

**Teacher Policies  
For  
Sierra Leone**

**Teacher Registration &  
Licensing Policy**

**Teacher Management Policy**

**Policy on Teacher-Employer  
Relations**

**Teacher Development  
& Performance Policy**

**Better Teachers  
Stronger Nation**



**Comprehensive and Harmonized National Teacher Policies**

**Teacher Development & Performance Policy  
for Sierra Leone**

**Prepared by the Teaching Service Commission (TSC)**

*Citation: The Regulations and principles of action outlined in this policy may be cited as "The National Policy on Teacher Development & Performance – TSC 2020".*

**(Approved by Cabinet in July 2020)**

<b>1. Introduction</b>	<b>The Background, Purpose, and Scope of Teacher Policies</b>
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Teacher policies are the regulations and principles of action that shape and constrain who teachers are and what they do at the level of schools and in the education system. The Teaching Service Commission (TSC) shall use teacher policies to shape the teaching force, enhance the quality of teacher performance, and guide what teachers do in the best interest of learners. As such the TSC has prepared a comprehensive set of teacher policies in line with its mandate (under the TSC Act of 2011) to **“consider all matters pertaining to teacher management and the improvement of the professional status and wellbeing of teachers”**. The policies were developed by national and international experts, in full consultation with stakeholders. Teacher policies provide clarity and guidance on matters pertaining to the work and well-being teachers. Policies ensure transparency, equity, and fairness in applying rules and regulations on what teachers do as professionals; how teachers are treated in the school system; the rights, responsibilities and expectations of teachers; and how the teaching force is regulated and governed. So, teachers can also use these policies to advance their careers, pursue professional development, and secure their rights as employees.

<b>How the TSC Intends to Use Teacher Policies</b>	<b>How Teachers can Use Teacher Policies</b>	
<p>To attract qualified young people (especially females) into teaching as a life-long profession.</p> <p><i>To modernize teaching and increase the percentage of qualified teachers in the system.</i></p> <p>To retain competent teachers in the service.</p> <p><i>To build a streamlined, effective and efficient teaching force managed with modern technology</i></p> <p>To be transparent, consistent, and equitable in the treatment of potential and serving teachers</p> <p><i>To assign qualified and experienced teachers equitably across all districts and school levels.</i></p> <p>To enhance teacher management through electronic registration, digitization of records, and inclusion of teachers' email and phone contacts; NASSIT number; and pin codes; as well as contacts of all signatories</p>	<p><i>To provide TSC with their personal details as the basis for all communications (mobile phone and email)</i></p> <p>Teachers with Pin Code and existing appointment should send email for TSC to <a href="mailto:teachers@tsc.gov.sl">teachers@tsc.gov.sl</a> with reference <b>“Pin Code + Subject of Query + Date (YYYY-MM-DD)”</b>.</p> <p>Teachers applying for position should send emails for the TSC to <a href="mailto:applications@tsc.gov.sl">applications@tsc.gov.sl</a> with reference <b>“Vacancy Reference + Application Number + Date (YYYY-MM-DD)”</b>.</p> <p>New applicants for registration/licensing should send emails for TSC to <a href="mailto:registration@tsc.gov.sl">registration@tsc.gov.sl</a> with reference <b>“New Registration Application + Date (YYYY-MM-DD)”</b>.</p> <p><b><u>All emails to TSC must be copied to the relevant district office head as shown on the right column.</u></b></p>	<p><a href="mailto:DistrictHead.Bo@tsc.gov.sl">DistrictHead.Bo@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Bombali@tsc.gov.sl">DistrictHead.Bombali@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Bonthe@tsc.gov.sl">DistrictHead.Bonthe@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Falaba@tsc.gov.sl">DistrictHead.Falaba@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Kailahun@tsc.gov.sl">DistrictHead.Kailahun@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Kambia@tsc.gov.sl">DistrictHead.Kambia@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Karine@tsc.gov.sl">DistrictHead.Karine@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Kenema@tsc.gov.sl">DistrictHead.Kenema@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Koinadugu@tsc.gov.sl">DistrictHead.Koinadugu@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Kono@tsc.gov.sl">DistrictHead.Kono@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Moyamba@tsc.gov.sl">DistrictHead.Moyamba@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.PortLoko@tsc.gov.sl">DistrictHead.PortLoko@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Pujehun@tsc.gov.sl">DistrictHead.Pujehun@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Tonkolili@tsc.gov.sl">DistrictHead.Tonkolili@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.WesternRural@tsc.gov.sl">DistrictHead.WesternRural@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.WesternUrban@tsc.gov.sl">DistrictHead.WesternUrban@tsc.gov.sl</a></p>

## 2. Teacher Development & Performance | Brief Note on Issues and Provisions

The **Teacher Development & Performance Department** within the TSC deals with promoting teacher effectiveness, to ensure that all students can be engaged successfully in the learning processes and experiences offered in the classroom. The overriding objective of the department therefore is to disseminate information on ideas, strategies, and provisions for improving the performance of teachers and by extension the quality of schools and the education system. For this purpose, the teacher development and performance policy has been designed to promote a culture of accountability and continuous improvement across the teaching force. The driving force of this culture is an on-going appraisal of teachers and assessment of their development needs, linked to the provision of continuous professional development opportunities within schools and districts, as well as at other levels of the teaching force.

This policy serves to raise the awareness of teachers and administrators about what the performance expectations are for teachers in the school system. It encourages teachers to take responsibility for their own continuous professional development by making use of opportunities provided for this purpose. Appraisals will be used to help teachers identify their strengths and weaknesses as a basis for determining what support they need for continuous professional development. For instance, such appraisal exercises may focus on:

- Teacher performance as a facilitator of learning in implementing the prescribed curriculum/syllabus
- Teacher performance as a member of a team and execution of specific responsibilities
- Teacher's professional conduct and compliance with the Code of Conduct
- Achievement of professional development objectives that the teacher has set for himself or herself.

Appraisals will be designed through partnerships between TSC, school leaders, MBSSE Quality Assurance Division, Teachers' Colleges, the SLTU and other entities involved in provision of continuous professional development courses. Teachers will also be expected to conduct self-appraisal exercises as an input to the broader appraisal. In general appraisals will be used to support recommendations for career advancement, as well as to determine appropriate professional development opportunities for teachers.

