct and present collaborative action research projects on the progress of teachers and children in their schools. Guidance will be given regarding how to develop these projects. In their CoL, administrative leaders and performance managers will facilitate/participate in the Ward Clusters and School-based CoL activities (see below), which will be accompanied by tools, forms and handouts to scaffold administrator/manager learning.

PART TWO:

3.3 Approval, endorsement and registration of Educational providers of CPD for teachers.

Initially, teacher CPD will be supported through DPD modules and CoL Modules developed by TIE in collaboration with its partners. When the new curriculum is firmly grounded, organizations which plan to provide teacher PD, must collaborate with TIE and other active partners to conduct needs assessments and identify gaps and priorities in teacher professional learning which need interventions. Conducting needs assessments will enable the designing of appropriate PD sessions, tools, resources and approaches to meet the identified needs of teachers and educational administrators. All educational stakeholders must participate in the needs assessments.

To ensure harmonization of PD activities, TIE must approve, endorse and accredit any CPD programs put forth by educational providers such as institutes of higher education, international and national NGOs, and faith and community based organizations that will last longer than two weeks at the school level. Programs which will be offered at the district and or ward level for any length of time must also be approved, endorsed and accredited by TIE. As part of the collaboration with TIE educational providers must agree on the following:

i.   Scope and coverage of sessions offered at the district level
ii.   Scope and coverage and duration of modules for school level CoL
iii.   Roles and responsibilities of educational providers and key sector actors.

Statement 1:   Tanzania Institute of Education shall establish a mechanism, which ensures all teacher professional development activities throughout the country are harmonized.

Statement 2:   Every stakeholder shall have comprehensive guidelines to help organize, support and implement new learning through school CoL.

3.4. Resources for Teacher Professional Development.

Efficient teacher PD may be supported using various types of resources and study materials. This section aims to address issues related to the development, design, improvement and approval of resources and materials for teacher professional development. All organizations involved in CPD for teachers shall be required to observe the following when preparing the materials:

i. The materials shall reflect Tanzanian National Education Curriculum;

ii. The materials design and development shall adhere to TIE standards;

iii. The materials should be reviewed and pre-tested before commencing of training

Statement 3: Modules and any other materials should be linked to the Tanzanian National Education Curriculum.

Statement 4: The materials developed by PD providers shall be submitted to TIE for approval

Statement 5: The materials and resources should be culturally appropriate and relevant

3.5 Assessment and Monitoring of Teacher Professional Development

This section provides description on how to identify PD needs and the assessment of teacher PD sessions.

4.0 Impact of Professional Development

Data collected to assess the impact of CoL and district level PD sessions should include an analysis of student improvement, observations of teachers and focus group interviews. Assessing the impact of teacher PD should be periodic and cyclical to assess the extent to which the program or activities have had a positive impact on teaching and learning in schools.

Statement 5: To successfully monitor teacher professional development providers shall develop a monitoring plan to be submitted to TIE

4.1 Evaluation of Teacher Professional Development

The goal of the national framework for teacher PD is continuous professional development. Monitoring checks should be made periodically with CoL members, and educational administrators to assess the progress of teacher development. The nature of evaluation often depends on its audience and purpose. The potential audience for CPD include:

i. *Policy-makers*: The interest of policy makers on evaluation will determine the extent to which training provided has fulfilled educational policies related to PD.

ii. *Donors*: The interest of donors in evaluation is to see how the funds have been disbursed.

iii. *Education Mandatory Authorities* such as TIE, NECTA and NACTE: These groups will be interested in evaluating teacher PD to ascertain whether various educational standards have been met.

iv. *Teachers*: Periodic assessments should be carried out to determine the extent to which CoL have significantly contributed to teacher practice.

v. *Students*: Formative and summative assessments shall determine student improvement.

vi. *Parents and communities*: Views and perceptions of this group regarding learning in schools are very important. Surveys and interviews may be conducted through the parent teacher organizations

Statement 6:   In collaboration with its partners, TIE shall develop assessment guidelines to guide the evaluation process of school CoL and district level PD sessions.

4.6 Funding

Experience has shown that in-service teacher training is costly particularly in relation to provision of allowances to participants. In addition, non-government stakeholders in collaboration with national and sub-national government institutions fund many training programs. Variations exist in the remunerating participants for travel, accommodation and sustenance for teacher PD. Statement for training allowance shall be provided to ensure consistency across government and non-government providers of teacher PD. However, emphasis is on cost-effective approach.

4.7 Incentives

Certification, Awards and Recognition

Efforts of teachers, improvement in their teaching and student learning, innovative practices, and study for higher degrees should be recognized, celebrated and awarded. Teachers who participate in CPD, especially PD which leads to higher qualifications, should *earn PD points*, the number of which, as determined by TIE, may lead to salary increases and/or promotion. To this end, TIE will work with the MoEST and other educational departments to develop salary scales for teachers ranging from novice or beginning teachers to senior or master teachers. Teachers should be encouraged to pursue higher degrees to enhance their professional development.

At the end of an academic year, teachers may submit their teacher professional diaries, and portfolios which describe and provide evidence of the CPD activities they have undertaken, including formal and informal PD, research, innovations, CoL learning activities and evidence of the impact of their professional learning on student achievement. This portfolio may also be used by teachers to earn points as determined by TIE.

All participants who attend PD sessions at the district level shall be provided with *certificate of participation*, upon completion of their program. *School - level* CoL and ward cluster sessions are part of the CPD program and their completion should count towards the *successful completion of the CPD program*. The certificate shall carry a logo of TIE, the MoEST and the educational provider.

Other incentives, which may help in ensuring the sustainability of teacher PD, are recognition of outstanding teachers and educational administrators at district, regional and national levels. Teachers, educational administrators and even schools may be recognized because of high academic performance of students, for the development of innovative and creative teaching practices and materials, and excellent administrative practices.

Recognition of outstanding performance may take the form of the presentation of awards, pictures in newsletters, national newspapers and other forms of media. Presentation of exceptional action research and innovations at district level PD, regional and national conferences may also serve as incentives for teachers and administrators.

4.8 Sustainability of Teacher Professional Development

All PD programs, even the most cost-effective, require considerable financial resources. Ministries (MoEST & PO-RALG) in coordination with international development parteners and local and international NGO should be very realistic about the costs of PD programs and ensure

that adequate funding is available to initiate and sustain successful programs. Teacher training colleges can also help to ensure the sustainability of CPD by introducing action research, CoL and various professional learning activities in preservice teacher course work. By doing this, novice teachers may enter the profession with some of the skills needed to continue to enhance their professional learning and development.

Cost is one reason for the fragmented, ad hoc nature of teacher PD. Establishing and fostering CoL at school level is cost-effective and sustainable. CoL at school and district levels will ensure, starting with the new competency based curriculum for pre-primary and reading and writing for standards I and II teachers, that **all** teachers are provided with opportunities for CPD.

The government shall allocate a sizeable portion of the educational budget every year for implementing teacher PD, especially at the district and ward cluster levels, and should set directives, which give all teachers, can attend PD sessions to improve and enhance their teaching. Provision should be made to support ward education officers/coordinators who will be tasked with mentoring and assisting teachers in schools

Statement 7:   All stakeholders involved in teacher PD shall devise appropriate mechanisms to ensure their sustainability.

Statement 8:   All teachers should be provided with opportunities for CPD

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