### 3. Teacher Development Overview | Rationale and Support for Professional Development of Teachers

Under the TSC Act of 2011, the Teaching Service Commission is mandated to *“manage the affairs of teachers in order to improve their professional status and economic well-being and for other related matters”*. In line with this mandate, the TSC shall adopt a comprehensive approach that enables all teachers and education leaders to: continuously develop their competencies, improve their performance, and enhance their status as professional teachers and education managers.

#### 3.1. Understanding Teacher Professional Development (TPD):

3.1.1. Introduction: Teacher Professional Development in Sierra Leone shall be comprised of the following processes:

- (a) An initial teacher education and training process in tertiary education institutions, leading to the acquisition of formal qualifications that are recognized by the TSC as a basis for recruitment of prospective candidates into the teaching force;
- (b) Induction training processes provided during a probation period. First induction shall be immediately after graduation from a teacher education institution, and a second induction shall be within the initial 6-month period of employment;
- (c) Processes of continuous and career-long professional development provided through formal and informal opportunities.

To sustainably enhance the quality of the teaching force in Sierra Leone, these 3 segments of TPD shall function as a fully integrated continuum; and shall provide teachers with a career-wide and lifelong path to achieving excellence in the teaching profession.

3.1.2. TPD is both a Right and a Responsibility: Teacher Professional Development in Sierra Leone shall be treated as both a right and a responsibility. Teachers shall therefore be active in securing their right to Professional Development; whilst their employers and the institutions in which they work shall promote and create conditions for effective TPD. To this end:

- (a) Every teacher shall be encouraged to develop a personal professional development plan and shall receive suitable mentoring and support to enhance their professional development, based on their assessed needs and their personal PD plan. These plans will be driven by the career aspirations and areas of professional specialisation or interest of each teacher.

- (b) The TSC and all other teacher employing agencies shall put in place adequate measures to facilitate and safeguard the right of all teachers to participate in appropriate Teacher Professional Development opportunities for career advancement.
- (c) A culture of continuous improvement in teaching and learning shall be embedded in the philosophy and values of all schools. Education employers and managers shall therefore be responsible for contributing to the PD of teachers and school leaders.

**3.1.3. TPD is a Lifelong and Career-Wide Process:** The TSC shall promote TPD as a process that applies across all stages of a teaching career and continues throughout the professional life of a teacher. TPD shall not be construed as a specific event or a series of training programmes that are only available at certain stages of a teaching career. Professional Development opportunities shall also be available for school leaders, teacher educators, and all those whose knowledge and skills contribute to the delivery of quality education for Sierra Leonean children and youths. (see Section 5)

### **3.2. Contribution of TPD to Cultivating a High-Quality Professional Teaching Force:**

**3.2.1. Purpose:** In supporting and managing TPD, the intention of the TSC shall be to cultivate a high-quality professional teaching force in Sierra Leone. The TSC shall therefore support, coordinate, and manage teacher professional development provisions, as the key strategy for cultivating a national teaching force with the following characteristics:

- (a) Effective, motivated, professional teachers with up-to-date skills and knowledge that are in line with the needs of Sierra Leone;
- (b) A teaching profession with the social status and respect to attract and retain the right kinds of teachers; especially teachers who take pride in being lifelong learners striving for excellence in their profession.
- (c) Teachers with the knowledge, skills, and attributes to deliver effective teaching and facilitate quality learning achievements for male and female learners of all backgrounds, including those with learning disabilities and other special needs;
- (d) A teaching force that is fairly and equitably deployed across districts and levels of education. Enhanced PD opportunities and associated rewards (including career progression) shall be used to motivate those who teach shortage subjects; and/or those who agree to serve in difficult rural areas and hard-to-staff remote schools.

(e) A unified Teaching Force, in which all teachers are: registered/licensed; meet professional Standards; successfully complete initial teacher education and probation; and benefit from continuous professional development.

**3.2.2. Links to Career Progress:** TPD shall be integral to career progress and prospects for advancement in the teaching profession. This shall be reflected in the following aspects of the structure and management of the teaching profession:

(a) The reward structure of teachers shall incorporate alignment between salary scale and career structure; whereby each stage includes increments that are triggered by appraised successful completion of an agreed Professional Development plan.

(b) Specific responsibilities, such as mentoring or organisation of PD opportunities, shall be reflected in the conditions of service of all teachers; and shall give rise to either payment of allowances or other incentives, or to a reduced teaching load.

(c) The career structure for teachers shall include vertical and horizontal career pathways that are different but of equal status.

(d) The vertical career pathway allows those with leadership and management potential to become education managers or school leaders following specific training and demonstration of compliance with the professional Standards for school leaders; not by the traditional practice of simple promotion.

(e) On the other hand, the horizontal career pathway shall allow for experienced and highly gifted teachers to remain in the classroom and achieve advancement (as well as financial reward) into positions where they continue to facilitate and enhance quality learning achievements, whilst also acting as mentors to new cadres of teachers.

(f) The new professional career structure provides for 4 stages in the career of classroom teachers, viz: New Teacher; Proficient Teacher; Highly Accomplished Teacher; and Distinguished Teacher. The professional Standards published by TSC set out criteria for advancement to each of these stages.

(g) In general, the teacher career structure shall be integrated with the salary scale for teachers, such that increments are triggered by successful completion of planned professional development programmes and appropriate appraisals.

**3.2.3. The Case of Unqualified & Untrained Teachers:** In line with the TSC's goal of a fully professional teaching force, all teachers who are currently unqualified and untrained shall be progressively incorporated into the national teaching force, as and when they can demonstrate compliance with Professional Standards. To this end the TSC and other agencies shall ensure that:

- (a) Such teachers are provided with school-based PD opportunities that would enable them to meet the standards whilst they continue to teach. They will have a maximum of 5 years to achieve the standards and be absorbed into the teaching force.
- (b) The TSC shall cease to employ unqualified and untrained teachers, so those who fail to meet the standards will not be absorbed into the teaching force. But they may be employed as Classroom Teaching Assistants to work alongside and assist professional teachers; as and when there is official provision for this role within the structure of the national teaching force.
- (c) For unqualified and untrained teachers already in the system to be employed as Classroom Teaching Assistants, they would need to take part in PD programmes designed to develop the requisite skills for this role. They shall also be subject to performance monitoring.

**3.2.4. TPD as a Driving Force in Career Advancement:** A key role of TPD shall be that it drives the process of advancing from one stage to the next in the career structure for teachers. For some teachers, advancement will follow the traditional vertical path of moving up the ranks into administrative roles such as subject head, school deputy head or school head; as well as taking on various non-teaching roles that may be available in a school. For most teachers however, advancement will mean progressing through the ranks in a new and rewarding teaching career structure that shall adhere to the following advancement path:

- (a) Selection/admission for initial teacher education and training in a recognized tertiary education institution;
- (b) Initial teacher education that includes a practicum or supervised/supported teaching practice (or equivalents);
- (c) Achieving "Qualified Teacher" status, following successful completion of initial teacher education;
- (d) A probation period (min. 3 months / max. 6 months) of teaching; whilst receiving mentoring, support, and supervision;
- (e) Licensing and Certification by the TSC as a professional teacher; upon successful completion of the probation period;

- (f) Serving as a “New Teacher” for a minimum of two years, whilst benefiting from ongoing support and mentoring;
- (g) Becoming a “Proficient Teacher”, on compliance with criteria set out in the Professional Standards (for min. of 3 years);
- (h) Becoming a “Highly Accomplished Teacher”, if able to meet the criteria laid down in the professional Standards;
- (i) Achieving the ultimate status of “Distinguished Teacher”, if able to meet criteria set out in the professional Standards;

In general, advancement to each of these stages shall be achieved through compliance with requisite criteria that include successful completion of an agreed teacher professional development programme as part of a teacher performance management framework.

### **3.3. Initial Education and Training Processes:**

As part of a comprehensive TPD programme the initial processes of teacher education and training in tertiary institutions shall be closely coordinated with the requirements and standards for professional teachers as laid out by the TSC. This shall include signaling by the TSC of demand/supply for different categories of teachers in the national education system, as a guide to the admissions and graduating policies/processes exercised by tertiary institutions that carry out initial teacher education and training. The TSC shall also make explicit and extensive use of the considerable technical expertise in these tertiary institutions, to facilitate aspects of induction during the probation period; as well as to plan and execute various aspects of continuous professional development for teachers. The focus of tertiary institutions engaged in the initial education and training of teachers shall include:

- (a) Selecting and admitting candidates that are not only qualified academically, but also of suitable character and temperament (as well as having the interest and passion) for a potential career in the teaching profession.
- (b) Adjusting intake and graduation rates in line with signaling from TSC on supply and demand for various categories of teachers.
- (c) Designing and revising courses in line with accumulated feedback from the TSC and the Quality Assurance Division of MBSSE on the performance of teachers graduating from the various tertiary institutions.



- (d) Aligning courses with the requirements and standards of the national curriculum and other approved education syllabuses.

### **3.4. Induction Training Processes:**

As part of a comprehensive TPD process, the induction training for newly graduating teachers from tertiary training institutions shall be designed to help teachers understand the ethos of teaching as a lifelong profession; as well as to share a commitment to the aims and objectives of the teaching profession in Sierra Leone. Induction training shall be organized in the following two stages: (Ref 4.3)

- (a) A first stage induction shall be done in partnership with the Sierra Leone Teachers' Union (SLTU) upon graduation of students from the teacher training colleges.
- (b) A second stage induction shall take place after appointment of teachers in the public sector, normally within the first 3 months of their employment. This second teacher induction shall be planned and executed in collaboration with the teacher colleges.

### **3.5. Continuous Professional Development (CPD):**

The most extensive component of a comprehensive TPD programme is what takes place after a teacher has been confirmed through the process of licensing and registration. This is the component that continues throughout the lifetime career of a teacher. It is therefore termed Continuous Professional Development (CPD). The nature of current and emerging needs in this area of teacher professional development is expansive and complex. The TSC shall therefore organize, commission, mandate, validate, accredit and coordinate CPD programmes to involve the widest possible participation of competent providers (including INGOs/NGOs, CSOs, and the private sector). The focus of all CPD programmes shall be on addressing identified and validated needs from the following sources:

- (a) The personal PD plans of individual teachers and groups of teachers in the same district, based on the aspirations and interests of these teachers as regards various areas of competence in the teaching profession.
- (b) The PD plans of schools and their communities, which would normally be based on informed and guided assessments made by their Governing School Boards or Councils.

- (c) The PD plans for schools in a district based on assessments of the TSC District Officials and Deputy Directors of the MBSSE in the district. This would normally reflect weaknesses identified in assessing the performance of teachers across the district.
- (d) National level assessments of emerging needs for teacher competencies based on performance evaluations or requirements for meeting the needs of a new curriculum or education plan.

To support and facilitate credible investments in TPD, the TSC and MBSSE shall make available evidence-based needs assessments to help teachers identify and prioritise their plans for individual training needs. Teachers will be supported to develop a PD plan that not only defines objectives, but also lays out strategies for achieving these objectives. In addition, TSC and MBSSE shall support schools to carry out evidence-based needs assessments, to identify/prioritise school-level training needs for their School Improvement Plans (SIPs). School Improvement Plans shall define and prioritise objectives, as well as identify strategies for achieving them. TSC and MBSSE shall work together on assessing TPD needs at district and national levels. These evidence-based training needs shall be available to all providers of teacher professional development courses, to guide their planning and implementation of TPD investments.

In view of the above, the TSC and MBSSE shall ensure that groups of teachers and school clusters are offered differentiated PD opportunities that are in line with evidence-based specific needs of teachers and of school clusters in a district or across districts.

## **4. -General Strategies for TPD | The How, Why, and What, of Teacher Professional Development**

### **4.1. Shifting Investments from Remedial to Formative TPD**

One of the main goals of the TSC as regards teacher professional development shall be to shift the focus of investments from dealing with routine upgrading programmes for unqualified and untrained teachers. The onus will henceforth be on unqualified and untrained teachers to seek out and use available opportunities for upgrading their status within a maximum 5-year period. Also, as qualified and trained teachers are recruited into the new professional teaching force, the need for such remedial courses can be expected to decline.

**4.1.1.** TPD in Sierra Leone has been largely remedial. Investments in the in-service training of teachers have been designed to bring unqualified and untrained teachers up to a satisfactory level of performance, as well as to address gaps in teachers' existing education, knowledge and skills. There have also been ad hoc provisions to help teachers address emerging issues such as the HIV/AIDS or Ebola pandemics. Investments in remedial and ad hoc TPD shall be reduced as much and as rapidly as feasible.

**4.1.2.** Moving forward, the TSC shall ensure that Sierra Leone shifts rapidly to investing in formative TPD that builds on, deepens and consolidates the existing education, knowledge and skills, of its teachers. Such investments will be made across the continuum from initial teacher education/training, through mentoring during probation, to lifelong Continuous Professional Development.

#### **4.2. Focus on Needs-Based and School-Based TPD**

The TSC is knowledgeable about the considerable body of research evidence which indicates that the best TPD is classroom-based, aimed at directly improving the professional practice of teachers in the classroom. As such the focus of TPD investments shall include:

- (a) Mentoring and support from experienced teachers, based on identified needs and individual PD plans, to enable the gradual development of professional confidence and self-efficacy, as well as classroom competence and effectiveness of teachers.
- (b) Formal training courses and workshops that respond to needs identified at the level of: groups of teachers, school clusters, individual districts, or the whole education system. Traditional top-down, “one size fits all” approaches will not be encouraged.

#### **4.3. Principles of Inclusion and Equity:**

Teacher professional development shall be based on principles of equity and inclusion. As such, processes of selection, management and development of teachers and other education workers shall be inclusive and equitable. School leaders, teacher educators, and education officials will be selected to be representative of the population in terms of gender, ethnicity, and physical ability. This policy on TPD therefore pertains to all categories of teachers working at the different levels of the education system as follows:

<b>Levels of Education Included in the Policy</b>	<b>Categories of Teachers Included in the Policy</b>
Early Childhood Education (ECE); Primary School; Junior Secondary School (JSS); Senior Secondary School (SSS); and Technical & Vocational Education and Training (TVET)	Professional teachers currently on the government payroll; Professional teachers not currently on the government payroll; Non-professional teachers; School Heads in Govt.; Govt. Assisted; and Community Schools; School Heads in Private Schools

In addition, meaningful focus on inclusion and equity will be integrated into all levels of teacher education and training, to ensure that:

- (a) Teachers are prepared for teaching in ways that are inclusive of all learners, regardless of gender, disability, ethnicity, language, religion, or membership of minority groups;
- (b) Teachers are aware of, and sensitive to, the overt and salient mechanisms of exclusion, prejudice and discrimination that may in the curriculum, in teaching and learning materials, or in the organization and management of schools.
- (c) Teachers can develop and utilize the theoretical understanding and operational skills necessary to combat the various forms of discrimination, exclusion, and prejudice that may exist in the school system.

#### **4.4. The Special Case of Gender**

The composition of the teaching force in Sierra Leone has been heavily and persistently skewed in favour of male teachers since the civil war years, even though there are no official rules or explicit practices that disadvantage female teachers. The percentage of female teachers at the primary level remains persistently low, and this gets worse at the junior secondary and senior secondary levels of the system. Whilst efforts are being made to determine the root causes for this serious gender imbalance in the teaching force the TSC shall adopt interim measures to redress the gender balance, including:

- (a) Support to female teachers/candidates through: mentoring by senior female colleagues; professional learning circles or other PD activities coordinated by senior female colleagues; and providing CPD opportunities at family-friendly times, etc.
- (b) To avoid unintended gender bias the TSC shall ensure that access to and participation in TPD opportunities are designed to allow equitable opportunities for women and men to progress through the career structure.
- (c) The TSC shall also introduce such processes as may be required to ensure that equitable numbers of women and men are able to achieve school leadership posts and/or attain to senior levels of the teaching career path.
- (d) Since the TSC professional standards are the benchmark criteria for all teacher management and development processes, the principle of equity requires that TSC shall support female teachers to meet the criteria laid down in the Standards; rather than simply or unduly favouring female teachers for recruitment or advancement.

#### 4.5. The Case of Persons with Disability (PwD)

The Sierra Leone population has an unusually high percentage of persons with disabilities due to atrocities of the 11-year civil war as well as a poor health care system. The rights of persons with disability need to be protected at all levels from access to education and training to employment opportunities. The TSC shall play a positive role in this area by recruiting persons with disabilities and ensuring they are not discriminated against within the teaching profession.

#### 4.6. Teachers as Reflective Practitioners

Teacher Professional Development shall focus on enabling teachers to be reflective practitioners, through approaches which are classroom based, sustained over time, and aimed at enhancing professional self-development and improving classroom practice. To this end teachers will be encouraged not simply to deliver quality lessons in their classrooms; but to reflect on differences in the learners they teach and ways of supporting satisfactory learning outcomes for all students in their class. The TSC shall strive to ensure:

- (a) That TPD provides effective support for teachers to become reflective practitioners, who are capable of actively using learning and educational theory to reflect on and refine their practice in the best interest of the learners.
- (b) That teachers have the best interest of their learners in mind when they develop a professional development plan; and that teachers receive mentoring and PD support based not only on their needs but also on what is in the best interest of learners.

### 5. TPD Opportunities & Provisions

#### Main Providers and Types of Provisions Available for Teachers

##### 5.1. Budgetary Provisions:

- 5.1.1. National Budgeting:** The Government of Sierra Leone (MoFED, MBSSE, TSC, MTHE) shall develop budgets and identify funding sources for implementation of teacher professional development policies. Budgetary provision will be made to ensure that over time (and within a structured and fully costed implementation plan), the following shall be appropriately covered:

- (a) Funding to establish in-service TPD system elements, viz: introduce the requisite systems; build capacity of the main actors; make electronic PD materials available to teachers; give teachers access to computer equipment and internet access; establish resource centres with teaching and learning materials; recruit mobile resource teachers to support in-school PD of teachers.
  - (b) Annual budgets allocated to districts for regular and targeted CPD of teachers and school leaders, including a per capita CPD entitlement for all schools in the district;
  - (c) Targeted budgets to provide CPD opportunities to all non-professional teachers, that will prepare them to meet the requisite Professional Standards for new teachers within a five-year timeframe;
  - (d) Funding to improve initial teacher education institutions in terms of their infrastructure and equipment such as: computers; internet access; resource centres with teaching and learning materials; professional development for teacher educators; etc.;
  - (e) Annual budgets for initial teacher education and training, including adequate per capita funding for students as well as for the Continuous Professional Development of teacher educators;
  - (f) Reform of teacher salaries, linking a new teacher career structure (that reflects the agreed professional Standards) with the revised public sector salary scale, and ensuring that salaries due are paid as planned and on time;
  - (g) Reform of school leader salaries, aligned with successful completion of specific training in school leadership and management, including increments triggered by successful completion of planned professional development and appraisals;
  - (h) Progressively ensuring trained/qualified and experienced teachers are duly appointed school leaders in adequate numbers for the needs of the country and are put on the government payroll, as space is created by attrition and payroll cleaning;
- 5.1.2. Costing TPD Plans:** TPD implementation plans shall be fully costed but also adjusted to reflect levels of available resources. This requires the TSC to consider the concept of an “affordable teaching force” in Sierra Leone. Design and implementation of TPD plans and budgets shall be adjusted based on identified key priorities, including trade-offs between competing priorities.
- 5.1.3. Advocacy for Financing:** It is likely that TPD can be most effective in improving teacher professionalism if it is associated with a reward structure that reflects a career path based on professional Standards. As such, agencies involved with teachers (TSC,

MBSSE, MTHE, and MoFED), as well as education development partners shall be canvassed by TSC to explore all available funding sources and commit to facilitating the TPD implementation plan over an agreed period. This requires that national and international partners shall allocate predictable annual or multi-year budgets for initial teacher education and in-service teacher professional development during the agreed period. This shall be used as an interim support mechanism to allow time for TPD budget stabilization, at a level that is affordable within the national budget of Sierra Leone.

## **5.2. Provisions for Initial Teacher Education and Training:**

**5.2.1. Teacher Education Institutions:** Sierra Leone has 7 tertiary education institutions that provide initial teacher education and training throughout the country, covering all regions as shown below. The core individuals within these institutions include Principals, Deans, Heads of Department, Registrars, Teacher Educators, and Distance Education Managers. It shall be the responsibility of these core officials to ensure that Teacher Education Institutions adequately fulfil their role to:

- Identify and recruit suitable candidates for initial teacher education, based on academic qualifications as well as the motivation, attitude and aptitude (quality) of the candidates and the need for teachers, including subject specialists.
- Develop and implement rigorous pre-service teacher education programmes that are aligned with the Standards for New Teachers and reflective of the national curriculum and other prescribed syllabuses.
- Manage the practicum or supervised teaching practice in coordination with school heads and school-based mentors.
- Support induction of novice teachers during the probation period, in coordination with the TSC and school-based mentors
- Design/implement distance learning programmes in consultation with TSC, for in-service training of teachers and school leaders
- Provide technical expertise for design/implementation of rigorous, high quality in-service courses for teachers and school leaders.

Name of Institution	Teacher Courses, Duration, and Entry Requirements
Fourah Bay College, University of Sierra Leone (FBC-USL)	Founded in 1827 by CMS for the training of missionaries and teachers. Became a degree granting institution in 1876 with affiliation to Durham University. A leading institution in the University of Sierra Leone. Offers a Post-Graduate Diploma in Education (Dip. Ed.), as well as Bachelor's & Graduate Degrees in Education.
Njala University (NU)	Set up in 1924 to train teachers; became Njala University College in 1964; constituent college of the university of Sierra Leone in 1972; and a separate university (Njala University) in 2004, under the new University Act. Offers TC, HTC Primary and HTC Secondary courses.
Ernest Bai Koroma University of Science & Technology (EBKUST)	The Northern Polytechnic merged Makeni Teachers' College and Magburaka Technical Training Institute. Northern Polytechnic now merged with Teko Veterinary Institute, Port Loko Teachers College, and an Arabic College in Magburaka, to form EBKUST. Offers TC, HTC Primary and HTC Secondary Courses.
Eastern Polytechnic (EP)	Established under the Polytechnic Act of 2001, from a merger of Bunumbu Teachers' College (1933) and Kenema Technical Institute (1957). Offers TC, HTC Primary and HTC Secondary courses for teachers.
MMCET - Milton Margai College of Education & Technology	Established in 2001; merged Milton Margai College of Education (Milton Margai Teachers' College of 1960); Freetown Technical Institute; and Hotel & Tourism Training Institute. Offers HTC Secondary and B.Ed. courses.
Freetown Teachers' College (FTC)	Founded in 1964 by The Anglican Diocese to increase number of trained teachers in primary schools. Offers TC, HTC Primary and HTC Secondary courses, and a distance learning programme for untrained teachers.

**5.2.2. Teacher Educators (Instructors):** play a key role in the initial preparation of teachers. To fulfil this role and prepare teachers of the highest quality and effectiveness, the competency framework for teacher educators requires teacher educators to possess the following qualifications, experience, and attributes as per the Standards for a New Teacher.

- (a) Teacher educators shall hold preferably a Masters' degree and at least a Bachelors' degree and Higher Teaching Certificate (HTC). Teacher educators without a Masters' Degree shall be required to enrol on a Masters' programme and successfully complete this within 3 years of their recruitment. Tuition fees for teacher educators in such courses shall be waived and these teacher educators may benefit from a reduced workload for the duration of their qualifying course.



- (b) Teacher educators shall demonstrate they are lifelong learners who are aware of the latest research in their specialist domain and able to apply this in the education/training of student teachers. Teacher educators shall be encouraged to engage in education research (especially collaborative action research), as part of the criterion for promotion and career advancement.
- (c) Teacher educators shall demonstrate awareness of a variety of pedagogical approaches and shall be capable of modelling or regularly using effective and innovative facilitation methods as an example to the trainee teachers they prepare.

**5.2.3. The Curriculum for Initial Teacher Education:** For all teacher education and training courses, especially the TC, HTC (Primary and Secondary) the TSC shall advocate for a comprehensive review that would facilitate the necessary revisions (as a matter of urgency) to ensure that these courses are:

- Aligned with the Professional Standards outlined by the TSC for New Teachers;
- Aligned with the overall vision and approach of the present Teacher Professional Development policy and related guidelines;
- Capable for meeting the actual and current needs of learners and develop professionals equipped to thrive in the 21st century;
- Aligned with the national curriculum and overall national goals for education in Sierra Leone as outlined in current Education Sector Plan documents.
- Dynamic, flexible, and up to date with learning theories and pedagogical practices that are most appropriate for Sierra Leone.

**5.2.4. Certified TPD Specialists:** The TSC will work with tertiary institutions and the Ministries of education to develop and maintain a roster of Individuals who have met the TSC certification requirements to qualify them to facilitate in-service TPD courses. These individuals shall receive official recognition and a certificate as “Certified Professional Development Specialists (CPDS)”. The TSC roster of qualified CPDS will specify subject area and grade level teaching expertise. Only trainers with CPDS status shall be authorised to facilitate professional development courses for in-service training of teachers and school leaders.

**5.2.5. Development Partners:** Government shall advocate for international bilateral and multilateral agencies, as well as INGOs to work in close partnership with MBSSE, MTHE, and TSC to support the development of TPD systems. Responsibility for TPD lies primarily with the government of Sierra Leone; but development partners may provide support in the form of:

- Funds and technical assistance to support the TSC and education ministries in the management and coordination of TPD;
  - Funds and technical assistance for design and implementation of a fully costed TPD plan, through Certified TPD Specialists;
  - Funds and technical assistance to research the impact and cost-effectiveness of different models of TPD
- 5.2.6. Private Sector Providers:** The identification of TPD needs will create a demand for the development and delivery of a variety of new TPD courses and products. Private sector providers may develop/offer such in-service TPD courses/products for teachers, subject to accreditation by the TSC and provided these in-service TPD courses are delivered by certified CPD Specialists.
- 5.3. Provisions for Induction Training During Probation:**
- 5.3.1. First Phase Induction Process** – This shall take place upon graduation from a tertiary institution as a qualified teacher, and the focus shall be on orientation of newly qualified teachers to the requirements of the teaching profession and the rights of teachers within the profession. The induction process shall be jointly planned and executed by TSC and the SLTU in all districts across the country. Selected school(s) in each district shall be used as the venue for this initial induction training, and selected teacher educators, school leaders, or senior teachers may be used as resource persons to support the exercise.
- 5.3.2. Second Phase Induction Process** – This shall take place within the first 6 months (maximum probation period) of appointment to a teaching position in a school. The focus shall be on familiarizing newly appointed teachers with the professional standards, ethos, and ethics of the teaching profession; as well as the realities of classroom practice, school organization/management, curriculum delivery, pedagogical issues and assessment of student learning. The induction shall take place within the school and shall be jointly planned and implemented by the school management, teacher college staff, and the TSC.
- 5.4. Provisions for Continuous Professional Development (CPD):**
- 5.4.1. Formal and Informal CPD:** The policy shall recognise the value and role of different forms of formal and informal TPD such as: qualification programmes; in-service courses/workshops; participation in research activities; participation in professional networks or communities of practice; active membership of subject associations; study visits to other schools; participation in

school-based learning circles or teaching labs; mentoring; peer observation; self-study; reading professional literature; keeping a PD journal or log; and informal dialogue with colleagues to improve teaching.

**5.4.2. Accreditation for CPD:** Both formal and informal PD activities may be included in a teacher’s personal PD plan, as well as in the School Improvement Plan. All formal and informal PD activities shall be considered for accreditation, provided there is credible and correct evidence to support the accreditation request.

**5.4.3. Categories of TPD Activities:** A wide and varied range of TPD activities shall be recognised for accreditation, and these can typically be categorized as follows:

- Teacher initiated activities that are based on needs or interests identified by individual teachers or groups of teachers;
- School-based or school-initiated activities, based on a school improvement plan or on needs identified by teacher managers;
- Externally-initiated activities, based on needs identified by TSC/MBSSE for a cluster of schools or for all schools in the district;
- Externally-initiated activities based on TSC/MBSSE assessment of needs for the national education system as a whole.

## **5.5. Modes of Delivery of TPD:**

**5.5.1. Proposed Delivery Modes:** The medium or platform used to deliver CPD shall be determined by what is most appropriate to the design, content, purpose, and pedagogy of the programme to be delivered. A wide variety of methods and media shall be used, including the following:

- National and regional radio stations that are now proliferating across the country, through the new School Broadcasting System;
- Television stations involved in working with the new School Broadcast Unit;
- ICT, e-learning, m-learning, to deliver online courses or as platforms to support research, self-study or presence-based training;
- Blended learning that combines some presence-based training with autonomous study using digital materials;

- Conventional paper-based distance education systems;
  - Digital resource banks, hosted by the TSC and/or by teacher education institutions and the SLTU
- 5.5.2. Other Forms of Support for CPD:** Some of the other forms of support that shall be considered for delivering the continuous professional development courses for teachers will depend on policy decisions and availability of resources; and they include:
- Mobile resource teachers or mentors e.g. School Support Officers who visit schools and offer professional support and guidance to teachers in their place of work, on lesson planning, delivery and learning assessment;
  - Teacher Resource Centres (TRCs), where teachers can meet informally to: discuss pedagogical matters; plan and coordinate action research projects; host and attend local seminars and courses; access computers and the internet; access a small library, including selected teaching and learning materials.

## 6. Management & Coordination Standards in Continuous Professional Development

### 6.1. Mandated Parties and Entities:

In Sierra Leone, the main parties and entities that are mandated to have legitimate vested interests and some degree of oversight on standards in the processes of continuous professional development of teachers include the following:

- The Teachers' Unions** that have a mandate to seek the welfare of their members through bargaining for improved conditions on the one hand, and through advocating for or promoting the professional development of members on the other hand. So, teachers' unions like the SLTU have a mandated interest in advocating for and facilitating the TPD rights of their members, as well as helping to build the capacity of their members to fulfil their roles in delivering quality education in Sierra Leone.
- The Tertiary Institutions** that have a mandate for initial education and training of teachers through the design and delivery of rigorous programmes that turn out qualified teachers. This includes some amount of supervised teaching practice in schools, and an obligation to follow up on the performance of their graduates in the school system. So, these institutions have a mandated interest in helping to shape the form and substance of continuous professional development programmes.

- (c) **The Ministry of Basic and Senior Secondary Education (MBSSE)** that has the mandate to make overall policy for education in Sierra Leone, and to provide quality assurance for the education that children and youths receive within the education system. As such the MBSSE (especially the Quality Assurance Directorate) has a mandate to help shape and manage the overall quality of Continuous Professional Development programmes in Sierra Leone. This includes contributing to the process of establishing and monitoring quality standards for these programmes.
- (d) **The Teaching Service Commission (TSC)** that has the explicit and unique mandate *to consider all matters pertaining to teacher management and the improvement of the professional status and well-being of teachers*. This places primary responsibility with the TSC for establishing and maintaining professional standards in the continuous professional development of teachers. But it also implies the need for constructive consultation and cooperation with other mandated entities, and the TSC shall be expected to work closely with these other entities on matters to do with teacher professional development.

## 6.2. Management Leadership:

Within this framework of mandated interests, it is critical to promote coordination and avoid duplication. The TSC shall therefore take lead responsibility for all matters pertaining to: commissioning, validation, accreditation, co-ordination, and overall management of Continuous Professional Development programmes in Sierra Leone. The role of the TSC in this regard shall include the following:

- Ensure that all in-service training through Continuous Professional Development programmes are aligned with the TSC Professional Standards outlined for teachers and school leaders.
- Co-ordinate and validate the Continuous Professional Development programmes designed/offered by the variety of in-service providers active in this area; including programmes that are commissioned by TSC, MBSSE, or other mandated entities.
- Establish criteria for accreditation of Continuous Professional Development programmes and courses and apply these criteria to determine if programmes meet the standards and deserve to be accredited by the TSC.
- Establish criteria for the certification of Teacher Professional Development Specialists (TPDS) and apply these criteria as the standard for certifying TPD facilitators and all those who deliver continuous professional development programmes.

- Maintain and update a roster of qualified Teacher Professional Development Specialists for official use by all agencies and partners who invest in the provision of continuous professional development programmes.
- Commission continuous professional development training opportunities for teachers and school leaders, in line with validated and evidence-based needs analysis for teachers, schools, districts or the whole education system.
- Coordinate and oversee teacher performance management; including licence renewal, promotion and career advancement based on criteria that include successful completion of agreed continuous professional development programmes.
- Coordinate periodic reviews of continuous professional development programmes to assess the impact on learning achievement of students and to ensure that standards for teacher career advancement are being achieved.
- Host and regularly update an electronic archive of CPD courses, resource materials, and opportunities for teachers.

## 7. TPD Roles and Responsibilities

### Who Does What, Where, and When in TPD Processes

The nature of teacher professional development implies that major roles will be played by different categories of individual officials and organisations/entities involved with teachers, as follows:

#### 7.1. Teachers

- Teachers shall be active subjects and agents of their own professional development and career progress. They shall take responsibility for this and define their PD needs and objectives within a personal PD plan developed in consultation with (and with support from) their mentors or direct managers.
- Teachers shall be expected to engage in various forms of formal and informal Continuous Professional Development activities as opportunities allow throughout their career; and not only during the annual PD cycle.
- Teachers shall receive recognition and gain credits for all formal and informal PD programmes that they successfully undertake. These credits shall contribute to the performance management (appraisals) and career progression of all teachers.

## 7.2. Schools

- (a) Schools shall be the main locus for most Teacher Professional Development activities; especially those relating to induction processes and in-service or Continuous Professional Development (CPD). As such appropriate and adequate opportunities for TPD, in terms of time, space, support, facilities, equipment, materials, and mentoring shall be catered for within the school infrastructure, organization, ethos, management systems, and timetable.
- (b) Schools shall provide a supportive environment and build a culture of continuous improvement in their teaching and learning processes. Schools shall also be encouraged to promote and support constructive experimentation and exchanges of practice amongst teachers as colleagues.
- (c) Formal and informal support, as well as mentoring for teachers shall be provided by teacher colleagues and senior teachers, as well as by the school leadership and management.
- (d) Performance management, including the regular appraisal of teachers and school leaders shall be built into the school system activities and explicitly provided for in the annual calendar.
- (e) Boards of Governors and School Management committees shall be supportive of, and where appropriate actively involved in, the Continuous Professional Development of teachers and school leaders.
- (f) Boards of Governors and School Management committees shall contribute to the performance management and regular appraisal of school leaders and managers.

## 7.3. Administrative Wards and School Clusters

Although administrative wards and school clusters are not yet official units in the education system of Sierra Leone, wards have been used for in-depth data collection/analysis for the Free Quality Education policy, and school clusters are used for analysis of quality indicators in the system. The TSC shall make use of “wards” as administrative units and use “school clusters” as operational units, for design and implementation of teacher professional development programmes. The ways in which the TSC shall make use of “Wards” and “School Clusters” (in collaboration with MBSSE Policy & Planning Division) include the following:

- (a) To drill down to the level of Wards in using evidence-based needs analysis to determine which teachers and schools are most in need of special support and investments for continuous professional development programmes. Such refined targeting shall be used to ensure that the teachers and schools that are most in need of support/investment are not lost in district averages.
- (b) Provide disaggregated data at Ward level to highlight disparities within districts on investments and outcomes for continuous professional development. This type of disaggregated data analysis can facilitate greater equity and fairness within districts.
- (c) Organise efficient implementation of CPD programmes by banding schools together in clusters based on similarities in their CPD needs. For instance, all girls' schools in a district, or all schools that are weak in mathematics in a district. This will make delivery of CPD more relevant for the target groups and enable more efficient programme design and implementation.
- (d) Use school clusters to facilitate peer exchange and learning amongst the teachers, especially by learning from schools in the cluster that have achieved excellence in one or more areas of teacher competence. Such schools can serve as the designated locus (and provide the required support) for all comprehensive professional development activities involving the cluster.

#### **7.4. Districts:**

The district is at the core of the decentralized education system in Sierra Leone. It is the administrative unit responsible for delivery and accountability in the area of quality basic education. The district is the locus of the MBSSE Deputy Directors who head the District Education Offices. It is also the seat of the TSC Deputy Directors who perform key functions relating to the management, well-being, and professional advancement of teachers. In line with Government's decentralisation policy, financial resources for education are increasingly channelled to the district level and efforts are being made to enhance the capacity for managing such funds efficiently. Some education development partners are also supporting this trend by channelling financial resources and capacity building efforts to the district level. As such, the success or failure of TPD programmes will increasingly depend on what happens at the district level. This policy therefore calls for maximum cooperation and collaboration between the key entities operating at the district level of the education system, for best results in the areas of enhanced teacher professional development and improved quality of education.

#### **7.5. Ministry of Education (MBSSE) at District Level:**

The MBSSE District Education Office, headed by a Deputy Director, is the highest education authority in the district and has many functions relating to: oversight for adherence to national policy; supervising implementation of official programmes and activities; and



providing inspection and supervision services. Inadequate expert staff and resources continue are a perennial obstacle to successful execution of these functions. There is much to be gained therefore in facilitating cooperation and collaboration with the TSC and other key entities that operate at the district level. The tactical and operational benefits to be gained from working together include:

- School inspection/supervision plans to monitor the performance of schools in the district could be drawn up in consultation with (or at least shared with) TSC colleagues at the district level office; in addition to being submitted to MBSSE HQ.
- Quality improvement targets for schools can be jointly set with the TSC to take account of all available evidence of the factors that affect in teaching and learning in the various schools in the district
- Reports on quality improvements or progress made by schools could be prepared jointly or at least shared with the TSC to gain coherence in making decisions on investment needs in various schools across the district.
- All reports on education in the district could be shared with TSC colleagues in addition to being submitted to municipal/district councils and to the MBSSE HQ.
- There shall be full coordination between the offices of the MBSSE and TSC in determining the professional development needs of the teachers and school leaders in the district.

#### **7.6. Teaching Service Commission (TSC) at the District Level**

The district offices of the TSC are headed by TSC Deputy Directors. These offices provide the entry point for teachers and schools to address all matters pertaining to recruitment, deployment, promotion, management, and general well-being of teachers and school leaders; in line with the professional standards for teachers and school leaders. In executing their functions, TSC district offices shall:

- Coordinate with the offices of the MBSSE Deputy Directors to monitor and report on the professional development needs of all teachers and school leaders within the district.
- Work jointly with offices of the MBSSE Deputy Directors to document achievements and appraisal decisions of teachers and school leaders in the district, in addition to reporting these to the TSC HQ office.

- Consult with the offices of the MBSSE Deputy Director (or at least share evidence) on the Review & Approval of all continuous professional development plans, including portfolios of teachers and school leaders; in addition to reporting to the TSC HQ office.
- Collaborate with the MBSSE District Officers to plan, cost, budget for, and monitor formal in-service PD activities within the District.
- Consult with MBSSE District Offices (or at least share decisions) on recommendations for renewal/withdrawal of teachers licenses, in addition to sending such recommendations to the TSC HQ office.

### **7.7. Ministries of Education (MBSSE & MTHE) at the National Level**

The Ministries of Education are the overarching coordination and advisory bodies for education in the country. They are accountable for investments made in the education system and for delivering on expected results. These ministries have overall responsibility for all aspects of education policy development, education planning and financial provision. The functions of the education ministries that are particularly relevant to teacher professional development are as follows:

- (a) MTHE coordinates and supports teacher initial teacher education, which is delivered by Teacher Training Colleges. As such it can help to ensure that courses offered by these colleges are in line with the professional standards set out by the TSC; and ensure that the colleges are mandated to participate fully in the induction and continuing professional development of teachers graduating from their institutions.
- (b) MBSSE provides quality assurance for the school system through its Division of Quality Assurance that houses the inspectors and superintendents working in the decentralised education system.
- (c) MBSSE conducts annual school surveys and maintains the Education Management Information System (EMIS) for planning and monitoring school performance.

### **7.8. Teaching Service Commission (TSC) at the National Level**

The TSC is responsible for all matters pertaining to teacher management and the improvement of the professional status and wellbeing of teachers. In particular, the TSC has the following roles in relation to Teacher Professional Development and Performance:

- Establish Professional Standards for teachers and school leaders, to be implemented, monitored, and managed in collaboration with schools, teacher colleges, and the education ministries.
- Ensure that all in-service TPD programmes are aligned with the Professional Standards for purposes of validation and accreditation.
- Advise the ministries of education on initial teacher education, delivered through the teacher education institutions, such that this is aligned with the Professional Standards and with all other dimensions of Teacher Professional Development.
- Validate, accredit, and coordinate the wide range of professional development programmes offered by in-service providers.
- Establish criteria for the accreditation of in-service TPD programmes and courses and apply these to accredit in-service TPD programmes and courses which meet the criteria
- Establish criteria for the certification of Teacher Professional Development Specialists and apply these to certify TPD facilitators or deliverers who meet the criteria
- Maintain and regularly update an electronic roster of qualified and certified Teacher Professional Development Specialists, for the access, use, and benefit of all TPD service providers.
- License and register teachers based on demonstrated attainment of the competencies articulated in the Standards, following successful initial teacher education and induction
- Manage teacher careers, including assignment of teachers to the appropriate stage/category on the career pathways, managing promotions, deployment, etc.
- Commission continuous professional development programmes and courses to provide opportunities for teachers and school leaders, as per the appropriate (evidence-based) needs analysis.
- Coordinate and oversee teacher performance management, in collaboration with MBSSE, including licence renewal/withdrawal.

- Coordinate periodic reviews of all continuous professional development programmes and courses, to maintain high standards for teacher career advancement and promote maximum impact on learning achievement of students.
- Host an electronic archive of teacher professional development programmes and resource materials for reference purposes and to facilitate learning from experience.
- Utilise the EMIS managed by the MBSSE to plan and monitor teacher careers, including recruitment, promotion, etc.

### **7.9. The Sierra Leone Teachers Union (SLTU)**

The SLTU maintains regional and district offices as well as its national headquarters office. It is in a strong position to contribute to the continuous professional development of its members by:

- (a) promoting the welfare of its members and negotiate with employers for improved work and employment conditions, including the right to continuous professional development opportunities;
- (b) working with partners to promote the professional development of their members by commissioning and/or offering courses for continuous professional development that are validated and accredited by the TSC and delivered by Certified PD specialists.
- (c) providing advice and helping to build the capacity of teachers to meet the requirements of the newly introduced TPD system. E.g. providing evidence of successfully completed PD programmes, or compile TPD portfolios for their members, etc.
- (d) advising and helping to build the capacity of teachers to fill in the self-appraisal sheets, prepare for appraisal interviews, etc.
- (e) serving as advocates for and defenders of the rights of teachers and school leaders to continuous professional development.
- (f) Advising TSC on equitable implementation of licensure, performance management, promotion and compensation processes.

**7.10. Formal Cooperation and Collaboration:**

All recommendations for cooperation and collaboration between mandated entities with legitimate interests in TPD will need to be agreed through a formal process of negotiation involving TSC, MBSSE, MTHE, Teacher Colleges, and the SLTU.